

# PRESIDENT'S WELCOME MESSAGE



As the new president of California State University, Northridge, beginning in June 2012, I am delighted to provide this introduction to the university catalog. It is an honor to be joining the Cal State Northridge family at this critical juncture of challenge and promise—the challenges facing California's public higher education institutions met with the ongoing promise of the university's distinguished faculty, staff and administrators dedicating themselves to student success, to *your* success.

At Cal State Northridge, our first priority is to promote your welfare and intellectual progress. The magnificent new Valley Performing Arts Center and Student Recreation Center attest to the campus' commitment to providing students and the community we serve with world-class state-of-the-art cultural and academic facilities. Additionally, the exceptional programs and services offered by the university give you a wealth of choices to advance your academic, professional and personal goals. Our culture of collaboration and problem-solving has enabled the CSU's mission of access and excellence to take root and flourish here, and I encourage you to reap the benefits of this outstanding university by being dedicated to your academic studies and actively engaged in the life of the campus.

Please become familiar with the contents of your university catalog and refer to it often during your time at Cal State Northridge. Doing so will help you become familiar with the university's programs and services and enable you to navigate and manage your academic career.

I am confident your time at Cal State Northridge will be productive and rewarding. We are an institution of great opportunity and transformation, committed to helping you attain personal growth and fulfillment.

Sincerely,

A handwritten signature in black ink that reads "Dianne F. Harrison". The signature is written in a cursive, flowing style.

Dianne F. Harrison, Ph.D.  
President

California State University  
**Northridge**



## University History

In the fall of 1956, the San Fernando Valley campus of the Los Angeles State College of Applied Arts and Sciences was established on the present site of the University. Soon afterward, the California Legislature passed Assembly Bill No. 971, which provided that the campus would separate from its parent college on July 1, 1958—the founding date of the present University—to become San Fernando Valley State College.

At that time, it had an enrollment of about 3,300 students with a faculty of 104. On June 1, 1972, the College was renamed California State University, Northridge, by action of the Legislature and the Board of Trustees of the California State University.

## General Description

As part of the 23-campus California State University system, Cal State Northridge (CSUN) is one of the largest universities in the nation, enrolling approximately 34,000 full- and part-time students. CSUN has nine colleges and more than 2,000 faculty members who teach courses leading to bachelor's degrees in 69 disciplines, master's degrees in 58 fields and doctorates in educational leadership and physical therapy, as well as 28 teaching credential programs.

During the 2011-12 academic year, nearly 7,000 students graduated with bachelor's degrees and nearly 2,000 with master's and doctoral degrees.

## University Mission, Values and Vision

**Mission:** California State University, Northridge exists to enable students to realize their educational goals. The University's first priority is to promote the welfare and intellectual progress of students. To fulfill this mission, we design programs and activities to help students develop the academic competencies, professional skills and critical values of learned persons who live in a democratic society, an interdependent world and a technological age; we seek to foster a rigorous and contemporary understanding of the liberal arts, sciences and professional disciplines, and we believe in the following values:

1. **Commitment to Teaching, Scholarship, and Active Learning:** We demonstrate excellence in teaching. We honor and reward high performance in learning, teaching, scholarship, research, service and creative activity. Because the quality of our academic programs is central to our mission, we encourage intellectual curiosity and protect the multiple expressions of academic freedom.
2. **Commitment to Excellence:** We set the highest standards for ourselves in all of our actions and activities and support the professional development of faculty, staff and administrators. We assess our performance so that every area of University life will be continually improved and renewed. We recognize and reward our efforts of greatest distinction and through them provide state and national leadership.
3. **Respect for All People:** We aspire to behave as an inclusive, cooperative community. Our behaviors, policies and programs affirm the worth and personal dignity of every member of the University community and contribute to a campus climate of civility, collegiality, tolerance and reasoned debate.
4. **Alliances With the Community:** We seek partnerships with local schools, community colleges, businesses, government and social agencies to advance the educational, intellectual, artistic, civic, cultural and economic aspirations of our surrounding communities.
5. **Encouragement of Innovation, Experimentation and Creativity:** We seek to provide an environment conducive to innovation, experimentation and creativity. We encourage all members of our community to take intellectual and creative risks and to embrace changes that will enhance the fulfillment of the University's mission.

**Vision:** California State University, Northridge, is inspired by the belief that our commitment to educational opportunity, inclusion and excellence will extend the promise of America to succeeding generations. Our graduates will be the vanguard of leaders for this century—committed to sustaining a democracy in which diverse people share in the rights and responsibilities of citizenship, proficient in applying technology to wise purposes, and dedicated to securing a humane world community and sustaining the bounty of the earth. As an institution of higher learning,

- We will be a high performing, model university in which student achievement levels are among the highest of peer universities;
- We will create a community of shared values in which faculty, students, staff, administrators and alumni will experience personal satisfaction and pride in our collective achievements;
- We will be the first choice for university applicants who seek a rigorous, collaborative teaching/learning experience in a technologically rich environment;
- We will be the leader in enhancing the educational, cultural and economic resources of our region; and
- We will receive local and national recognition for our distinctive achievements in teaching, learning, scholarship and service.

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## 2012-2013 Academic Calendar

### Fall 2012 Semester

|                               |                    |  |
|-------------------------------|--------------------|--|
| August 22, 2012               | Wednesday          | Fall 2012 officially begins; Department meetings |
| August 23 - 24                | Thursday - Friday  | Department meetings; Registration continues      |
| August 25                     | Saturday           | Saturday classes begin                           |
| August 27                     | Monday             | Weekday classes begin                            |
| September 1 - 3               | Saturday - Monday  | Labor Day Holiday, campus closed                 |
| November 12                   | Monday             | Veterans' Day Holiday observed, campus closed    |
| November 22 - 23              | Thursday - Friday  | Thanksgiving Recess, campus closed               |
| November 24                   | Saturday           | No instruction                                   |
| December 10                   | Monday             | Last day of formal instruction                   |
| December 11 - 17              | Tuesday - Monday   | Final & Common Final examinations                |
| December 18 - 20              | Tuesday - Thursday | Department meetings and conferences              |
| December 21                   | Friday             | Evaluation Day                                   |
| December 24                   | Monday             | Instructors' grades due                          |
| December 24                   | Monday             | Last day of the Fall 2012 semester               |
| December 25 - January 1, 2013 | Tuesday - Tuesday  | Campus closed *                                  |

### Spring 2013 Semester

|                  |                    |   |
|------------------|--------------------|---|
| January 16, 2013 | Wednesday          | Spring 2013 officially begins; Department meetings                                |
| January 21       | Monday             | Martin Luther King, Jr. Day, campus closed  |
| January 22       | Tuesday            | Weekday classes begin   |
| January 26       | Saturday           | Saturday classes begin  |
| April 1          | Monday             | Cesar Chavez Holiday observed, campus closed                                      |
| April 8 - 13     | Monday - Saturday  | Spring Recess, no instruction   |
| May 10           | Friday             | Last day of formal instruction except for<br>Saturday classes meeting once weekly |
| May 13 - 18      | Monday - Saturday  | Final & Common Final examinations   |
| May 20           | Monday             | Honors Convocation  |
| May 21 - 23      | Tuesday - Thursday | Commencements   |
| May 24           | Friday             | Instructors' grades due   |
| May 24           | Friday             | Last day of 2012-2013 academic year   |
| May 27           | Monday             | Memorial Day Holiday, campus closed   |

### University Holiday Schedule

Labor Day - Monday, September 3, 2012  
 Veterans' Day observed - Monday, November 12, 2012  
 Thanksgiving Day - Thursday, November 22, 2012  
 Admission Day observed - Friday, November 23, 2012  
 Christmas Day observed - Tuesday, December 25, 2012  
 Lincoln's Birthday observed - Wednesday, December 26, 2012  
 Washington's Birthday observed - Thursday, December 27, 2012  
 Columbus Day observed - Friday, December 28, 2012  
 \* Monday, December 31, 2012  
 New Year's Day observed - Tuesday, January 1, 2013  
 Martin Luther King, Jr. Day - Monday, January 21, 2013  
 Cesar Chavez Day observed - Monday, April 1, 2013  
 Memorial Day observed - Monday, May 27, 2013

### Fall 2012 Saturday Classes

August 25  
 September 8, 15, 22, 29  
 October 6, 13, 20, 27  
 November 3, 10, 17  
 December 1, 8

### Spring 2013 Saturday Classes

January 26  
 February 2, 9, 16, 23  
 March 2, 9, 16, 23, 30  
 April 6, 20, 27  
 May 4, 11

## 2013-2014 Academic Calendar

### Summer 2013 Term

|              |           |   |
|--------------|-----------|---|
| May 28, 2013 | Tuesday   | Session 1 (12 weeks) officially begins  |
| May 28       | Tuesday   | Session 2 (6 weeks) officially begins   |
| July 4       | Thursday  | Independence Day Holiday, campus closed |
| July 9       | Tuesday   | Session 2 ends                          |
| July 10      | Wednesday | Session 3 (6 weeks) officially begins   |
| August 20    | Tuesday   | Session 3 and Session 1 end             |

### Fall 2013 Semester

|                              |                      |  |
|------------------------------|----------------------|--|
| August 21, 2013              | Wednesday            | Fall 2013 officially begins; Department meetings |
| August 22 - 23               | Thursday – Friday    | Department meetings; Registration continues      |
| August 24                    | Saturday             | Saturday classes begin                           |
| August 26                    | Monday               | Weekday classes begin                            |
| August 31- September 2       | Saturday - Monday    | Labor Day Holiday, campus closed                 |
| November 11                  | Monday               | Veterans' Day Holiday, campus closed             |
| November 28 - 29             | Thursday - Friday    | Thanksgiving Recess, campus closed               |
| November 30                  | Saturday             | No instruction                                   |
| December 10                  | Tuesday              | Last day of formal instruction                   |
| December 11 - 17             | Wednesday-Tuesday    | Final & Common Final examinations                |
| December 18-20               | Wednesday – Friday   | Department meetings and conferences              |
| December 23                  | Monday               | Evaluation Day                                   |
| December 24                  | Tuesday              | Instructors' grades due                          |
| December 24                  | Tuesday              | Last day of the Fall 2013 semester               |
| December 25- January 1, 2014 | Wednesday– Wednesday | Campus closed *                                  |

### Spring 2014 Semester

|                  |                    |   |
|------------------|--------------------|---|
| January 16, 2014 | Thursday           | Spring 2014 officially begins; Department meetings                                |
| January 20       | Monday             | Martin Luther King, Jr. Day, campus closed  |
| January 21       | Tuesday            | Weekday classes begin   |
| January 25       | Saturday           | Saturday classes begin  |
| March 31         | Monday             | Cesar Chavez Holiday, campus closed   |
| April 7 - 12     | Monday - Saturday  | Spring Recess, no instruction   |
| May 9            | Friday             | Last day of formal instruction except for<br>Saturday classes meeting once weekly |
| May 12 - 17      | Monday - Saturday  | Final & Common Final examinations   |
| May 19           | Monday             | Honors Convocation  |
| May 20 - 22      | Tuesday - Thursday | Commencements   |
| May 23           | Friday             | Instructors' grades due   |
| May 23           | Friday             | Last day of 2013-2014 academic year   |
| May 26           | Monday             | Memorial Day Holiday, campus closed   |

### University Holiday Schedule

Labor Day - Monday, September 2, 2013  
 Veterans' Day observed - Monday, November 11, 2013  
 Thanksgiving Day - Thursday, November 28, 2013  
 Admission Day observed - Friday, November 29, 2013  
 Christmas Day observed - Wednesday, December 25, 2013  
 Lincoln's Birthday observed - Thursday, December 26, 2013  
 Washington's Birthday observed - Friday, December 27, 2013  
 Columbus Day observed - Monday, December 30, 2013  
 \* Tuesday, December 31, 2013  
 New Year's Day observed - Wednesday, January 1, 2014  
 Martin Luther King, Jr. Day - Monday, January 20, 2014  
 Cesar Chavez Day - Monday, March 31, 2014  
 Memorial Day observed - Monday, May 26, 2014

- No Holiday available to cover closure on Tuesday, December 31, 2013.
- Calendar subject to change based on policy or state regulations.
- For additional academic dates and deadlines, see Academic Semester Calendar at: <http://www.csun.edu/anr/soc/calendar.html>

### Fall 2013 Saturday Classes

August 24  
 September 7, 14, 21, 28  
 October 5, 12, 19, 26  
 November 2, 9, 16, 23  
 December 7

### Spring 2014 Saturday Classes

January 25  
 February 1, 8, 15, 22  
 March 1, 8, 15, 22, 29  
 April 5, 19, 26  
 May 3, 10

## The California State University

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

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

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

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

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All 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 high-quality, affordable bachelor’s and master’s level degree programs. Many of these programs are offered so that students can complete all Upper Division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs.

Enrollment in fall 2010 totaled 412,000 students, who were taught by more than 21,000 faculty. The system awards about half of the bachelor’s degrees and a third of the master’s degrees granted in California. More than 2.6 million students have graduated from CSU campuses since 1961.

A recent economic report found that the CSU supports more than 50,000 jobs statewide, annually. The engine driving job creation is more than \$17 billion in economic activity that directly results from CSU-related spending that generates \$5.43 for every dollar the state invests. For more information, please see [www.calstate.edu/impact](http://www.calstate.edu/impact).

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Dr. Ephraim P. Smith Executive Vice Chancellor and Chief Academic Officer

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Ms. Gail E. Brooks Vice Chancellor, Human Resources

Ms. Christine Helwick General Counsel

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## University Administration

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 Lili Vidal, *Director, Financial Aid*  
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### University Advancement

Vance T. Peterson, *Vice President for University Advancement*  
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 Stacy Lieberman, *Associate Vice President, Marketing and Communications*  
 Brittny McCarthy, *Director, Government and Community Relations*  
 D.G. "Gray" Mounger, *Assistant Vice President, Alumni Relations*  
 Dominique Munoz, *Director, Special Events and Donor Programs*  
 Geetha Thomas, *Assistant Vice President, Resource Management*

### Information Technology

Hilary J. Baker, *Vice President and CIO*  
 Ben Quillian, *Associate Vice President*  
 Danita Leese, *Executive Analyst to the Vice President*  
 Zack Hillbruner, *Director, User Support Services*  
 Chris Ice, *Director, Virtual Services and Systems Administration*  
 Kevin Krzewinski, *Director, Database, Systems and Identity Management*  
 Greg Nicols, *Director, Infrastructure Operations and Telecommunications*  
 Chris Olsen, *Senior Director, Infrastructure Services and Information Security Officer*  
 Beverly Palmberg, *Director, Administrative Application Services*  
 Deone Zell, *Senior Director, Academic Technology*





Photo: Hilla Hartenstein

## Colleges, Degrees and Accreditation

California State University, Northridge, has eight academic colleges and the Delmar T. Oviatt Library. The academic colleges are Mike Curb College of Arts, Media and Communication; Business and Economics; Michael D. Eisner College of Education; Health and Human Development; Engineering and Computer Science; Humanities; Science and Mathematics; and Social and Behavioral Sciences.

## Colleges

### Mike Curb College of Arts, Media and Communication

**Dean: Wm. Robert Bucker**

**Interim Associate Dean: Maureen Rubin**

**(818) 677-2246**

**[www.csun.edu/amc](http://www.csun.edu/amc)**

*Laila Asgari, Interim Director of Finance and Operations, MCCAMC and VPAC*

*Maria Valiton, Student Resource Center/EOP, Director*

*Kenneth Sakatani, Art, Dept. Chair*

*Jon Stahl, Cinema and Television Arts, Dept. Chair*

*Bernardo Attias, Communication Studies, Dept. Chair*

*Linda Bower, Journalism, Dept. Chair*

*Elizabeth Sellers, Music, Dept. Chair*

*Garry Lennon, Theatre, Dept. Chair*

### Research Centers and Institutes

*Entertainment Industry Institute, Robert Gustafson, Director*

*Center for Visual Communications, Dave Moon Viscom, Director*

*Center for Ethnic and Alternative Media, Kent Kirkton, Director*

### College of Business and Economics

**Dean: William Jennings**

**Associate Dean: Judith Hennessey**

**(818) 677-2455**

**[www.csun.edu/busecon](http://www.csun.edu/busecon)**

*Cathleen Fager, Manager, Academic Resources*

*Tina Kiesler, Director, Business Honors Program*

*Wendy Rivera, Director, Business Program for Adult College Education (PACE)*

*Paul Lazarony, Accounting and Information Systems, Dept. Chair*

*Rishma Vedd, Accounting and Information Systems, Assoc. Dept. Chair*

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*Nancy Virts, Economics, Dept. Chair*

*James P. Dow, Jr., Finance, Real Estate and Insurance, Dept. Chair*

*William W. Roberts, Management, Dept. Chair*

*Mary T. Curren, Marketing, Dept. Chair*

*Ali Belmezbad, Systems and Operations Management, Dept. Chair*

*Deborah Cours, Director, Graduate Programs*

*Wendy Rivera, Assistant Director, Graduate Programs*

*Christopher G. Jones, Director, Master of Science in Accountancy Program*

*Rafi Efrat, Director, Master of Science in Taxation Program*

*Luella Jones, Director, Ernst and Young Center for Careers in Accounting and Information Systems*

*Craig Oka, Director, Internship Program*

*Shannon Johnson, Associate Director, Internship Program*

*Fariba Farzan, Student Services Center/EOP, Director*

### Research Centers and Institutes

*Institute for Business and Economics, Judith E. Hennessey, Director*

*The Bookstein Institute for Higher Education in Taxation, Rafi Efrat, Director*

*Center for China Finance and Business Research, Yanbo Jin, Director*

*Center for Financial Planning and Investment, Michael Phillips, Director*

*Center for Quality and Productivity Education, Chi-Chuan Yao, Director*

*Center for Real Estate, Donald Bleich, Director*

*Center for Risk and Insurance, David Russell, Director*

*San Fernando Valley Economic Research Center, William W. Roberts, Director*

*Wells Fargo Center for Small Business and Entrepreneurship, Franck Vigneron, Director*

### Michael D. Eisner College of Education

**Dean: Michael E. Spagna**

**Associate Dean: Beverly Cabello**

**(818) 677-2590**

**[www.csun.edu/education](http://www.csun.edu/education)**

*Virginia McCarron, Manager, Academic Resources*

*Bonnie Crawford, Director, Credential Office*

*Flavia Fleischer, Deaf Studies, Dept. Chair*

*William De La Torre, Educational Leadership and Policy Studies, Dept. Chair*

*Richard Gregory, Director, Doctoral Program in Educational Leadership*

*Shari Tarver-Behring, Educational Psychology and Counseling, Dept. Chair*

*Marilyn Joshua Williams, Elementary Education, Dept. Chair*

*Mike Rivas, Secondary Education, Dept. Chair*

*Sue Sears, Special Education, Dept. Chair*

### Research Centers and Institutes

*Center for Educational Intervention and Therapy (CEIT)*

*Director: Sue Sears (818) 677-2596*

*Center for Partnerships for Educational Reform*

*Director: William De La Torre (818) 677-7856*

*Center for Professional Development and Educational Outreach*

*Director: Mike Rivas (818) 677-2580*

*Center for Research and Innovation in Elementary Education*

*Director: Michael Spagna (818) 677-2621*

*Center in Educational Psychology and Counseling*

*Director: Shari Tarver-Behring (818) 677-2599*

*Mitchell Family Counseling Clinic*

*Director: Michael Laurent*

*Coordinator: Donna Pioli (818) 677-2568*

*Center for Teaching and Learning*

*Director: Richard L. Goldman (818) 677-7494*

*Administrative Coordinator: Marcia Rea*

*Teaching, Learning and Counseling (TLC) Consortium*

*Director: Sue Sears (818) 677-8522*

*Administrative Coordinator: Tina Stamper*

*Family Focus Resource and Empowerment Center (FFREC)*

*Director Victoria Berrey (818) 677-5575*

*Institute for the Advancement of Educational Studies and Programs*

*Director: Michael E. Spagna (818) 677-2590*

*Special Education Institute for Research, Innovation and Teaching (SPIRIT)*

*Director: Flavia Fleischer (818) 677-5116*

*The Valley Trauma Center*

*Director: Shari Tarver-Behring (818) 677 2601*

*24-HR Hotline (818) 886-0453*

## College of Engineering and Computer Science

**Dean: S.K. Ramesh**  
**Associate Dean: Nagwa Bekir**  
**(818) 677-4501**

[www.ecs.csun.edu/ecsdean](http://www.ecs.csun.edu/ecsdean)

*Richard Barrett, Manager, Academic Resources*  
*Nazaret Dermendjian, Civil Engineering and Applied Mechanics, Dept. Chair*  
*Ileana Costea, Manufacturing Systems Engineering and Management, Dept. Chair*  
*Steven Stepanek, Computer Science, Dept. Chair*  
*Ali Amini, Electrical and Computer Engineering, Dept. Chair*  
*Hamid Jobari, Mechanical Engineering, Dept. Chair*  
*Karla Pelletier, Student Services Center/EOP, Director*

### Research Centers and Institutes

*Center for Research and Services, Vacant, Director*  
*Energy Research Center, Abhijit Mukherjee, Director*  
*Ernie Schaeffer Center for Innovation and Entrepreneurship, Mark Rajai, Director*

## College of Health and Human Development

**Dean: Sylvia A. Alva**  
**Associate Dean: Marilyn Filbeck**  
**(818) 677-3001**

[www.csun.edu/hhd/](http://www.csun.edu/hhd/)

*Renate Wigfall, Manager, Academic Resources*  
*Mario Lopez, Student Services Center/EOP, Director*  
*David Wakefield, Child and Adolescent Development, Dept. Chair*  
*J. Stephen Sinclair, Communication Disorders and Sciences, Dept. Chair*  
*Thomas Hatfield, Environmental and Occupational Health, Dept. Chair*  
*Tami Abourezk, Family and Consumer Sciences, Dept. Chair*  
*Stephen Chung, Gerontology, Coordinator*  
*Anita Slechta, Health Sciences, Dept. Chair*  
*Shane Frehlich, Kinesiology, Dept. Chair*  
*Marianne Hattar, Nursing, Dept. Chair*  
*Sheryl Low, Physical Therapy, Dept. Chair*  
*Alan Wright, Recreation and Tourism Management, Dept. Chair*

### Research Centers and Institutes

*Center of Achievement for Adaptive Therapeutic Exercise, Taeyou Jung, Director*  
*Center for Recreation and Tourism, Alan Wright, Director*  
*Center for Health Promotion, Research and Ethics, Brian Malec, Director*  
*CSUN Aquatic Center at Castaic Lake, John Van Arsdale, Director*  
*Marilyn Magaram Center for Food Science, Nutrition and Dietetics, Joyce Gilbert, Director*  
*Center for Advanced Practice in Physical Therapy, Sheryl Low, Director*  
*Language, Speech and Hearing Center, J. Steven Sinclair, Director*  
*Child and Family Center, Jerry Ann Harrel-Smith, Director*  
*Consumer Resource Center, Yi Cai, Director*

## College of Humanities

**Dean: Elizabeth Say**  
**Special Assistant to the Dean: Juana Mora**  
**(818) 677-3301**

[www.csun.edu/humanities](http://www.csun.edu/humanities)

*Elizabeth Whirledge, Manager, Academic Resources*  
*Marvin Villanueva, Student Services Center/EOP, Interim Director*  
*Mary Dudley, Student Services Center/EOP, Advisor*  
*Ana Boduryan, Student Services Center/EOP, Advisor*  
*Gina Masesmay, Asian American Studies, Dept. Chair*

*Douglas Carranza, Central American Studies, Coordinator*  
*Mary Pardo, Chicana and Chicano Studies, Dept. Chair*  
*John Adams, Classical Greek and Roman Civilization, Coordinator*  
*Jackie Stallcup, English, Dept. Chair*  
*Sheena Malbotra, Gender and Women's Studies, Dept. Chair*  
*Michael Neubauer, Liberal Studies, Director*  
*Evelyn McClave, Linguistics, Coordinator*  
*Brian Castronovo, Modern and Classical Languages and Literatures, Dept. Chair*  
*Tim Black, Philosophy, Dept. Chair*  
*Rick Talbot, Religious Studies, Dept. Chair*

### Research Centers and Institutes

*Center for Ethics and Values, Adam Swenson, Director*  
*Center for the Humanities (College umbrella), Juana Mora, Director*  
*Center for Study of Peoples of the Americas, Gabriel Gutierrez, Director*  
*Central American Studies Center, Douglas Carranza, Director*  
*CSUN Women's Research and Resource Center, Shira Brown, Director*

## College of Science and Mathematics

**Dean: Jerry Stinner**  
**Special Assistants to the Dean: Robert Espinoza and David Gray**  
**(818) 677-2005**

[www.csun.edu/csm/](http://www.csun.edu/csm/)

*Kavoos Blourtschi, Manager, Academic Resources*  
*Elizabeth Riegos-Olmos, Student Services Center/EOP, Director*  
*Larry Allen, Biology, Dept. Chair*  
*Eric Kelson, Chemistry and Biochemistry, Dept. Chair*  
*Vicki Pedone, Geological Sciences, Dept. Chair*  
*Werner Horn, Mathematics, Dept. Chair*  
*Say-Peng Lim, Physics and Astronomy, Dept. Chair*

### Research Centers and Institutes

*Center for Supramolecular Studies, Barney Bales, Director*  
*Center for Astronomy and Space-Science Education (CASE), Cristina Cadavid, Overlord*  
*Interdisciplinary Research Institute for the Sciences (IRIS), Rabia Djellouli, Director*  
*Center for Computational Materials Theory, Nicholas Kioussis, Director*  
*Center for Cancer and Developmental Biology, Steven Oppenheimer, Director*

## College of Social and Behavioral Sciences

**Dean: Stella Theodoulou**  
**Associate Dean: Darrick Danta**  
**818-677-3317**

[www.csun.edu/csbs](http://www.csun.edu/csbs)

[csbs.info@csun.edu](mailto:csbs.info@csun.edu)

*Pamela Simon, Manager, Academic Resources*  
*Anne Robison, Director of Development*  
*Ani Harutyunyan, Student Services Center/EOP Office, Director*  
*Matthew Terhune, Grants and Contracts Officer*  
*Lucille Castillo, SOLAR Coordinator*  
*Aaron Guillory, Administrative Support Coordinator*  
*Talin Saroukhanian, Online Instruction Coordinator*  
*Joy Bartley, Administrative Coordinator to the Dean*  
*Danielle de Asis, Administrative Support Assistant*  
*Florence Manumpil, Financial Analyst*  
*John B. Wall, Manager, Technology Office*  
*Tina Kotin-Savitch, Administrative Support Coordinator*  
*Rachael Howes, Social Science Subject Matter Program Coordinator*  
*Karin Stanford, Pan-African Studies, Dept. Chair*

*Cathy Costin, Anthropology, Dept. Chair*  
*Shawna Dark, Geography, Dept. Chair*  
*Richard Horowitz, History, Dept. Chair*  
*Lawrence Becker, Political Science, Dept. Chair*  
*Carrie Saetermoe, Psychology, Dept. Chair*  
*Amy Levin, Social Work, Dept. Chair*  
*Herman DeBose, Sociology, Dept. Chair*  
*Robert Kent, Urban Studies and Planning, Dept. Chair*

#### Research Centers and Institutes

*Institute for Social and Behavioral Sciences, James Decker, Director*  
*Center for Geographical Studies, Shawna Dark, Director*  
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*Anthropological Research Institute, Matthew Des Lauriers, Director*  
*Center for Southern California Studies, Josh Sides, Director*  
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#### The Tseng College

**Dean: Joyce Feucht-Haviar**  
**Deputy Dean: Kamiran (Kim) Badrkhan**  
**(818) 677-5005**  
<http://tsengcollege.csun.edu/>  
*Lih Wu, Executive Director, Business Operations & Finance*  
*Jennifer Kalfsbeek, Senior Program Director, Private Sector Programs*  
*Henrik Minassians, Director, Public Sector Programs*  
*Ravi Roy, Associate Director, Public Sector Programs*  
*Amin Maghsoodi, Director, Admissions, Registration and Client Services*  
*Mary Baxton, International Outreach Specialist*

#### University Library

**Dean: Mark Stover**  
**Associate Dean: Marianne Afifi**  
**(818) 677-2271**  
<http://library.csun.edu/>  
*Vacant, Director, Library Information Technology*  
*Laura Clary, Manager, Academic Resources*  
*Lynn Lampert, Reference and Instructional Services, Dept. Chair*  
*Helen Heinrich, Technical Services, Dept. Chair*  
*Cindy Ventuleth, Director, Special Projects*

#### Degrees

CSU Northridge, a liberal arts institution, also has substantial programs in technological and professional fields. The University currently offers bachelor's degrees in 69 areas, master's degrees in 58 areas, and two professional doctorate programs. For degree listings, see the Undergraduate and Graduate Programs sections in this catalog. There are 28 credentials given in the field of education.

#### Accreditation

CSU Northridge is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council on Higher Education and Accreditation and the U.S. Department of Education.

On March 8, 2012, WASC awarded CSUN a full 10 years reaccreditation. Information specific to CSU Northridge's reaccreditation can be found at [www.csun.edu/~instrsch/wasc/index.html](http://www.csun.edu/~instrsch/wasc/index.html). Information about WASC can be found at [www.wascweb.org](http://www.wascweb.org). WASC can be reached at:

#### WASC - Western Association of Schools and Colleges

**985 Atlantic Avenue, Suite 100**  
**Alameda, CA 94501**  
**Email: [wascsr@wascsenior.org](mailto:wascsr@wascsenior.org)**  
**Phone: (510) 748-9001**  
**Fax: (510) 748-9797**

For the State of California, CSU Northridge is accredited by the State Board of Education.

In 1966, the CSUN Student Health Center became the first college health service in the United States to be accredited by the American College Health Association. The Klotz Student Health Center received its most recent outstanding three-year reaccreditation from the Accreditation Association for Ambulatory Health Care in Spring 2010.

Professional degree programs, accredited by national societies and associations, are as follows:

**Art. B.A., M.A., and M.F.A. programs, by the National Association of Schools of Art and Design (NASAD).**

**Athletic Training. B.S. program, by the Commission of Accreditation for Allied Health Education Programs (CAAHEP).**

**Business Programs. Undergraduate: B.S. in Accountancy, B.S. in Business Administration, B.S. in Finance, B.S. in Information Systems, B.S. in Management and B.S. in Marketing; Graduate: Master of Business Administration (M.B.A.), Master of Science in Accountancy (M.S.), Master of Science in Taxation (M.S.) and the Graduate Certificate in Business Administration (G.C.B.A.) are accredited by the Association to Advance Collegiate Schools of Business (AACSB).**

**Career Counseling. M.S. program, by the Council for Accreditation of Counseling and Related Programs (CACREP).**

**Civil Engineering. B.S. program, by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.**

**College Counseling and Student Services. M.S. program, by the Council for Accreditation of Counseling and Related Programs (CACREP).**

**Communicative Disorders. M.S. program in Speech Pathology, by the American Speech-Language-Hearing Association (ASHA): American Board of Examiners in Speech-Language Pathology and Audiology-Educational Standards Board.**

**Computer Engineering. B.S. program, by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.**

**Computer Science. B.S. program, by the Computing Accreditation Commission of ABET, <http://www.abet.org>.**

**Construction Management. B.S. program, by the American Council for Construction Education (ACCE).**

**Deaf and Hard of Hearing (Special Education: Option). M.A. program, by the Council on Education of the Deaf (CED).**

**Didactic Program in Dietetics (Family and Consumer Sciences: Option). B.S. program, by the Commission on Accreditation for Dietetics Education (CADE).**

**Dietetic Internship (Family and Consumer Sciences). Internship Program by the Commission on Accreditation for Dietetics Education (CADE).**

**Education. Credential and graduate programs, by the National Council for Accreditation of Teacher Education (NCATE). Teacher Certification Program, by the State of California Commission on Teacher Credentialing (CCTC). Education Unit accreditation, by National Council Accreditation of Teacher Education (NCATE).**

**Electrical Engineering. B.S. program, by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.**

**Environmental and Occupational Health. B.S. and M.S. programs, by the National Environmental Health Science and Protection Accreditation Council (EHAC).**

**Family and Consumer Sciences.** *B.S. program, by the American Association of Family & Consumer Sciences (AAFCS).*

**Journalism.** *B.S. and M.S. programs, by the Accrediting Council on Education in Journalism and Mass Communication.*

**Interior Design.** *(Family and Consumer Sciences: Option). B.S. program, by the Council for Interior Design Accreditation (CIDA).*

**Manufacturing Systems Engineering.** *B.S. program, by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.*

**Marriage and Family Therapy.** *M.F.T. program, by the Council for Accreditation of Counseling and Related Programs (CACREP).*

**Master of Social Work.** *MSW program, by the Council on Social Work Education (CSWE).*

**Mechanical Engineering.** *B.S. program, by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.*

**Music.** *B.A., M.A., B.M. and M.M. programs, by the National Association of Schools of Music.*

**Nursing.** *B.S. program, by the Commission on Collegiate Nursing Education (CCNE).*

**Physical Therapy.** *D.P.T. program, by the Commission on Accreditation in Physical Therapy (CAPTE).*

**Public Health.** *M.P.H. program in Community Health Education, by the Council on Education for Public Health (CEPH).*

**Radiologic Sciences.** *B.S. program, by the Joint Review Committee on Education in Radiologic Technology (JRCERT), and by the California Department of Health, Radiologic Health Board.*

**School Counseling.** *M.S. program, by the Council for Accreditation of Counseling and Related Programs (CACREP).*

**School Psychology.** *M.S. program, by the National Association of School Psychology (NASP).*

**Theatre.** *B.A. and M.A. programs, by the National Association of Schools of Theatre.*

### The California State University, Northridge Foundation

The California State University, Northridge Foundation is a nonprofit, 501(c)(3) California corporation that serves as an auxiliary organization to California State University, Northridge. The Foundation's primary function is to help the University raise private, philanthropic contributions and grants from alumni, friends, corporations and foundations in support of the University's mission of helping students realize their educational goals. In addition, the Foundation is responsible for accepting, managing and investing all private funds and endowments for the University. The Board of Directors of the California State University, Northridge Foundation is a distinguished and representative group of community leaders who are committed to raising private funds to support the educational mission of the University. The Foundation Board provides leadership and guidance to the University's fundraising efforts and thereby helps to maintain the highest quality of University programs.

### 2012-13 CSUN Foundation Board of Directors

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 Bryan A. Green '94, *President and CEO, Advantage Fitness Products*  
 William C. Griffeth '80, *Anchor, CNBC*  
 Dianne F. Harrison, *University President*  
 Harold Hellenbrand, *Provost and Vice President, Academic Affairs, CSUN*  
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 Mark Lainer, *Partner, Lainer Investments of Van Nuys*  
 Judith Landy, *Alternate Secretary, Special Projects Coordinator, CSUN*  
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 George S. Leis '81, *President and CEO, Pacific Capital Bancorp*  
 Barbara Levy '74, *Community Member*  
 Philip S. Magaram Hon.D. '03, *Attorney/Principal, Valensi, Rose, PLC*  
 Thomas McCarron '77, *Vice President, Administration and Finance, CSUN*  
 Philip J. Mundy Jr. '71, *President, Mundy Medical Marketing, Inc.*  
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 Sydney Powell, *Presidential Appointment, CSUN Associated Students Representative*  
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 Todd R. Reinstein, *Attorney, Ervin, Cohen & Jessup, LLP*  
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 Rob Rousselet '79, *MS '97, MT '10, CPA, MSA, Rousselet Accountancy PC*  
 Dale A. Surowitz, *CEO, Providence Tarzana Regional Medical Center*  
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 Geetha M. Thomas, *CFO, Assistant Vice President, University Advancement, CSUN*  
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### Directors Emeriti

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 James D. Power, III, Hon.D. '99, *Retired Founder, J.D. Power and Associates*

### The Cal State Northridge Alumni Association

**Coordinating Office: Office of Alumni Relations/  
Division of University Advancement**

**Building “B” (Bank Building)**

**N. Campus Drive/Plummer Street**

**Phone: (818) 677-2137; Fax: (818) 677-4823**

**Email: [alumni@csun.edu](mailto:alumni@csun.edu)**

**Website: [www.csunalumni.com](http://www.csunalumni.com)**

The Alumni Association’s mission is to create opportunities for alumni and students to become more connected to, supportive of and interactive with the University and more connected to, interactive with and supportive of one another. In coordination with the Office of Alumni Relations, the Alumni Association serves as a conduit to connect, involve and benefit alumni according to individual interests, as well as academic, social and organizational affiliations. Alumni and students benefit from the individual and collective expertise and talents of a vast and diverse alumni constituency of more than 200,000.

The Alumni Association honors and showcases successful and influential alumni and recognizes loyal alumni and other volunteers. It provides scholarships, sponsors cultural and Matador fan programs, presents mentor and career advisement programs, and welcomes successful alumni to classrooms to share real-world experiences. Annual and lifetime memberships are available to alumni, students, faculty, staff, parents and friends. Members receive alumni benefits, including services, discounts and other opportunities.

The Alumni Association is governed by its executive council, comprising 14 elected officers and at-large executives and the assistant vice president of Alumni Relations, who serve with two dozen Alumni Chapter presidents and at-large appointed representatives as members of the Alumni Association Board of Directors, a representative advisory body of alumni and University stakeholders. Ex-officio board members include all association past presidents, honored emeriti directors and the campus president and vice president for University Advancement.

The 2012-2013 Officers of the Association are Dennis DeYoung, president; Kurt Rayners, 1st vice president; Francine Oschin, 2nd vice president; Ken Melcombe, officer; Maria Ramos, officer; Tammy Tolgo, immediate past president; D.G. “Gray” Mounger, AVP Alumni Relations.

The Alumni Association operates in accordance with Article 15 of the California Education Code, a Memorandum of Understanding with the University, and its bylaws and strategic plan.

### The University Corporation

**Sierra Center, Third Floor**

**Phone: (818) 677-5298**

**Fax: (818) 677-2671**

**Executive Director: Rick Evans**

**Email: [rick.evans@csun.edu](mailto:rick.evans@csun.edu)**

**Chief Financial Officer: John Griffin**

**Email: [john.griffin@csun.edu](mailto:john.griffin@csun.edu)**

**Website: [www.csun.edu/universitycorporation](http://www.csun.edu/universitycorporation)**

The University Corporation is a nonprofit California corporation chartered in 1958 to operate within the CSU system but without state funds. The University Corporation was organized to serve and assist the University by providing certain commercial services, including the Matador Bookstore and food services.

The University Corporation coordinates community-oriented, non-credit workshops, conferences and institutes, and fiscally administers federal, state, local and other grants to the University. The 17-member Board, made up of students, faculty, administrators and community members, is appointed by the University president and is responsible for establishing University Corporation policies. Five officers, elected annually by the Board, comprise the Executive Committee, which manages the Corporation’s business affairs.



Photo: Hilla Hartenstein

# UNDERGRADUATE PROGRAMS

## Undergraduate Admission Requirements

### Freshman Requirements

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

1. Have graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination;
2. Have a qualifying minimum eligibility index (see “Eligibility Index,” below); and
3. Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements, also known as the “a - g” pattern (see “Subject Requirements”).

### Eligibility Index

The Eligibility Index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final 3 years of high school. Included in calculation of GPA are grades earned in all college preparatory “a - g” subject requirements, and bonus points for approved honors courses. Up to 8 semesters of honors courses taken in the last 3 years of high school, including up to 2 approved courses taken in the 10th 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 your total score on the mathematics and critical reading scores of the SAT. For students who took the ACT, multiply the GPA by 200 and add 10 times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT or 694 using the ACT. The Eligibility Index Table illustrates several combinations of

required test scores and averages. The University has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section. An applicant with a GPA of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission. Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

### Provisional Admission

CSUN may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and plans for the senior year. The campus will monitor the final 2 years of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the University. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

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



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

The CSU uses only the ACT score or the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

### 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 1 year of study in high school.

2 years of social science, including 1 year of U.S. history, or U.S. history and government

4 years of English

3 years of math (algebra, geometry and intermediate algebra)

2 years of laboratory science (1 biological and 1 physical; both must have laboratory instruction)

2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)

1 year of visual and performing arts: art, dance, drama/theater or music

1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU “a - g” list

### High School Students

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

### Transfer Policies of CSU campuses

Authority for decisions regarding the transfer of undergraduate credits is delegated to each California State University (CSU) campus. Most commonly, college-level credits earned from an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education are accepted for transfer to campuses of the CSU.

The CSU General Education–Breadth (GE-Breadth) program allows California Community College (CCC) transfer students to fulfill Lower Division general education requirements for any CSU campus prior to transfer. Up to 39 of the 48 GE-Breadth units required can be transferred from and certified by a California college. “Certification” is the official notification from a California Community College that a transfer student has completed courses fulfilling Lower Division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at [www.assist.org](http://www.assist.org).

Campuses may enter into articulation agreements on either a course-for-course or program-to-program basis. Such articulations are common between CSU campuses and any or all of the California community colleges, but may exist between CSU campuses and other institutions. Established CSU/CCC articulations may be found on [www.assist.org](http://www.assist.org). No more than 70 semester units may be transferred to a CSU campus from an institution which does not offer bachelor’s degrees or their equivalents—e. g., community colleges. Given the University’s 30-unit residency requirement, no more than 90 total units may be transferred into the University from all sources.

### Transfer Requirements

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

### Lower Division Transfer Requirements

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

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

Applicants who graduated from high school prior to 1988 should contact the Admission Office to inquire about alternative admission programs. (Due to enrollment pressures, many CSU campuses do not admit Lower Division transfer applicants.)

### 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 grade of 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 3 semester or 4 quarter units will be considered equivalent to 1 year of high school study.
3. Earn acceptable scores on specified examinations, e.g., SAT subject tests. Please consult with any CSU Admission Office for further information about alternative ways to satisfy the subject requirements. (Due to enrollment pressures, many CSU campuses do not admit Lower Division transfer applicants.)

### Upper Division Transfer Requirements

Generally, applicants will qualify for admission as an Upper Division transfer student if they meet all of the following requirements:

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

### Student Transfer Achievement Reform (STAR) Act (SB 1440)

The Student Transfer Achievement Reform (STAR) Act (SB 1440) establishes an Associate in Arts (AA-T) or Associate in Science (AS-T) for transfer for California Community College students and is designed to provide a clear pathway to the CSU degree major.

California Community College students who earn a transfer associate (AA-T or AS-T) degree are guaranteed admission with junior standing to the CSU and given priority admission over other transfer students when applying to a local campus, or non-impacted program. AA-T or AS-T admission applicants are given priority consideration to an impacted campus /program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester units

### Provisional Admission

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

### Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see "Eligibility Index" in this catalog), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December.

Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Or students may write to or call:

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

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

### English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least 3 years full time where English is the principal language of instruction must present a score of 61 or above on the Test of English as a Foreign Language (TOEFL). Applicants taking the Computer-Based TOEFL must present a score of 173 or above. Some majors may require a higher score.

All graduate applicants whose native language is not English and who have not attended academic institutions for at least 3 years full time where English is the principal language of instruction must present a score of 79 or above on the Test of English as a Foreign Language (TOEFL), 213 or above on the Computer-Based TOEFL, or 6.0 on the International English Language Testing System (IELTS). Some graduate departments and programs require a higher score for admission, and it is advisable to check the Department website.

A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). For the tests accepted by CSUN, see the International Admissions "I Want to Apply" web page at [www.csun.edu/anr/intl/apply/intlapplytrf.html](http://www.csun.edu/anr/intl/apply/intlapplytrf.html).

### CSU minimum TOEFL standards are:

|               | Internet | Computer | Paper |
|---------------|----------|----------|-------|
| Undergraduate | 61       | 173      | 500   |
| Graduate      | 79       | 213      | 550   |

### Systemwide Placement Test Requirements

The CSU requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms. Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be addressed to the Testing Center's website at <http://www.csun.edu/testing/>.

### English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better
- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11

### Entry Level Mathematics (ELM) Placement Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the level of mathematics skills acquired through 3 years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University

(CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 50 or above on the ELM will be placed in college-level mathematics classes.

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better
- A score of “Exempt” or “Ready for college-level Mathematics courses” on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II
- A score of “Conditionally ready for college-level Mathematics courses” or “Conditional” on the CSU Early Assessment Program (EAP), taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that requires Algebra II as a prerequisite

### Early Start Program

Beginning with the class of 2012, entering resident freshmen who are not proficient in math or who are “at risk” in English writing will need to start the remediation process before their first term. By 2014, all new freshmen who have not demonstrated college-readiness in mathematics and/or English writing will need to begin work on becoming ready for college-level math and/or English writing before the start of their first term.

The goals of the Early Start Program are to:

- Better prepare students in math and English writing before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students’ chances of successful completion of a college degree. For 2012, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 138. Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

### Adult Students

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

1. Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations).
2. Has not been enrolled in college as a full-time student for more than 1 term during the past 5 years.

3. If there has been any college attendance in the last 5 years, has earned a C average or better in all college work attempted.

Consideration will be based upon a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student and will include an assessment of basic skills in the English language and mathematical computation.

### Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the Learning Resource Center at <http://www.csun.edu/udwpe/>.

### Student Outreach and Recruitment Services (SOARS)

**Director: E. Dwayne Cantrell**

**Bayramian Hall (BH) 190**

**Phone: (818) 677-2967**

**[www.csun.edu/outreach/](http://www.csun.edu/outreach/)**

Student Outreach and Recruitment Services provides outreach, recruitment and informational services to high school and community college students. Services include the provision of general campus information, recruitment visits to schools, classroom presentations, campus tours, admissions and pre-enrollment advisement aimed at prospective undergraduate students. Units involved in the coordination and implementation of these student services include: Outreach/ Application Generation Services, Yield and Special Programs, Student Services Center Information Desk, the University Testing Center, Educational Talent Search, Upward Bound and Student Marketing and Communications. Moreover, Student Outreach and Recruitment administers pre-collegiate programs for middle and high school students, elementary school children and parents. Community Services are offered to agencies, business and industry enterprises. Outreach and Recruitment coordinates University-wide admissions and pre-enrollment activities to include: CSUN Days at selected community colleges, Explore Northridge, College: Making It Happen family conference and Honors Day for Juniors.

### Campus Tours

**Coordinator: Sasha Martinez**

**Phone: (818) 677-2879**

**Tour reservations email: [tours@csun.edu](mailto:tours@csun.edu)**

Guided tours of the campus are provided by University Ambassadors to individuals and groups on Monday through Friday at various times. Saturday tours are offered on selected Saturdays at 11 a.m. All tours require a reservation, except self-guided tours. For tour reservations, please call or email us.

### Admissions and Records

**Director: Patricia Lord**

**Bayramian Hall (BH) First Floor Lobby**

**Phone: (818) 677-3700; Fax: (818) 677-3766**

**Email: [admissions.records@csun.edu](mailto:admissions.records@csun.edu)**

**[www.csun.edu/anr/](http://www.csun.edu/anr/)**

The Office of Admissions and Records, a support unit for Academic Affairs, provides ongoing services that will foster student success at CSUN from applying to the University to graduation. Our student services encompass: admitting eligible domestic and international applicants; evaluating domestic and international coursework; registering students in classes and confirming the satisfaction of baccalaureate degree requirements. Admissions and Records acts as the catalyst between instruction and students, preserving the established academic standards.

## Financial Aid and Scholarship Department

### Financial Aid and Scholarship Department

**Director:** Lili Vidal

**Bayramian Hall (BH) 130**

**Phone (818) 677-4085; (818) 677-3764 V/TDD**

**Online at [www.csun.edu/financialaid](http://www.csun.edu/financialaid)**

**Email: [askmatty@csun.edu](mailto:askmatty@csun.edu)**

#### Office Hours:

8:30 a.m. - 4:30 p.m. Monday & Thursday

10 a.m. - 6:30 p.m. Tuesday & Wednesday

8:30 a.m. - 4 p.m. Friday

The Financial Aid and Scholarship Department provides financial assistance and guidance to empower students to fulfill their academic goals. Financial aid awards and services are not based on race, color, national origin, age, gender, marital status, religion, sexual orientation or disability.

CSUN has four major types of financial aid available to students and their families: grants, work-study, loans and scholarships. Most financial aid is funded by the federal government, with the state government, the institution and private donors providing the balance.

1. Federal and State Grants are need-based funds that do not need to be repaid.
2. Federal Work-Study funds are need-based and must be earned through authorized work experience.
3. Federal Loans are need-based and non-need-based and must be repaid upon leaving the University or dropping below half-time enrollment. A loan entrance counseling session and a Master Promissory Note are required for all new borrowers. Loan exit counseling is required for all students who are graduating or leave school (including withdrawing from all classes).
4. Most scholarships are need-based, although a limited number of merit-based scholarships are available. Scholarships require separate applications and are awarded competitively. In most cases they do not require repayment. Scholarship information and applications can be found at: [www.csun.edu/finaid/scholarships.html](http://www.csun.edu/finaid/scholarships.html).

To apply for Financial Aid, complete a FAFSA (Free Application for Federal Student Aid) online at: [www.fafsa.gov](http://www.fafsa.gov). The Title IV school code for CSU-Northridge is 001153. Submit the Free Application for Federal Student Aid (FAFSA) no earlier than January 1 and no later than March 2 for priority consideration to receive aid in the following academic year. This application is used to determine your eligibility for all federal, state, and institutional funds. Submit all additional forms requested by the Financial Aid and Scholarship Department as soon as possible. Many funds are all awarded before the school year begins. More information is available at [www.csun.edu/financialaid](http://www.csun.edu/financialaid).

If you are unsure whether your file is complete, use the MyNorthridge Portal to check to see if additional documents are being requested. Please keep your contact information updated on the portal to ensure receipt of important notices. Please check your CSUN email regularly for any important communications. You must inform our office of any changes in housing plans or enrollment status.

Financial aid applicants are expected to: know application deadlines and to apply early; respond immediately to requests for documents; read all financial aid correspondence and emails carefully and promptly; keep copies of all forms submitted and create a special file for Financial Aid documents.

Cal State Northridge offers Bookstore Debit Card Loans for purchasing books and supplies in the Matador Bookstore. Applications are available at the Financial Aid and Scholarship Department window in Bayramian Hall or online at [www.csun.edu/financialaid/bookstore-loan.html](http://www.csun.edu/financialaid/bookstore-loan.html). The application period typically begins 2 weeks prior to the start of the semester. Refer to the financial aid website for exact application dates and deadlines.

Most students are eligible for some financial funding. For more information about financing your education, refer to the financial aid website at [www.csun.edu/financialaid](http://www.csun.edu/financialaid).

### Satisfactory Academic Progress

An annual review of progress toward an eligible degree or certificate is required by federal, state and institutional rules as one condition for determining student financial aid eligibility. Your academic progress will be reviewed in several areas: units attempted versus units earned, academic disqualification and maximum units to complete a degree. If you fail to meet satisfactory academic progress in any of these areas, you will be ineligible for financial aid funding and your aid will be canceled. You may be able to restore your aid if there are qualified extenuating circumstances for an appeal. The Satisfactory Academic Progress (SAP) policy is available online at [www-admn.csun.edu/vp/policies/](http://www-admn.csun.edu/vp/policies/).

### Enrollment Adjustments for Financial Aid Recipient

Financial Aid awards are based on full-time enrollment at 12 units for undergraduates and 8 units for graduates. Most adjustments for less than full-time are made after the semester begins. If you are enrolled less than full-time, your disbursement will be reduced or canceled. You must stay enrolled to maintain eligibility. In some cases, you may be required to repay Financial Aid if you drop or withdraw from classes.

### Withdrawing from the University

Students who receive financial aid funds must consult with the Financial Aid and Scholarship Department prior to withdrawing from the University regarding any required return or repayment of grant or loan assistance received for that academic term. If a recipient of financial assistance under federal Title IV financial aid programs withdraws from the institution during a payment period, the amount of grant or loan assistance received is subject to return and repayment provisions governed by Federal law.

Undergraduate Studies Office  
 University Hall (UN) 215  
 Senior Director: Elizabeth T. Adams  
 Phone: (818) 677-2969  
 Fax: (818) 677-3977

This office is responsible for the support of undergraduate success at CSUN. The Senior Director for Undergraduate Studies coordinates and supports the activities of Academic Advisement, Developmental Mathematics and Writing, the Honors Program in General Education, Special Majors, the Learning Resource Center, the publication of the University Catalog and the Center for Innovative and Engaged Learning Opportunities (CIELO), the latter of which includes the activities of Academic First Year Experience, Faculty Development and Community Engagement. The Writing and Reading Across Disciplines (WRAD) program will help students continue to develop their literacy skills in their chosen majors to ensure greater probability of success at the University.

Educational Opportunity Programs (EOP)  
 University Hall (UN) 205  
 Director: José Luis Vargas  
 Email: jose.luis.vargas@csun.edu  
 Phone: (818) 677-4151  
 Fax: (818) 677-4153  
[www.csun.edu/eop](http://www.csun.edu/eop)

The Educational Opportunity Programs (EOP) at California State University, Northridge, is a student-centered program. EOP designs, administers and supports programs to deliver access and retention services to CSUN students. Established by legislative mandate over 40 years ago, EOP focuses on highly motivated low-income, first-generation and historically underrepresented college students, a population that not only reflects the diversity of CSUN's feeder communities, but also the diversity of the University itself. For those who qualify, EOP provides students with a modest EOP grant and participation in one of EOP's Transitional Programs, including but not limited to: Bridge Commuter; Bridge Residential; Transfer Bridge and FreshStart.

EOP also houses: the Faculty Mentor Program, providing mentoring services, training and resources for faculty, staff and students; the Resilient Scholars Program, designed to provide access and support to former foster youth; and holistic support services which are provided to all students through the Student Services Centers/EOP Satellites located in each academic college (and for undecided students, through the Advising Resource Center/EOP)

EOP programs help to:

- 1) create a stronger pipeline from the community to the University
- 2) transition students to CSUN
- 3) build community

## Student Services Centers/EOP Satellites

### Advising Resource Center/EOP

**Bayramian Hall (BH) 210**

**Director: Conchita Y. Battle, Ed.D.**

**Phone: (818) 677-2108**

**Fax: (818) 677-7728**

**[www.csun.edu/eop/](http://www.csun.edu/eop/)**

The Advising Resource Center/EOP exists to provide extensive holistic services to EOP students and undecided/undeclared students in their first 2 years of matriculation (0-59 units) at the University, or until they declare a major. We provide students with the opportunity to:

#### Explore

- By providing advisement (from peer mentors and professional advisors) and advocacy for students to aid in successful matriculation during their academic career;
- By providing personal support during each student's transition to a college;
- By providing appropriate referrals to students; and
- By promoting, guiding and supporting the overall academic, personal and career development of undecided/undeclared students.

#### Discover

- By providing an array of holistic student support services in a caring environment;
- By fostering community and mentoring experiences;
- By helping students connect to appropriate programs/departments (major); and
- By providing students with ample opportunities for self-exploration through career development.

#### Decide

- By creating opportunities for students to choose a major.

### Mike Curb College of Arts, Media and Communication

#### Student Resource Center & EOP Satellite

**Nordhoff Hall (NH) 135**

**Director: Maria L. Valiton**

**Phone: (818) 677-2024**

**Fax: (818) 677-3863**

**[www.csun.edu/~srceop/main.htm](http://www.csun.edu/~srceop/main.htm)**

The Student Resource Center/EOP Satellite (SRC/EOP) is a comprehensive effort designed to assist students enrolled in the Mike Curb College of Arts, Media and Communication (MCCAMC) at California State University, Northridge. In maintaining our vision of further developing a community of talented students, the College is committed to providing services to students to facilitate their success within the majors of Art, Cinema and Television Arts, Communication Studies, Journalism, Music and Theatre.

The Center also serves as a satellite office of the Educational Opportunity Program (EOP), which supports, advocates and facilitates the mission of CSUN and EOP by providing holistic support services that promote and encourage first-generation, low-income and historically underrepresented students to seek higher educational opportunities specifically at CSUN.

The SRC/EOP, in coordination with the College Departments, seeks to build a network in which students can benefit from the strengths and talents of faculty, staff and peers. The Center is designed to enhance the transition, retention and graduation of students majoring in the College's academic departments. It provides a variety of academic support services, which include but are not limited to holistic academic advisement and counseling, guidance and information, personal support and multicultural activities to maintain a cohesive student-centered environment to help students realize their educational goals.

We encourage participants to become part of our family and take advantage of the resources. Students gain a greater understanding of community and enrich their lives by availing themselves of these opportunities while at CSUN. The Student Resource Center & EOP Satellite considers each student as an individual with a unique set of experiences, talents, ideas and life and career goals. As such, it recognizes that advisement is a holistic process having the mission of assisting students to identify and clarify goals, plan and monitor academic progress, and advance toward graduation. Some of the holistic support services that are available via the Center for EOP and other College student populations during peak advisement periods are (refer to the MCCAMC Advisement Grid available at our website): 1) assistance with course selection, 2) help with developing a balanced and realistic schedule, 3) help with developing an overall academic plan, including general education, the major and other graduation requirements, 4) help with improving and monitoring academic performance and 5) assistance with re-admission procedures, undergraduate financial aid appeals, late schedule adjustment requests, Early Warning System (TEWS) student and faculty support or any other student related requests and referrals.

### College of Business and Economics

#### Juniper Hall (JH) 2113

**Director: Fariba Farzan**

**Phone: (818) 677-3537**

**Fax: (818) 677-5822**

**[www.csun.edu/cobaessc](http://www.csun.edu/cobaessc)**

The College of Business and Economics offers majors in Accountancy, Economics, Finance, Information Systems, Management, Marketing and Business Administration, with options in Business Law, Insurance and Financial Services, Global Supply Chain Management, Real Estate and Systems Operations Management. The Student Services Center and EOP Satellite assists the College in its efforts to support, retain and graduate students by promoting and fostering student development and academic success. Professional academic advisors support students throughout their academic experience. Holistic services offered include: new freshman and transfer advisement; helping students identify and achieve long- and short-term goals; academic advisement; graduation planning; and referrals to College and University resources for academic, personal and professional development. The Center also provides additional specialized services to eligible Educational Opportunity Program (EOP) students. Students are encouraged to contact the Center or visit our website for additional assistance.

### College of Engineering and Computer Science

#### Jacaranda Hall (JD) 1501

**Director: Dr. Karla Pelletier**

**Phone: (818) 677-2191**

**Fax: (818) 677-2026**

**[www.csun.edu/~cecssc/](http://www.csun.edu/~cecssc/)**

As part of the College of Engineering and Computer Science's overall retention efforts, the CECS Student Services Center/EOP Satellite (SSC/EOP) provides a wide range of student services including holistic academic advisement, tutorial services, scholarship and internship information, career development and specialized help for students in academic difficulty.

The Center also provides specialized services to Educational Opportunity Program (EOP) students. Students are encouraged to schedule an appointment with a professional SSC/EOP advisor. Extended hours for evening students are also available. Visit our website for more information and current offerings/activities.

### College of Health and Human Development

**Sequoia Hall (SQ) 111**

**Director: Dr. Mario Lopez**

**Phone: (818) 677-2883**

**Fax: (818) 677-5885**

**[www.csun.edu/hhd/sscadvisement.html](http://www.csun.edu/hhd/sscadvisement.html)**

The HHD Student Services Center/EOP is a comprehensive effort designed to assist in the recruitment, retention and graduation of students majoring in Child and Adolescent Development, Communication Disorders and Sciences, Environmental and Occupational Health, Family and Consumer Sciences, Health Sciences, Kinesiology, Recreation and Tourism Management, and Physical Therapy.

The HHD Student Services Center/EOP works in partnership with students in meeting their academic goals and through holistic advisement facilitates success in the various disciplines represented in the College. Services offered through the HHD Student Services Center/EOP include: academic advisement for freshman, transfer and continuing students, HHD Freshman and Transfer Student Orientation, specialized services for EOP students, academic success workshops, personal support, peer advisement and faculty mentoring.

### College of Humanities

**Interim Director: Marvin Villanueva**

**Jerome Richfield Hall (JR) 240**

**Phone: (818) 677-4767 or 4784**

**Fax: (818) 677-7475**

**<http://www.csun.edu/humanities/eop/>**

The Student Services Center/EOP (SSC/EOP) offers a wide variety of holistic support services to recruit, retain and graduate students with majors and minors in the College of Humanities. These support services include but are not limited to academic advisement, degree planning, mentoring, a variety of specialized services for EOP students and new student programs. Students may schedule individual appointments with professional advisors in the SSC/EOP. Telephone, email and fax inquiries are always welcome. Extended hours are offered in an attempt to meet the needs of our evening students. Students are encouraged to meet regularly with the staff of the SSC/EOP. The professional guidance offered by the academic advisors in the SSC/EOP provides students with the information and support they need to meet their academic goals.

### Liberal Studies Program

**Education Building (ED) 100**

**Director: Dr. Michael Neubauer**

**Phone: (818) 677-3300**

**Fax: (818) 677-4768**

**[www.csun.edu/liberalstudies](http://www.csun.edu/liberalstudies)**

The Liberal Studies Program offers advisement services to students who are interested in K-6th grade or Special Education Teacher Preparation or the General (Interdisciplinary) Studies options of the Liberal Studies major. Students interested must complete an online advising workshop. Students who have applied to CSUN and who have completed an online workshop may schedule an individual appointment with an advisor. Liberal Studies also offers advisement for the Sustainability, Humanities, and Russian Studies minors. Students interested in the aforementioned minors do not have to complete the Liberal Studies online workshop.

### College of Science and Mathematics

**Eucalyptus Hall (EH) 2126**

**Director: Elizabeth Riegos-Olmos**

**Phone: (818) 677-4558**

**Fax: (818) 677-3877**

**[www.csun.edu/~smssceop](http://www.csun.edu/~smssceop)**

The Student Services Center/Educational Opportunity Program (SSC/EOP) provides holistic and comprehensive advisement services to College of Science and Mathematics students to support student success, promote a positive educational experience and encourage academic excellence. In addition to advisement, services offered include tutoring for subjects in Math and Science, career exploration, pre-health advisement and educational planning for graduate and professional school. As an EOP Satellite, the SSC/EOP focuses on the needs of EOP populations—consisting of highly motivated low-income, historically underrepresented and first-generation students—by providing additional support services and involvement in activities and programs designed to recruit, retain and encourage the persistence of EOP students. The SSC/EOP actively works to develop mentoring activities, create connections for students to the College and the campus at large and assist students with understanding the wide array of resources available throughout the University.

Students interested or declared in Biology, Chemistry and Biochemistry, Geological Sciences, Physics and Astronomy, and Mathematics are highly encouraged to seek assistance from the SSC/EOP.

### College of Social and Behavioral Sciences

**Sierra Hall (SH) 204**

**Interim Director: Ani Harutyunyan**

**Phone: (818) 677-2658**

**Fax: (818) 677-5923**

**[www.csun.edu/csbs/ssc\\_eop/](http://www.csun.edu/csbs/ssc_eop/)**

The Student Services Center/Educational Opportunity Program Satellite (SSC/EOP) assists the College of Social and Behavioral Sciences in its efforts to recruit, retain, graduate and promote the advancement of students to graduate and professional degree programs. The Center is committed to providing opportunities that will enhance students' educational experiences, foster student development and promote academic success. The SSC/EOP offers specialized holistic support services to students who are part of the Educational Opportunity Program.

Professional staff advisors are available to assist students with academic advisement, educational planning and graduate and professional school preparation.

Students with an interest or majoring in Anthropology, Geography, History, Pan-African Studies, Political Science, Psychology, Sociology and Urban Studies are encouraged to seek assistance in the Center.

## Pre-Professional Advisement

### Pre-Dentistry

There is no specific pre-dental major at CSU Northridge, but most students accepted into dental school have majored in Biology or Chemistry. The Dental Admission Test (DAT) is required, and most students admitted to dental school have a baccalaureate degree. The courses listed below are the minimum requirements for most dental schools. To enroll in the listed Biology, Chemistry, English, and Physics courses, appropriate prerequisites may be required. Check catalog course descriptions for prerequisites.

#### Pre-Dental Curriculum - Minimum Requirements

|                       |   |
|-----------------------|---|
| BIOL 106/L, 107/L     | Biological Principles I, II (8)           |
| CHEM 101/L, 102/L     | General Chemistry I, II (10)              |
| CHEM 333/L, 334/L     | Principles of Organic Chemistry I, II (8) |
| CHEM 464              | Principles of Biochemistry (3)            |
| PHYS 100A/AL, 100B/BL | General Physics I, II (8)                 |
| AAS/CHS/ENGL/PAS155   | Freshman Composition (3)                  |
| ENGL 255              | Introduction to Literature (3)            |

Many schools recommend or require additional courses (e.g., another year of Biology courses, Psychology). Dental schools vary with respect to math requirements. Very few schools require Calculus, although some require Trigonometry, Precalculus, or Statistics. A broad exposure to the arts and humanities is encouraged. For specific information, consult CSUN's pre-dental advisors in CR 5104, study the book "ADEA Official Guide to Dental Schools," published by the American Dental Education Association, 1625 Massachusetts Ave., NW, Washington, DC 20036-2212, and visit the website at [www.adea.org](http://www.adea.org).

### Pre-law

#### Pre-Law Advisor: Department of Business Law Faculty Mentors

**Faculty Office: JH3121**

**Phone: (818) 677-2905**

**Email: [business.law@csun.edu](mailto:business.law@csun.edu)**

Pre-law students should seek to develop skills in critical thinking and writing, as those will be useful in law school and as a practicing attorney. Recommendations include classes in business law and other critical thinking disciplines, as well as other classes in which students are assigned extensive writing and given substantial feedback. A critical understanding of the values and institutions with which the law deals and a sense of how the law relates to the business community are also valuable. Central to all this is the power to think clearly, carefully, and independently. Skill in research, in analysis of relevant data, in deductive and inductive reasoning, and in reasoning by analogy all foster the student's power to think creatively. The cultivation of these skills and insights is not the province of any one discipline at the University. Choice of major should be governed by the student's interests and abilities in light of the comments above. It is recommended, though, that you schedule an advisement appointment with either the University pre-law advisor above or a pre-law advisor within your major department sometime before your senior year to discuss strategies and deadlines in the law school application process. Additional information, including detailed advisement and news about events and pre-law opportunities, is available on the pre-law advisement website at [www.csun.edu/lawprogram/](http://www.csun.edu/lawprogram/). Information on pre-law events is also posted on the Pre-Law Bulletin Board posted outside the Political Science office in Sierra Hall 210.

The LSAT exam is a very important component in law school admission decisions. LSAT exams are offered 4 times yearly (2 times at CSUN). Information about the LSAT and the law school admissions process is also available from the Law School Admissions Council website at [www.lsac.org](http://www.lsac.org).

### Pre-Medicine

#### Department of Biology

**(818) 677-3356**

**[www.aamc.org](http://www.aamc.org)**

Pre-health professional students may select any major in the sciences or humanities provided they include the courses required by the professional schools. Requirements to enter each of the health professions can be found on the URLs indicated below:

Medicine ([www.aamc.org](http://www.aamc.org)); Osteopathy ([www.aacom.org](http://www.aacom.org)); Podiatry ([www.aacpm.org](http://www.aacpm.org)); Chiropractic ([www.chirocolleges.org](http://www.chirocolleges.org)); Physician Assistance ([www.aapa.org](http://www.aapa.org)); Dentistry ([www.adea.org](http://www.adea.org)); Optometry ([www.opted.org](http://www.opted.org)); Pharmacy ([www.aacp.org](http://www.aacp.org)); Veterinary Medicine ([www.aavmc.org](http://www.aavmc.org)); Naturopathic Medicine ([www.naturopathic.org](http://www.naturopathic.org)).

Competition for entrance into the health-professional schools is intense. Students (both undergraduate and post-baccalaureate) are encouraged to seek advice of a pre-professional advisor (located in CR 5104) early in their enrollment at the University regarding proper preparation for the professional schools. Preparation in the sciences should begin in the freshman year.

A suggested pre-medical curriculum for medical schools is given below. For specific information, consult a pre-medical advisor, study the book "Medical School Admission Requirements," published by the Association of American Medical Colleges, 2450 N Street, NW, Washington, DC 20037, and visit [www.aamc.org](http://www.aamc.org).

#### Pre-Medical Curriculum:

Students are advised to take both the Mathematics and Chemistry Placement Tests (MPT and CPT) before registration, and to note the course prerequisites, so that courses at the appropriate level can be selected.

|                       |   |
|-----------------------|---|
| BIOL 106/L, 107/L     | Biological Principles I, II (8)           |
| CHEM 101/L, 102/L     | General Chemistry I, II (10)              |
| CHEM 333/L, 334/L     | Principles of Organic Chemistry I, II (8) |
| PHYS 100A/AL, 100B/BL | General Physics I, II (8)                 |
| MATH 255A             | Calculus I (3)                            |
| and                   |   |
| MATH 140              | Introductory Statistics (4)               |
| ENGL 155              | Freshman Composition (3)                  |
| ENGL 255              | Introduction to Literature (3)            |

**Recommended Studies:** Many schools recommend or require additional courses in fields such as Genetics (BIOL 360), Cell Biology (BIOL 380), Embryology (BIOL 441/L), Biochemistry (CHEM 464), Computer Science (COMP 100), Conversational Spanish (SPAN 101/C) and Behavioral Sciences (PSY 150). Many recommend or require both Calculus and Statistics. Medical schools also emphasize the humanities and social sciences, and it is imperative to develop critical thinking and verbal and written communication skills.

Factors considered by professional schools reviewing applicants for admission include GPAs, scores on professional school entrance examinations (MCAT, DAT, OAT, GRE, PCAT, VCAT), clinical experience in related fields, research, recommendations from faculty members and supervisors, and interviews with applicants.

The Medical College Admission Test (MCAT) is changing in 2015. The new MCAT will require knowledge of Biochemistry, Cell Biology, basic Psychology and basic Sociology. These courses should be taken before the MCAT if the student plans to take the MCAT in 2015 or later. While taking the MCAT in the spring rather than in the summer of the year of application may be suitable, many students prefer to take the test in the summer so that study time can be uninterrupted.



## General Education

The vision of General Education (GE) is to ensure that all CSUN students have a broad background in disciplines at the university-level to appreciate the breadth of human knowledge and the responsibilities of concerned and engaged citizens of the world. Students must become lifelong learners and leave the University with a set of skills that include the ability to read critically, to write and communicate orally with clarity and persuasiveness, to evaluate and draw appropriate inferences from limited information and to access the wealth of technical, scientific and cultural information that is increasingly available in the global community. Students must gain an understanding of the major contributions made by individuals from diverse backgrounds in the sciences, business and economics, the arts, literatures, politics and technologies. It is through the GE Program that CSUN ensures that all students gain a sincere appreciation of how the diverse cultures housed in the United States, and specifically in Southern California, lead to creative thinking and expression during a time in human history when cultural diversity provides different perspectives and insights from which to view human endeavors.

### General Education Required Pattern of Courses

The required pattern of General Education consists of 48 units distributed among these areas:

|   |                 |
|---|-----------------|
| Basic Skills  | 12 units        |
| Subject Explorations:   |                 |
| Natural Sciences  | 8 units         |
| Arts and Humanities   | 6 units         |
| Social Sciences   | 6 units         |
| Lifelong Learning   | 3 units         |
| Comparative Cultural Studies/Gender, Race, Class and Ethnicity Studies, and Foreign Languages | 6 units         |
| U.S. History and Government (Title 5)   | 6 units         |
| <b>Total Units Required General Education Units*</b>  | <b>48 units</b> |

*\*Note: The sum of the minimums for each section is 47 units. After completing the course requirements for all sections, if fewer than 48 units have been completed, then 1 additional GE course selected from any of the GE sections must be completed to meet the 48-unit requirement.*

### Information Competence Requirement

Students are required to take Information Competence (IC) designated courses. Students will progressively acquire information competence skills by developing an understanding of information retrieval tools and practices, as well as improving their ability to evaluate and synthesize information ethically.

Students must take 2 IC designated courses, 1 course in the Basic Skills section and 1 course in the Subject Explorations section. IC designated courses are listed below.

### Basic Skills (12 Units)

Basic Skills course work provides students with the knowledge and abilities they will find useful and necessary for other GE and University courses and in their pursuits after graduation. These fundamental courses **Analytical Reading and Expository Writing, Critical Thinking, Mathematics** and **Oral Communication** will teach students how to read to understand and write about complex topics, how to distinguish correct from faulty reasoning, how to study and appreciate mathematical ideas and quantitative reasoning, and how to make public presentations of their own thoughts and research. One course in this section must include the Information Competence (IC) designation.

### Subject Explorations (29 Units)

Subject Explorations course work provides courses in the Natural Sciences; Art and Humanities; Social Sciences; Lifelong Learning; and Comparative Cultural Studies/Gender, Race, Class and Ethnicity Studies, and Foreign Languages. At least 1 course taken to fulfill Subject Explorations must be designated as an IC course.

### Natural Sciences

Natural Sciences course work provides students with a fundamental knowledge in the sciences, an understanding of how scientific knowledge moves forward using the scientific method and an understanding of the role of science in a world that is increasingly reliant on scientific and technological advances.

### Arts and Humanities

Arts and Humanities course work helps students appreciate the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literature, religion and philosophy.

### Social Sciences

Social Science course work will give students an understanding of the behavior of humans as we relate to each other, to ourselves and to our environments as we create the structures and values that govern our lives in the present and through time. These courses will give students an appreciation of the areas of learning concerned with human thought and an understanding of the nature, scope and limits of social-scientific study.

### Lifelong Learning

Lifelong Learning course work encourages students to develop an appreciation for the importance of the continued acquisition of new and diverse knowledge and skills, and offers opportunities to integrate personal, professional and social aspects of life.

### Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages

Comparative Cultural Studies course work provides students with an introduction to the cultures and languages of other nations and peoples, the contributions and perspectives of cultures other than their own and how gender is viewed in these cultures. Courses in this section will be referred to in the Catalog with the abbreviated phrase Comparative Cultural Studies.

### U.S. History and Government (6 Units)

U.S. History and Government is prescribed by California law (Title 5) and meets 6 of the 48 units required for General Education. U.S. History and Government courses cannot be used to fulfill the requirements of Subject Explorations.

### Upper Division General Education (UDGE) (9 Units)

General Education course work at the 300-level or above must be selected from within Basic Skills, Subject Explorations or U.S. History and Government. UDGE (300-level and above) are not to be taken sooner than the semester in which junior standing (60 units) is achieved. Note that completion of the Lower Division writing requirement is a prerequisite for enrollment in Upper Division General Education courses.

### Writing Intensive (WI) Requirement

All Upper Division GE courses are designated Writing Intensive (WI). Therefore, the WI requirement will be satisfied by meeting the Upper Division General Education requirement. Writing Intensive courses require students to complete writing assignments totaling a minimum of 2,500 words.

### General Education Residency Requirement

Students must complete a minimum of 9 units of General Education in residence at CSUN at either the Lower or Upper Division level. If completed at the Upper Division level, the units also may apply to the 9-unit Upper Division GE requirement described above.

### Grading Method Requirement

Students may not take courses on a Credit/No Credit basis to fulfill GE or Title 5 requirements. Refer to the Policies and Regulations section on Credit/No Credit for all restrictions on this basis of grading.

### Additional General Education Rules

1. A student may count for GE credit only 1 GE course that counts for major credit and is offered by the Department of the major. The major Departments have designated the course for this modification, which is indicated below in the General Education Pattern Modifications and has been coded into the Degree Progress Report. GE courses offered in the major Department but not required in the major Program can apply to GE as listed.
2. Courses taken to fulfill a particular GE requirement will continue to count for GE credit even after a student changes major. However, once a student changes the major, the student is responsible for fulfilling the GE requirements in the areas of GE that have not been completed.
3. Changes or substitutions to GE that are specific to particular majors are listed in the **General Education Pattern Modifications** section below or may be listed in the description of your major Program. An academic advisor in the major should be consulted regarding these changes.

### Requirements for Transfer Students

Transfer students can meet CSUN GE requirements by completing a General Education Certification\*\* Plan at a California community college and 9 units of Upper Division GE course work at CSUN after transfer, or by completing the General Education program at CSUN, which includes the following areas of study: Basic Skills, Subject Explorations (which include Natural Sciences, Arts and Humanities, Social Sciences, Lifelong Learning and Comparative Cultural Studies/Gender, Race, Class and Ethnicity Studies, and Foreign Languages), and Title 5 U.S. History and Government requirements.

Students transferring community college or university course work also must meet a 3-unit CSUN requirement in Comparative Cultural Studies/Gender, Race, Class and Ethnicity Studies, and Foreign Languages. This requirement can be met through transfer credit evaluation or the completion of an appropriate CSUN Upper Division GE course designated as a Comparative Cultural Studies course.

*\*\*Students who may be eligible for IGETC or CSU General Education Certification are urged to consult with their community college counselor about this process, preferably in advance of their transfer.*

### General Education Pattern Modifications

**African American Studies** majors may apply listed PAS courses in General Education.

**Art** majors may count ART 140 in Arts and Humanities.

**Asian American Studies** majors may apply listed AAS courses in General Education.

**Biochemistry** majors may count BIOL 106/L and 107/L, and CHEM 101/L in the Natural Sciences.

**Biology** majors may count BIOL 106/L in the Natural Sciences. Business majors (Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate, or Systems and Operations Management) may count BLAW 280 in the Lifelong Learning section.

**Central American Studies** majors may apply listed CAS courses in General Education.

**Chemistry** majors may count CHEM 101/L in the Natural Sciences.

**Chicana/o Studies** majors may apply listed CHS courses in General Education.

**Cinema and Television Arts** majors may count CTVA 100 in Lifelong Learning.

**Civil Engineering** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. CE majors may count MSE 304 in the Social Sciences, and MSE 101/L and CE 280/L in Lifelong Learning.

**Communicative Disorders and Sciences** majors may count BIOL 101/L in Natural Sciences.

**Communication Studies** majors may count COMS 309 in Basic Skills, Oral Communication.

**Computer Engineering** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. Computer Engineering majors may count BIOL 106/L and 107/L in the Natural Sciences; MSE 304 in the Social Sciences; and COMP 110L in Lifelong Learning.

**Computer Science** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. CS majors may count BIOL 106/L and 107/L in Natural Sciences, and COMP 110/L in Lifelong Learning.

**Construction Management Technology** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. CMT majors may count BIOL 106/L in the Natural Sciences and MSE 300 in the Social Sciences.

**Economics** majors may count ECON 310 in the Social Sciences.

**Electrical Engineering** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. EE majors may count MSE 304 in the Social Sciences and ECE 206/L in Lifelong Learning.

**Gender and Women's Studies** majors may count GWS 300 in Comparative Cultural Studies.

**Health Administration** majors may count BIOL 101/L in the Natural Sciences and HSCI 345 in the Social Sciences

**English** majors may use one of the following courses in the Arts and Humanities: ENGL 258, 259 or 275.

**Environmental and Occupational Health** majors may count EOH 352 in the Social Sciences section. BIOL 101/L, 106/L and 107 may count in the Natural Sciences.

**Family and Consumer Sciences** majors may count FCS 340 in Lifelong Learning. Majors in the Nutrition, Dietetics and Food Science Option, and those in the the FCS Education Option may count BIOL 101/L in the Natural Sciences.

**French** majors may count FLIT 295A or 295B in Arts and Humanities.

**Geological Science** majors in Option III may count BIOL 106/L and BIOL 107/L in the Natural Sciences.

**Geological Science** majors in Option IV may substitute COMP 110/L for COMP 100 as a GE requirement.

**History** majors may count HIST 270, 271 or 371 in Title 5.

**Humanities Interdisciplinary Program** majors may count HUM 101 in Arts and Humanities.

**Jewish Studies** majors may count JS 200 in the Arts and Humanities.

**Journalism** majors may count JOUR 100 in Lifelong Learning.

**Kinesiology** majors may count KIN 306 in Social Sciences, but they may not receive Upper Division General Education credit for KIN 306. BIOL 101/L counts in the Natural Sciences.

**Liberal Studies** majors in Teacher Preparation Options will be considered to have satisfied General Education requirements.

**Management** majors may take ECON 308 for Upper Division General Education in the Subject Explorations Social Sciences section and BLAW 280 in the Lifelong Learning section.

**Manufacturing Systems Engineering** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. MSE majors may count MSE 304 in the Social Sciences and MSE 319/L and 248/L in Lifelong Learning.

**Marketing** majors and minors may substitute ECON 307 (non-GE) for ECON 310. Marketing majors can count BLAW 280 in the Lifelong Learning section.

**Mathematics** majors may count Math 150A in Basic Skills, Mathematics. COMP 106/L counts in Lifelong Learning. Mathematics, Junior Year Integrated (JYI) Option may count ASTR 301 in the Natural Sciences.

**Mechanical Engineering** majors will be considered to have satisfied the Basic Skills, Critical Thinking and Mathematics requirements. ME majors may count MSE 304 in the Social Sciences, and ME 101/L and 209 in Lifelong Learning.

**Music** majors in all B.A. Options and the B.M. Program may count MUS 307 (Upper Division GE) in Comparative Cultural Studies, MUS 191/L in Lifelong Learning and MUS 202 in Arts and Humanities.

**Philosophy** majors may count PHIL 230 in Basic Skills, Critical Thinking.

**Physics** majors may count PHYS 220A/AL or 225/220AL in the Natural Sciences. COMP 106/L and 110/L may count in Lifelong Learning.

**Political Science** majors may count POLS 155 or 355 in Title 5.

**Psychology** majors may count PSY 150 in the Social Sciences

**Public Health Promotion** majors may count BIOL 101/L in the Natural Sciences and HSCI 345 in the Social Sciences.

**Radiologic Sciences** majors may count BIOL 101/L and PHYS 100BL in the Natural Sciences, HSCI 345 in the Social Sciences, and HSCI 384 and 486B for Lifelong Learning.

**Recreation** majors may count RTM 352 in Lifelong Learning.

**Religious Studies** majors may count 1 of the following courses in the Arts and Humanities: RS 100, 101, 304, 307, 310, 356, 361 or JS 200.

**Sociology** majors may count SOC 305 in the Social Sciences.

**Spanish** majors in the Spanish Literature Option may count FLIT 295A or 295B in the Arts and Humanities.

**Urban Studies and Planning** majors may count URBS 310 in the Social Sciences.

## Information Competence (IC) Designated Courses

### 1. Basic Skills:

#### Analytical Reading and Expository Writing

|      |      |  |
|------|------|--|
| AAS  | 113B | Approaches to University Writing B (3) |
| AAS  | 114B | Approaches to University Writing B (3) |
| AAS  | 115  | Approaches to University Writing (3)   |
| CAS  | 113B | Approaches to University Writing B (3) |
| CAS  | 114B | Approaches to University Writing B (3) |
| CAS  | 115  | Approaches to University Writing (3)   |
| CHS  | 113B | Approaches to University Writing B (3) |
| CHS  | 114B | Approaches to University Writing B (3) |
| CHS  | 115  | Approaches to University Writing (3)   |
| ENGL | 113B | Approaches to University Writing B (3) |
| ENGL | 114B | Approaches to University Writing B (3) |
| ENGL | 115  | Approaches to University Writing (3)   |
| PAS  | 113B | Approaches to University Writing B (3) |
| PAS  | 114B | Approaches to University Writing B (3) |
| PAS  | 115  | Approaches to University Writing (3)   |
| QS   | 113B | Approaches to University Writing B (3) |
| QS   | 114B | Approaches to University Writing B (3) |
| QS   | 115  | Approaches to University Writing (3)   |

#### Critical Thinking

COMS 225/L Argumentation (2/1)

#### Oral Communication

|      |       |                                       |
|------|-------|---------------------------------------|
| COMS | 151/L | Fundamentals of Public Speaking (2/1) |
| COMS | 309   | Advanced Public Speaking (3)          |

## 2. Subject Explorations:

### Natural Sciences

|      |       |   |
|------|-------|---|
| ASTR | 352/L | Current Developments in Astronomy (3/1) |
| BIOL | 317/L | Microbes and Society (3/1)              |
| BIOL | 325/L | Life in the Sea (3/1)                   |
| BIOL | 362/L | Genetics and Society (3/1)              |
| GEOG | 365/L | Geomorphology and Lab (3/1)             |
| PHYS | 305/L | Physics of Music and Laboratory (3/1)   |

### Arts and Humanities

|      |     |  |
|------|-----|--|
| ART  | 305 | Art Today (3)  |
| CTVA | 210 | Television-Film Aesthetics (3)   |
| FLIT | 381 | Aspects of the Italian-American Experience in Cinema, Literature, Philosophy and Music (3) |
| JS   | 300 | Humanities in Jewish Society: Ancient and Medieval (3)                                     |
| PHIL | 349 | Philosophy and Public Affairs (3)  |
| RS   | 304 | Women and Religion (3)   |
| TH   | 315 | World Drama (3)  |

### Social Sciences

|      |     |   |
|------|-----|---|
| AAS  | 350 | Asian American Personality and Mental Health (3)    |
| CADV | 150 | Foundations of Child and Adolescent Development (3) |
| PSY  | 312 | Psychological Aspects of Parenthood (3)             |
| PSY  | 352 | Motivation (3)                                      |
| PSY  | 365 | Introduction to Gerontology (3)                     |

### Lifelong Learning

|      |       |  |
|------|-------|--|
| BIOL | 327   | Ecology and People (3)   |
| BIOL | 375   | Emerging Issues in Regenerative Medicine (3)                     |
| CD   | 361   | Language Development in Children (3)                             |
| CMT  | 336/L | Fundamentals of Green Buildings and Lab (2/1)                    |
| COMP | 100   | Computers: Their Impact and Use (3)                              |
| COMP | 300   | Computer Fluency (3)   |
| COMS | 323   | Group Communication (3)  |
| COMS | 360   | Communication and the Sexes (3)                                  |
| CTVA | 100   | Introduction to Mass Communication Arts (3)                      |
| ENGL | 313   | Studies in Popular Culture (3)                                   |
| FCS  | 207   | Nutrition for Life (3)   |
| FCS  | 323   | Family and Individual Money Management (3)                       |
| FCS  | 324   | Consumer Rights, Issues and Problems (3)                         |
| FCS  | 330   | Child Growth and Development I (3)                               |
| FCS  | 340   | Marriage and Family Relations (3)                                |
| FIN  | 302   | Personal Finance (3)   |
| FLIT | 234   | Virtual Study Abroad (3)   |
| GEOG | 206/L | Introduction to Geographical Information Science and Lab (2/1)   |
| HIST | 366   | Popular Culture and Society in Latin America (3)                 |
| ME   | 122   | Energy and Society (3)   |
| ME   | 322   | Principles of Recycling and Municipal Solid Waste Management (3) |
| MSE  | 105   | Introduction to Computer-Aided Graphics Tools (3)                |
| MSE  | 106   | Introduction to CAD Animation (3)                                |
| MSE  | 303   | Innovation, Invention and Technology (3)                         |
| RTM  | 251   | Recreation and the Natural Environment (3)                       |
| RTM  | 310/L | Adventure Recreation and Human Relations and Lab (2/1)           |
| RTM  | 352   | Play and Human Potential (3)                                     |
| SCI  | 100   | Science for Life (3)   |
| UNIV | 100   | Freshman Seminar (3)   |

**Comparative Cultural Studies**

|      |      |  |
|------|------|--|
| ART  | 315  | Perspectives in Art History (3)                            |
| COMS | 356  | Intercultural Communication (3)                            |
| ENGL | 311  | History of African-American Writing (3)                    |
| ENGL | 371  | Issues in Jewish-American Writing (3)                      |
| FLIT | 320  | Business Culture in Asia (3)                               |
| FLIT | 321  | Business Culture in Europe (3)                             |
| FLIT | 322  | Business Culture in Latin America (3)                      |
| GWS  | 300  | Women as Agents of Change (3)                              |
| HIST | 161  | Survey of the History of Latin American (3)                |
| HIST | 192  | History of Eastern Civilization (3)                        |
| HIST | 349A | Women in American History Through 1848 (3)                 |
| HIST | 349B | Women in American History Since 1848 (3)                   |
| JOUR | 371  | Women, Men and Media (3)                                   |
| JOUR | 372  | Diversity and the Media (3)                                |
| MSE  | 302  | Women in Mathematics, Science and Engineering (3)          |
| MUS  | 309  | Traditional Music of the U.S (3)                           |
| MUS  | 310  | Understanding World Cultures Through Music (3)             |
| QS   | 302  | LA in Transit: Communities, Organizations and Politics (3) |
| RS   | 306  | Minority Religions of America (3)                          |
| RS   | 378  | American Jewish Experience (3)                             |
| RS   | 390  | Buddhism (3)   |

**Title 5**

|      |     |   |
|------|-----|---|
| HIST | 370 | Problems in American History to 1865 (3)          |
| HIST | 371 | Problems in American History: 1865 to Present (3) |

**General Education Sections****1. Basic Skills (12 Units)**

All 4 sections of GE Basic Skills course work must be completed by students within their first 60 units. All first-time freshmen will have mandatory advisement starting with their initial enrollment at the University and continuing each semester until the completion of Basic Skills.

Course work must be completed as follows:

Students will enroll in the appropriate Writing and Math courses as advised until they complete GE Writing and Math within the first 4 semesters or 60 units, whichever comes first. Students will enroll either simultaneously or within 2 consecutive semesters in GE Oral Communication and GE Writing. Students will enroll in GE Critical Thinking after completing GE Math (within their first 60 units).

1. Students will take the appropriate course in the GE Analytical Reading and Expository Writing (AREW) sequence during their first semester at CSUN. Students will continue to enroll in the appropriate GE AREW course until they have satisfied the GE AREW requirement.
2. Students will take either a GE Math course or a Developmental Math course during their first semester at CSUN. Students will continue to enroll in a developmental or GE Math course each semester until they have satisfied the GE Math requirement.
3. Students will complete course work in GE Critical Thinking after they complete GE Math but still within their first 60 units.
4. Students will complete course work in GE Oral Communication within their first 60 units.

**Analytical Reading and Expository Writing (3 units)**

**Goal:** Students will analyze and reflect on complex topics and appropriately synthesize their own and others' ideas in clearly written, well organized and edited American English.

|     |      |  |
|-----|------|--|
| AAS | 113B | Approaches to University Writing B (3) |
| AAS | 114B | Approaches to University Writing B (3) |

|      |      |  |
|------|------|--|
| AAS  | 115  | Approaches to University Writing (3)   |
| CAS  | 113B | Approaches to University Writing B (3) |
| CAS  | 114B | Approaches to University Writing B (3) |
| CAS  | 115  | Approaches to University Writing (3)   |
| CHS  | 113B | Approaches to University Writing B (3) |
| CHS  | 114B | Approaches to University Writing B (3) |
| CHS  | 115  | Approaches to University Writing (3)   |
| ENGL | 113B | Approaches to University Writing B (3) |
| ENGL | 114B | Approaches to University Writing B (3) |
| ENGL | 115  | Approaches to University Writing (3)   |
| PAS  | 113B | Approaches to University Writing B (3) |
| PAS  | 114B | Approaches to University Writing B (3) |
| PAS  | 115  | Approaches to University Writing (3)   |
| QS   | 113B | Approaches to University Writing B (3) |
| QS   | 114B | Approaches to University Writing B (3) |
| QS   | 115  | Approaches to University Writing (3)   |

**Critical Thinking (3 units)**

**Goal:** Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

|      |       |  |
|------|-------|--|
| AAS  | 201   | Race, Racism and Critical Thinking (3) |
| COMS | 225/L | Argumentation (2/1)*                   |
| CHS  | 202   | Race, Racism and Critical Thinking (3) |
| PAS  | 204   | Race and Critical Thinking (3)         |
| PHIL | 100   | General Logic (4)                      |
| PHIL | 200   | Critical Reasoning (3)                 |
| PHIL | 210   | Reasoning in the Sciences (3)          |
| PHIL | 230   | Introduction to Formal Logic (3)       |
| RS   | 204   | Religion, Logic and the Media (3)      |

\*The prior GE placement for this course was in Oral Communication.

**Mathematics (3 units)**

**Goal:** Students will gain competence in mathematical reasoning necessary for informed judgment and decision making.

|      |      |                                       |
|------|------|---------------------------------------|
| MATH | 102  | College Algebra (3)                   |
| MATH | 103  | Mathematical Methods for Business (3) |
| MATH | 105  | Pre-Calculus (5)                      |
| MATH | 131  | Mathematical Ideas (3)                |
| MATH | 140  | Introductory Statistics (4)           |
| MATH | 150A | Calculus I (5)                        |
| MATH | 255A | Calculus for Life Sciences I (3)      |
| MATH | 331  | Mathematical Explorations (3)         |

**Oral Communication (3 units)**

**Goal:** Students will understand the basic concepts and practices associated with public speaking and will make public presentations of their own thoughts and research.

|      |       |                                       |
|------|-------|---------------------------------------|
| AAS  | 151   | Freshman Speech Communication (3)     |
| CAS  | 151   | Fundamentals of Public Speaking (3)   |
| CHS  | 151   | Freshman Speech Communication (3)     |
| COMS | 151/L | Fundamentals of Public Speaking (2/1) |
| COMS | 309   | Advanced Public Speaking (3)          |
| PAS  | 151   | Freshman Speech Communication (3)     |

**Subject Explorations (29 Units)****1. Natural Sciences (8 units)**

Course work in this section must include 2 lecture courses and the 2 laboratories, activities and/or field studies that are connected to the lectures.

**Goal:** Students will develop basic knowledge and learn key principles in the natural sciences, including an understanding of the methods of scientific inquiry through laboratory, activity and/or field-based study.

|      |          |   |
|------|----------|---|
| ASTR | 152/154L | Elementary Astronomy and Lab (3/1)              |
| ASTR | 352/L    | Current Developments in Astronomy and Lab (3/1) |
| BIOL | 100/L    | Introductory Biology and Lab (3/1)              |

|   |          |   |      |       |  |
|---|----------|---|------|-------|--|
| BIOL  | 241/L    | Human Pregnancy and Embryology and Lab (3/1)                      | CLAS | 315   | Greek and Roman Mythology (3)  |
| BIOL  | 317/L    | Microbes and Society and Lab (3/1)                                | COMS | 104/L | Literature in Performance and Lab (2/1)  |
| BIOL  | 323/392E | Plants and Animals of Southern California and Field Studies (3/1) | CTVA | 210   | Television-Film Aesthetics (3)   |
| BIOL  | 325/L    | Life in the Sea and Lab (3/1)                                     | CTVA | 309   | Film as Literature (3)   |
| BIOL  | 362/L    | Genetics and Society and Lab (3/1)                                | ENGL | 208   | Creative Writing (3)   |
| CHEM  | 100/110L | Principles of Chemistry and Lab (3/1)                             | ENGL | 255   | Introduction to Literature (3)   |
| CHEM  | 100/100L | Principles of Chemistry and Lab (3/1)                             | ENGL | 258   | Major English Writers I (3)  |
| CHEM  | 101/L    | General Chemistry I and Lab (4/1)                                 | ENGL | 259   | Major English Writers II (3)   |
| CHEM  | 102/L    | General Chemistry II and Lab (4/1)                                | ENGL | 275   | Major American Writers (3)   |
| CHEM  | 103/L    | Introductory Chemistry I and Lab (4)                              | ENGL | 300   | Contemporary Literature (3)  |
| CHEM  | 104/L    | Introductory Chemistry II and Lab (4)                             | ENGL | 316   | Shakespeare (3)  |
| CHEM  | 110/110L | Chemistry in Action and Lab (3/1)                                 | ENGL | 333   | Comics and Graphic Novels (3)  |
| GEOG  | 101/102  | The Physical Environment and Lab (3/1)                            | ENGL | 364   | The Short Story (3)  |
| GEOG  | 103/105  | Weather and Lab (3/1)   | FLIT | 250   | Traditional Culture of Japan (3)   |
| GEOG  | 311/L    | Atmosphere (3/1)  | FLIT | 295A  | Masterpieces of European Literature I (3)  |
| GEOG  | 316/L    | Environmental Geography and Lab (3/1)                             | FLIT | 295B  | Masterpieces of European Literature II (3)   |
| GEOG  | 365/L    | Geomorphology and Lab (3/1)                                       | FLIT | 331   | Literary Masterpieces of Italian Humanism and Renaissance Literature (3)                   |
| GEOG  | 366/L    | Geography of Environmental Hazards and Lab (3/1)                  | FLIT | 381   | Aspects of the Italian-American Experience in Cinema, Literature, Philosophy and Music (3) |
| GEOL  | 101/102  | Geology of Planet Earth and Lab (3/1)                             | FLIT | 383   | Hispanic Civilization and Culture: Middle Ages to Golden Age (3)                           |
| GEOL  | 107/L    | Geology Goes Hollywood (3/1)                                      | FLIT | 384   | Modern Hispanic Culture (Peninsular) (3)   |
| GEOL  | 110/112  | Earth History and Lab (3/1)                                       | GWS  | 360   | Feminist Ethics (3)  |
| GEOL  | 122/123  | The World Ocean and Lab (3/1)                                     | HIST | 150   | Western Civilization I (3)*  |
| GEOL  | 300/301  | Environmental Geology and Lab (3/1)                               | HIST | 151   | Western Civilization II (3)*   |
| PHYS  | 100A/L   | General Physics I and Lab (3/1)                                   | HIST | 303   | Themes in Western Civilization Before 1500 (3)*  |
| PHYS  | 100B/BL  | General Physics II (3/1)  | HIST | 304   | Themes in Western Civilization After 1500 (3)*   |
| PHYS  | 220A/L   | Mechanics and Lab (3/1)   | HUM  | 101   | Forms and Ideas in Humanities (3)  |
| PHYS  | 220B/BL  | Electricity and Magnetism (3/1)                                   | HUM  | 105   | Cultural Eras I (3)  |
| PHYS  | 305/L    | Physics of Music (3/1)  | HUM  | 106   | Cultural Eras II (3)   |
| <b>2. Arts and Humanities (6 units)</b>   |          |   | JS   | 200   | Introduction to Judaism (3)  |
| <b>Goal:</b> Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literature, religion and philosophy. |          |   | JS   | 300   | Humanities in Jewish Society: Ancient and Medieval (3)                                     |
| AAS   | 220      | Survey of Asian American Literature (3)                           | KIN  | 139A  | Ballet I (1)   |
| AAS   | 321      | Asian American Fiction (3)  | KIN  | 144A  | Dance Modern I (1)   |
| ANTH  | 222      | Visions of the Sacred (3)   | KIN  | 236/L | Introduction to Choreography and Lab (2/1)   |
| ANTH  | 326      | Introduction to Folklore (3)                                      | KIN  | 380/L | Perspectives of Dance and Lab (2/1)  |
| ART   | 100/L    | Introduction to Art Processes (1/2)                               | LING | 200   | (How) Language Matters (3)   |
| ART   | 110      | World Arts: The Western Tradition (3)                             | MUS  | 105   | Understanding Music (3)  |
| ART   | 114      | World Arts: Asia (3)  | MUS  | 106HH | Hip Hop Music (3)  |
| ART   | 124A     | Drawing I (3)   | MUS  | 107   | Music in Contemporary Society (3)  |
| ART   | 140      | Beginning Two-Dimensional Design (3)                              | MUS  | 108   | Music in Film (3)  |
| ART   | 141      | Beginning Three-Dimensional Design (3)                            | MUS  | 306   | Introduction to Jazz (3)   |
| ART   | 205      | Landmarks of Art (3)  | PAS  | 245   | African-American Literature since 1930 (3)   |
| ART   | 303/L    | Multicultural 3D Art and Lab (2/1)                                | PAS  | 246   | Intro to African-American Drama (3)  |
| ART   | 305      | Art Today (3)   | PAS  | 280   | Workshop in Creative Writing for Minority Students (3)                                     |
| ART   | 310      | History of Western Architecture: Shelter and Community (3)        | PAS  | 282   | African Religion in the New World (3)  |
| CAS   | 201      | Survey of Central American Art and Literature (3)                 | PAS  | 344   | Literature of the Caribbean and African Experience (3)                                     |
| CHS   | 111      | The Chicano and the Arts (3)                                      | PAS  | 346   | Contemporary Black Female Writers (3)  |
| CHS   | 201      | Survey of Mexican Literature in Translation (3)                   | PAS  | 382   | Traditional Religions of Africa (3)  |
| CHS   | 280/SL   | Workshop in Minority Creative Writing (2/1)                       | PHIL | 150   | Introduction to Philosophical Thought (3)  |
| CHS   | 310      | Regional Music of Mexico (3)                                      | PHIL | 165   | Today's Moral Issues (3)**   |
| CHS   | 350      | Religion and Chicana/o Society (3)                                | PHIL | 201   | Ancient Philosophy (3)   |
| CHS   | 351      | Survey of Mexican Philosophical Thought (3)                       | PHIL | 202   | Modern Philosophy (3)  |
| CHS   | 380      | Chicana/o Literature (3)  | PHIL | 310   | Philosophical Problems (3)   |
| CHS   | 381      | Contemporary Chicana Literature (3)                               | PHIL | 325   | Philosophy and Biology (3)   |
|   |          |   | PHIL | 330   | Philosophy of Science (3)  |
|   |          |   | PHIL | 349   | Philosophy and Public Affairs (3)  |

|   |     |  |   |       |   |
|---|-----|--|---|-------|---|
| RS  | 100 | Introduction to Religious Studies (3)                            | GWS   | 340   | Women, Gender and Global Development (3)*                   |
| RS  | 101 | The Bible (3)  | GWS   | 370   | Women and Violence (3)                                      |
| RS  | 304 | Women and Religion (3)   | HIST  | 110   | World History to 1500 (3)                                   |
| RS  | 307 | Religion in America (3)  | HIST  | 111   | World History Since 1500 (3)                                |
| RS  | 310 | Religion and Literature (3)                                      | HIST  | 305   | Cultural History of the United States (3)                   |
| RS  | 356 | Contemporary Religious Thought (3)                               | HIST  | 341   | Modern Europe Since 1815 (3)                                |
| RS  | 361 | Contemporary Ethical Issues (3)                                  | HIST  | 342   | Contemporary World Civilization Since 1945 (3)              |
| RS  | 370 | Religion and Ecology (3)   | HIST  | 350   | History of Women (3)  |
| TH  | 110 | Plays and Players (3)  | HIST  | 380   | Los Angeles: Past, Present, Future (3)                      |
| TH  | 111 | Actors and Acting (3)  | HSCI  | 132   | History of Preventative Medicine and Public Health (3)      |
| TH  | 310 | Theatre in Performance (3)                                       | HSCI  | 345   | Public Health Issues (3)                                    |
| TH  | 315 | World Drama (3)  | JS  | 318   | Jewish Ethics and Society (3)                               |
| *The former GE placement for this course was in the Comparative Cultural Studies section.   |     |  | PAS   | 201   | Economics of the African-American Community I (3)           |
| **The former GE placement for this course was in the Lifelong Learning section.   |     |  | PAS   | 220   | Psychological Environment of the African-American (3)       |
| <b>3. Social Sciences (6 units)</b>   |     |  |   |       |   |
| <b>Goal:</b> Students will understand and appreciate the complexities of social relations and human experiences, and the ways in which they have changed over time, as well as the nature, scope and the systematic study of human behaviors and societies. |     |  |   |       |   |
| AAS   | 210 | History of Asians in America (3)                                 | PAS   | 221   | Social Environment of the African-American (3)              |
| AAS   | 350 | Asian American Personality and Mental Health (3)                 | PAS   | 222   | Elements of the Human Geography of the African-American (3) |
| ANTH  | 150 | Human Origin and Culture (3)                                     | PAS   | 361   | African-American Politics (3)                               |
| ANTH  | 151 | Physical Anthropology (3)  | POLS  | 150   | Contemporary Issues in Law and Politics (3)                 |
| ANTH  | 152 | Culture and Human Behavior (3)                                   | POLS  | 156   | Introduction to Comparative Politics (3)                    |
| ANTH  | 153 | Temples, Tombs and Treasures: An Introduction to Archaeology (3) | POLS  | 225   | Elements of International Relations (3)                     |
| ANTH  | 212 | Anthropology of Sex (3)  | POLS  | 310   | Problems of Political Economy (3)                           |
| ANTH  | 305 | Individual and Culture (3)                                       | POLS  | 350   | Great Questions in Politics (3)                             |
| ANTH  | 319 | World Prehistory (3)   | POLS  | 380   | Los Angeles: Past, Present, Future (3)                      |
| ANTH  | 341 | Bones: An Introduction to the Study of Human Remains (3)         | PSY   | 150   | Principles of Human Behavior (3)                            |
| CADV  | 150 | Foundations of Child and Adolescent Development (3)              | PSY   | 200   | Introduction to Lifespan Psychology (3)                     |
| CAS   | 309 | Ancient to Pre-Modern History of the Central American People (3) | PSY   | 245   | Psychology of Contemporary Social Issues (3)                |
| CAS   | 310 | Modern History of the Central American People (3)                | PSY   | 312   | Psychological Aspects of Parenthood (3)                     |
| CAS   | 368 | Central American Revolutionary Movements (3)                     | PSY   | 352   | Motivation (3)  |
| CAS   | 369 | Contemporary Social Movements in Central America (3)             | PSY   | 365   | Introduction to Gerontology (3)                             |
| CHS   | 345 | History of Mexican Peoples (3)                                   | RS  | 240   | History of Religions (3)                                    |
| CHS   | 346 | History of the Chicana/Mexicana (3)                              | SOC   | 150   | Introduction to Sociology (3)                               |
| CHS   | 361 | Urbanization and the Chicano (3)                                 | SOC   | 200   | Social Crises of Today (3)                                  |
| CHS   | 366 | Women in Latin America (3)                                       | SOC   | 305   | Culture and Personality (3)                                 |
| ECON  | 156 | Introduction to Economic Analysis and Policy (3)                 | SOC   | 324   | Sociology of Sex and Gender (3)                             |
| ECON  | 160 | Microeconomic Principles (3)                                     | SUST  | 300   | Interdisciplinary Perspectives on Sustainability (3)        |
| ECON  | 161 | Macroeconomic Principles (3)                                     | URBS  | 150   | The Urban Scene (3)   |
| ECON  | 300 | Economic Principles and Problems (3)                             | URBS  | 310   | Growth and Development of Cities (3)                        |
| ECON  | 310 | Price Theory and Applications (3)                                | URBS  | 380   | Los Angeles: Past, Present, Future (3)                      |
| ECON  | 311 | Money, Banking and the Federal Reserve (3)                       | *The former GE placement for this course was in the Comparative Cultural Studies section.   |       |   |
| ECON  | 360 | Environmental Economics (3)                                      | <b>4. Lifelong Learning (3 units)</b>   |       |   |
| GEOG  | 107 | Introduction to Human Geography (3)                              | <b>Goal:</b> Students will develop cognitive, physical and affective skills that will allow them to become more integrated and well-rounded individuals within various physical, social, cultural and technological environments and communities. |       |   |
| GEOG  | 150 | World Geography (3)  | AAS   | 230   | Asian Americans and the Media (3)                           |
| GEOG  | 301 | Cultural Geography (3)   | AAS   | 390/F | Asian American Communities: Field Practicum (2/1)           |
| GEOG  | 321 | United States (3)  | AIS   | 301   | First Peoples and Popular Culture (3)                       |
| GEOG  | 330 | California (3)   | ART   | 151   | Photography as Art (3)*                                     |
| GEOG  | 350 | Metropolitan Los Angeles (3)                                     | ART   | 201   | Introduction to Web Art (3)                                 |
| GEOG  | 351 | Urban Geography (3)  | BIOL  | 285   | Biology of Cancer (2)                                       |
| GWS   | 220 | Men, Masculinity and Patriarchy (3)                              | BIOL  | 327   | Ecology and People (3)                                      |
| GWS   | 320 | Women and Urban Life/Urban Space (3)                             | BIOL  | 375   | Emerging Issues in Regenerative Medicine (3)                |
|   |     |  | BLAW  | 108   | The Citizen and Civil Law (3)                               |
|   |     |  | BLAW  | 280   | Business Law I (3)  |

|      |          |  |      |       |  |
|------|----------|--|------|-------|--|
| BLAW | 368      | Law, Business and Ethics (3)                                   | KIN  | 134   | Shaolin Kung Fu (1)  |
| BUS  | 480      | The San Fernando Valley: Research on Local Issues (3)          | KIN  | 135A  | Aerobic Dance I (1)  |
| CAS  | 270/F    | Field Work in Central American Communities (1/2)               | KIN  | 136A  | Aqua Aerobics (1)  |
| CD   | 260      | Voice and Diction Principles and Theory (3)                    | KIN  | 142B  | Dance, Latin Dance II (1)  |
| CD   | 361      | Language Development in Children (3)                           | KIN  | 147   | Pilates (1)  |
| CE   | 208      | Architecture and Structures (3)                                | KIN  | 148   | Dance Conditioning and Somatic Practices (1)                     |
| CHS  | 270SOC/F | Field Work in the Barrio (1/2)                                 | KIN  | 149   | Yoga (1)   |
| CHS  | 360      | Political Organizations and Social Movements in the Barrio (3) | KIN  | 152A  | Soccer I (1)   |
| CHS  | 390      | Alternative Chicana/o Press (3)                                | KIN  | 153   | Sexual Assault Defense for Women (1)                             |
| CMT  | 336/L    | Fundamentals of Green Buildings and Lab (2/1)                  | KIN  | 154   | Sexual Assault Defense for Men (1)                               |
| COMP | 100      | Computers: Their Impact and Use (3)                            | KIN  | 155A  | Golf (1)   |
| COMP | 160/L    | Navigating the Internet and Lab 1/1                            | KIN  | 160A  | Gymnastics Apparatus Men I (1)                                   |
| COMP | 300      | Computer Fluency (3)   | KIN  | 161A  | Gymnastics Apparatus Women I (1)                                 |
| COMS | 150      | Process of Communication (3)                                   | KIN  | 164A  | Handball I (1)   |
| COMS | 323      | Group Communication (3)  | KIN  | 167A  | Racquetball I (1)  |
| COMS | 360      | Communication and the Sexes (3)                                | KIN  | 171A  | Softball I (1)   |
| CTVA | 100      | Introduction to Mass Communication Arts (3)                    | KIN  | 172   | Ultimate Frisbee (1)   |
| ECE  | 100      | The Technological World (3)                                    | KIN  | 177A  | Swimming for Nonswimmers (1)                                     |
| ENGL | 306      | Report Writing (3)   | KIN  | 178A  | Swimming I (1)   |
| ENGL | 313      | Studies in Popular Culture (3)                                 | KIN  | 179A  | Swimming Conditioning (1)  |
| EOH  | 101      | Introduction to Environmental Health (3)                       | KIN  | 185A  | Tennis I (1)   |
| EOH  | 353      | Global Perspective of Environmental Health (3)                 | KIN  | 190A  | Triathlon Conditioning I (1)                                     |
| FCS  | 207      | Nutrition for Life (3)   | KIN  | 191A  | Track and Field I (1)  |
| FCS  | 315      | Issues in Housing (3)  | KIN  | 195A  | Volleyball I (1)   |
| FCS  | 323      | Family and Individual Money Management (3)                     | LING | 310   | Language and the Law (3)   |
| FCS  | 324      | Consumer Rights, Issues and Problems (3)                       | ME   | 122   | Energy and Society (3)   |
| FCS  | 330      | Child Growth and Development I (3)                             | ME   | 125   | How Things Work (3)  |
| FCS  | 340      | Marriage and Family Relations (3)                              | ME   | 322   | Principles of Recycling and Municipal Solid Waste Management (3) |
| FIN  | 102      | Financial Literacy (3)   | MKT  | 100   | Conceptual Foundations of American Enterprise (3)                |
| FIN  | 302      | Personal Finance (3)   | MSE  | 105   | Introduction to Computer-Aided Graphics Tools (3)                |
| FLIT | 234      | Virtual Study Abroad (3)                                       | MSE  | 106   | Introduction to CAD Animation (3)                                |
| GEOG | 206/L    | Intro to Geographical Information Science and Lab (2/1)        | MSE  | 303   | Innovation, Invention and Technology (3)                         |
| GEOL | 104      | Living with Earthquakes in California (3)                      | PAS  | 110   | Fundamentals of Business Organization and Management (3)         |
| GWS  | 305CS    | Women's Studies Community Service (3)                          | PAS  | 210   | Consumer Behavior in the African-American Community (3)          |
| HIST | 366      | Popular Culture and Society in Latin America (3)               | PAS  | 337   | Black Images on the Silver Screen (3)                            |
| HSCI | 131      | Health and Society (3)   | PHIL | 305   | Business Ethics and Public Policy (3)                            |
| HSCI | 170      | Emergency Health Procedures (2)                                | QS   | 302   | L.A. in Transit: Communities, Organizations and Politics (3)     |
| HSCI | 231      | Women and Health (3)   | RTM  | 251   | Recreation and the National Environment (3)                      |
| HSCI | 336      | Health Aspects of Drug Use (3)                                 | RTM  | 278   | Recreation and Leisure in Contemporary Society (3)               |
| HSCI | 337      | Nutrition and Health (3)                                       | RTM  | 310/L | Adventure Recreation and Human Relations and Lab (2/1)           |
| JOUR | 100      | Mass Communication (3)   | RTM  | 352   | Play and Human Potential (3)                                     |
| JOUR | 390      | Freedom of the Press (3)                                       | RTM  | 353/L | Literature of the Wilderness Experience and Lab (2/1)            |
| JS   | 390CS    | Field Work in the Jewish Community (3)                         | SCI  | 100   | Science for Life (3)   |
| KIN  | 115A     | Adapted and Therapeutic Exercise (1)                           | SUST | 310   | Best Practices in Sustainability (3)                             |
| KIN  | 116A     | Adapted Sports I (1)   | UNIV | 100   | Freshman Seminar (3)   |
| KIN  | 117      | Adapted Aquatic Exercise (1)                                   |      |       |  |
| KIN  | 118      | Adapted Self Defense (1)                                       |      |       |  |
| KIN  | 122A     | Badminton I (1)  |      |       |  |
| KIN  | 124A     | Basketball I (1)   |      |       |  |
| KIN  | 125A     | Fitness for Life (1)   |      |       |  |
| KIN  | 126A     | Strength Training (1)  |      |       |  |
| KIN  | 128      | Fitness Walking (1)  |      |       |  |
| KIN  | 129A     | Running Conditioning I (1)                                     |      |       |  |
| KIN  | 130A     | Karate I (1)   |      |       |  |
| KIN  | 131A     | Taekwondo (1)  |      |       |  |
| KIN  | 132A     | Aikido (1)   |      |       |  |
| KIN  | 133A     | Tai Chi Ch'uan (1)   |      |       |  |

*\*The prior GE placement for this course was in Arts and Humanities.*

### 5. Comparative Cultural Studies/Gender, Race, Class, Ethnicity Studies and Foreign Languages (6 units)

**Goal:** Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages, with special focus on the contributions, differences and global perspectives of diverse cultures and societies.

|      |      |  |      |      |  |
|------|------|--|------|------|--|
| AAS  | 100  | Introduction to Asian American Studies (3)                                 | FLIT | 380  | Cultural Development of Modern Russia and Eastern Europe (3) |
| AAS  | 340  | Asian American Women (3)   |      |      |  |
| AAS  | 345  | Contemporary Issues in Asian American Studies (3)                          | FREN | 101  | Elementary French I (4)                                      |
|      |      |  | FREN | 102  | Elementary French II (4)                                     |
| AAS  | 360  | Asian American Immigration-Global Perspective (3)                          | FREN | 200  | Beginning French Conversation (3)                            |
|      |      |  | FREN | 204  | Review of French Grammar (3)                                 |
| AIS  | 101  | Introduction to North American Indian Studies (3)                          | GEOG | 318  | Europe (3)   |
|      |      |  | GEOG | 322  | Latin America (3)  |
| AIS  | 304  | American Indian Law and Policy (3)   | GEOG | 323  | Canada (3)   |
| ANTH | 108  | Latin American Cultures (3)  | GEOG | 324  | China (3)  |
| ANTH | 308  | Women, Sex Roles and Culture (3)   | GEOG | 325  | Southeast Asia (3)   |
| ANTH | 310  | Language in Culture: Anthropological Linguistics (3)                       | GEOG | 326  | Africa (3)   |
|      |      |  | GEOG | 328  | Mexico (3)   |
| ANTH | 315  | Third World Cultures (3)   | GEOG | 334  | Geography of Oceania (3)                                     |
| ANTH | 339  | Peoples of South Asia (3)  | GEOG | 335  | Russia and its Neighbors of the Former Soviet Union (3)      |
| ANTH | 344  | Asian American Ethnicity and Cultures (3)                                  |      |      |  |
| ANTH | 345  | Diversity in the United States (3)   | GERM | 101  | Elementary German I (3)                                      |
| ARAB | 101  | Elementary Arabic I (4)  | GERM | 102  | Elementary German II (4)                                     |
| ARAB | 102  | Elementary Arabic II (4)   | GERM | 201  | Intermediate German 3  |
| ARMN | 101  | Elementary Armenian I (3)  | GERM | 202  | Intermediate German Reading (3)                              |
| ARMN | 102  | Elementary Armenian II (3)   | GERM | 204  | Intensive German Grammar (3)                                 |
| ARMN | 201  | Intermediate Armenian I (3)  | GWS  | 100  | Introduction to Women's Studies (3)                          |
| ARMN | 202  | Intermediate Armenian II (3)   | GWS  | 110  | Women, Work and Family (3)                                   |
| ARMN | 310  | Armenian Culture (3)   | GWS  | 300  | Women as Agents of Change (3)                                |
| ARMN | 360  | Changing Roles of Armenian Women (3)                                       | GWS  | 310  | Latin American Women Writers (3)                             |
| ART  | 112  | World Arts: Africa, Oceania and the Americas (3)                           | GWS  | 330  | Women in the Jewish Experience (3)                           |
| ART  | 315  | Perspectives in Art History (3)  | HEBR | 101  | Elementary Hebrew I (4)                                      |
| BLAW | 391  | Women and the Law (3)  | HEBR | 101A | Elementary Hebrew for the Non beginner (3)                   |
| CAS  | 100  | Introduction to Central American Studies (3)                               | HEBR | 102  | Elementary Hebrew II (4)                                     |
| CAS  | 102  | The Salvadoran Experience (3)  | HEBR | 201  | Intermediate Hebrew I (3)                                    |
| CAS  | 311  | The Central American Diaspora (3)  | HIST | 161  | Survey of the History of Latin America (3)                   |
| CAS  | 365  | Changing Roles of Central American Women (3)                               | HIST | 185  | Civilization of the Middle East (3)                          |
| CHS  | 100  | Chicano Culture (3)  | HIST | 192  | History of Eastern Civilization II (3)                       |
| CHS  | 101  | Spanish for Chicana/os (3)   | HIST | 210  | History of the Jewish People (3)                             |
| CHS  | 102  | Spanish for Chicana/os (3)   | HIST | 302  | Western Cultural Heritage, Modern Age (3)                    |
| CHS  | 246  | Contemporary Issues of the Chicana (3)                                     | HIST | 349A | Women in American History Through 1848 (3)                   |
| CHS  | 333  | Language and Society: Chicanas/os and Other Language Minority Children (3) | HIST | 349B | Women in American History Since 1848 (3)                     |
|      |      |  | HIST | 369  | History of American Indians (3)                              |
| CHS  | 364  | World Migration and the Chicana/o (3)                                      | ITAL | 101  | Elementary Italian I (4)                                     |
| CHS  | 365  | Third World Women and the Chicana (3)                                      | ITAL | 102  | Elementary Italian II (4)                                    |
| CHIN | 101  | Elementary Mandarin Chinese I (4)  | ITAL | 201  | Intermediate Italian I (3)                                   |
| CHIN | 102  | Elementary Mandarin Chinese II (4)   | ITAL | 202  | Intermediate Italian II (3)                                  |
| CHIN | 201  | Intermediate Mandarin Chinese I (3)  | ITAL | 204  | Intermediate Italian Grammar Composition (3)                 |
| CHIN | 202  | Intermediate Mandarin Chinese II (3)                                       | JAPN | 101  | Elementary Japanese I (3/1)                                  |
| CLAS | 101G | Elementary Greek I (3)   | JAPN | 102  | Elementary Japanese II (3/1)                                 |
| CLAS | 101L | Elementary Latin I (3)   | JAPN | 105  | Kanji I (3)  |
| CLAS | 102G | Elementary Greek II (3)  | JAPN | 201  | Intermediate Japanese I and Lab (2/1/1)                      |
| CLAS | 102L | Elementary Latin II (3)  | JAPN | 202  | Intermediate Japanese II and Lab (2/1/1)                     |
| COMS | 356  | Intercultural Communication (3)  | JAPN | 204  | Kanji II (3)   |
| ENGL | 311  | History of African-American Writing (3)                                    | JAPN | 205  | Kanji III (3)  |
| ENGL | 371  | Issues in Jewish-American Writing (3)                                      | JOUR | 371  | Women and the Media (3)                                      |
| FLIT | 150  | Gateways to Western Civilization: Greece and Rome (3)                      | JOUR | 372  | Diversity and the Media (3)                                  |
|      |      |  | JS   | 210  | History of the Jewish People (3)                             |
| FLIT | 320  | Business Culture in Asia (3)   | JS   | 330  | Women in the Jewish Experience (3)                           |
| FLIT | 321  | Business Culture in Europe (3)   | KIN  | 385  | Women in Sport (3)   |
| FLIT | 322  | Business Culture in Latin America (3)                                      | KOR  | 101  | Elementary Korean I (4)                                      |
| FLIT | 350  | The Classical World and Western Civilization (3)                           | KOR  | 102  | Elementary Korean II (4)                                     |
|      |      |  | LING | 250  | Language(s) in California (3)                                |
| FLIT | 370  | Modern Japanese Culture (3)  | LING | 325  | Language, Gender and Identity (3)                            |
| FLIT | 371  | Modern Italian Culture (3)   |      |      |  |



|      |        |  |
|------|--------|--|
| MSE  | 302    | Women in Mathematics, Science and Engineering (3)              |
| MUS  | 309    | Traditional Music of the U.S. (3)                              |
| MUS  | 310    | Understanding World Cultures through Music (3)                 |
| PAS  | 100    | Introduction to Black Culture (3)                              |
| PAS  | 102    | Elementary Swahili (3)   |
| PAS  | 165    | Introduction to Pan-Africanism (3)                             |
| PAS  | 226    | Traditional African Cultures (3)                               |
| PAS  | 300    | Contemporary Issues in the African-American Community (3)      |
| PAS  | 320    | African-American Personality Development (3)                   |
| PAS  | 322    | African-American Family (3)                                    |
| PAS  | 324    | The Black Woman in Contemporary Times (3)                      |
| PAS  | 325    | The Black Man in Contemporary Times (3)                        |
| PAS  | 366    | Colonialism in Africa (3)                                      |
| PERS | 101    | Elementary Persian I (4)                                       |
| PERS | 102    | Elementary Persian II (4)                                      |
| PERS | 201    | Intermediate Persian I (3)                                     |
| PERS | 202    | Intermediate Persian II (3)                                    |
| PHIL | 343    | Indian Philosophy (3)  |
| PHIL | 344    | Chinese Philosophy (3)   |
| PHIL | 348    | Philosophy and Feminism (3)                                    |
| POLS | 197    | Racial and Ethnic Politics (3)                                 |
| POLS | 297    | Politics of the Women's Movement (3)                           |
| POLS | 321    | Comparative Political Ideologies (3)                           |
| POLS | 332    | Politics of Latin America (3)                                  |
| PSY  | 265    | Psychology of Prejudice (3)                                    |
| QS   | 301    | Perspectives in Queer Studies (3)                              |
| RS   | 150    | World Religions (3)  |
| RS   | 160    | Religion in Western Civilization (3)                           |
| RS   | 306    | Minority Religions of America (3)                              |
| RS   | 365    | Islam (3)  |
| RS   | 378    | American Jewish Experience (3)                                 |
| RS   | 380    | Asian Religions: Communal Traditions and Transitions (3)       |
| RS   | 385    | Hinduism (3)   |
| RS   | 390    | Buddhism (3)   |
| RTM  | 330    | Women, Leisure and Ethnicity in the U.S. (3)                   |
| RUSS | 101    | Elementary Russian I (4)                                       |
| RUSS | 102    | Elementary Russian II (4)                                      |
| RUSS | 200    | Beginning Russian Conversation (3)                             |
| RUSS | 201    | Intermediate Russian (3)                                       |
| RUSS | 202    | Intermediate Russian Reading (3)                               |
| SOC  | 306    | Jewish Community and Family Structure (3)                      |
| SOC  | 307    | Ethnic Diversity in America (3)                                |
| SOC  | 333    | Chinese Society (3)  |
| SOC  | 335    | Jewish Identity in the United States (3)                       |
| SPAN | 101    | Elementary Spanish I and Lab (3/1)                             |
| SPAN | 102D   | Elementary Spanish for Students with Hearing Impairment II (4) |
| SPAN | 103    | Elementary Written Spanish I (3)                               |
| SPAN | 104    | Elementary Written Spanish II (3)                              |
| SPAN | 210A/L | Communication in Spanish and Lab (2/1)                         |
| SPAN | 210B   | Intermediate Spanish Conversation (3)                          |
| SPAN | 220A   | Intermediate Spanish I (3)                                     |
| SPAN | 220B   | Intermediate Spanish II (3)                                    |
| URBS | 350    | Cities of the Third World (3)                                  |

## 6. Title 5 Requirements In American History and Government (6 Units)

**Goal:** Students will understand and reflect upon (1) United States history, institutions and ideals; (2) the Constitution of the United States; and (3) the principles of state and local government as established in California.

**Requirement (1) in American history, institutions and ideals may be satisfied by completion of 1 of the following:**

|      |     |   |
|------|-----|---|
| CHS  | 245 | History of the Americas (3)                       |
| ECON | 175 | Introduction to U.S. Economic History (3)         |
| HIST | 270 | The United States to 1865 (3)                     |
| HIST | 271 | The United States Since 1865 (3)                  |
| HIST | 370 | Problems in American History to 1865 (3)          |
| HIST | 371 | Problems in American History: 1865 to Present (3) |
| PAS  | 271 | African-American History to 1865 (3)              |
| PAS  | 272 | African-American History Since 1865 (3)           |

**Requirement (2) in the Constitution of the United States and Requirement (3) in state and local government may be satisfied by 1e of the following courses:**

|      |     |  |
|------|-----|--|
| AAS  | 347 | Asian American Legal and Political History (3)           |
| CHS  | 260 | Constitutional Issues and the Chicana/o (3)              |
| CHS  | 445 | History of the Chicana/o (3)                             |
| PAS  | 161 | American Political Institutions: A Black Perspective (3) |
| POLS | 155 | American Political Institutions (3)                      |
| POLS | 355 | American National, State and Local Governments (3)       |
| RS   | 255 | American Political Institutions and Religion (3)         |

**In addition to the courses listed above, requirement (3) may be satisfied by the following:**

|      |     |                                |
|------|-----|--------------------------------|
| POLS | 403 | State and Local Government (3) |
|------|-----|--------------------------------|

**Students transferring to CSUN from outside of California must meet the state and local government requirement:**

|      |       |   |
|------|-------|---|
| POLS | 490CA | Supervised Individual Project—California Government (1) |
|------|-------|---|

*Note: Eligible students may petition to meet requirement (1) by challenge examination in appropriate courses. All students earning Teaching Credentials also must meet the requirement in the Constitution of the United States, whether or not they are in a Degree Program. This requirement may be met by successful completion of any of the courses listed as fulfilling the requirement.*

## Undergraduate Programs, Policies, and Procedures

### Academic Advisement

Academic advising assists students in forming intentional partnerships that connect their needs, values, abilities and goals to CSUN's educational program. Academic advising is an on-going relationship and a collaborative process that will help students identify and reach their academic objectives through investigation and use of a wide variety of campus resources. Academic advising is the shared responsibility of faculty, staff and students. It incorporates the continuum of teaching and learning moments that both stimulate and support students in their quest for an enriched quality of life. These interactions assist students in realizing their academic and professional goals and facilitate timely graduation.

### Academic Standing

Academic standing is defined by the student's GPA. The GPA is calculated by dividing the number of grade points earned in courses that assign letter grades by the number of units attempted. Courses in which grades of CR, NC, I and W are assigned are not used in GPA calculation. A student's academic status takes into account both the cumulative total GPA, which includes course work transferred from other institutions as well as course work taken at CSUN, and the CSUN GPA, which includes only course work taken at CSUN.

The four categories of undergraduate academic status and the regulations pertaining to each are listed below:

- 1. Good Standing:** Students are in good standing at the conclusion of any matriculated term in which they have both a cumulative total GPA and a CSUN GPA of 2.0 or higher. Students in good standing are eligible to enroll in the University through the regular enrollment process. Students can enroll in the maximum number of units determined by the University for the coming semester. To request enrollment in more than the maximum units, students must complete the Extra Unit Authorization form and obtain the appropriate approvals according to the timeline published at [www.csun.edu/anr/soc/academicpolicies.html](http://www.csun.edu/anr/soc/academicpolicies.html).
- 2. Probation:** Students are placed on probation if either their cumulative total GPA or CSUN GPA falls below 2.0 at the conclusion of any term. Students remain on probation until they either regain good standing or are placed in disqualified status. Students on probation are eligible to enroll in the University through the regular enrollment process. However, they receive registration holds and are not able to register for classes until they have received advisement to review progress toward improving academic status. Declared majors on probation will typically receive advisement from the Student Services Center/EOP (SSC/EOP) Satellite in their College. Undecided students will receive advisement in the Advising Resource Center/EOP (ARC/EOP). Students on probation can enroll in a maximum of 13 units in a semester or summer term. To request more than 13 units, students must complete the Extra Unit Authorization form and obtain the signatures of the Director of their College SSC/EOP Satellite and the Director of Undergraduate Studies. Students on probation will be disqualified if either their cumulative total GPA or CSUN GPA falls below the GPA listed for each class level in the chart below under "disqualified status."
- 3. Disqualified Status:** Students who were on probation the previous semester are placed in disqualified status if, at the end of the next semester, either their cumulative total GPA or CSUN GPA falls below the floor listed for each class level in the table below:

| Class Level           | GPA at the Time of Disqualification |
|-----------------------|-------------------------------------|
| Freshman (1-29 units) | 1.50                                |

Sophomore (30-59 units) 1.70

Junior (60-89 units) 1.85

Senior (90-plus units) 1.95

Units of developmental course work are included in determining class level. Students in disqualified status are not eligible to enroll in the University through the regular enrollment process. They can enroll in CSUN courses only through Open University in the Tseng College. Students seeking to enroll in courses should refer to the Tseng College website at <http://tsengcollege.csun.edu/>. Only 24 units of course credit earned in the Tseng College can be counted toward a CSUN Degree. The 24-unit limit includes courses completed in Fall, Winter, Spring and Summer sessions through Tseng College.

Before students in disqualified status can be readmitted under an Academic Performance Agreement (APA), they must demonstrate acquired skills or achievements that support a successful return to the University. Such evidence may include successful completion of courses in the student's Degree Program at another institution or through the Tseng College with grades that demonstrate the student can achieve good standing in a reasonable time frame if readmitted to CSUN. Students are strongly urged to meet with their CSUN academic advisor to discuss the requirements that must be completed in order to be readmitted to the University. When all requirements have been met, students may apply to the University for readmission.

#### 4. Readmitted Under Academic Performance Agreement (APA):

Students who have been academically disqualified, but who are readmitted to the University under terms of probation, are classified as readmitted under an APA. Students who are readmitted under an APA have registration holds and are not able to register for classes until they have received advisement. During advisement, the student and advisor examine the student's progress toward improving academic status and set goals for the next semester. Declared majors typically receive advisement from the SSC/EOP Satellite in their College. Undecided students receive advisement in the ARC/EOP. Students who are readmitted under APA can enroll in a maximum of 13 units in a semester or Summer term. To request additional units, students must complete the Extra Unit Authorization form and obtain the signatures of the Director of their College SSC/EOP Satellite or ARC/EOP for Undecided or Undeclared majors and the Director of Undergraduate Studies.

Students in this status, whether they have 1 or 2 disqualifications, must fulfill all of the following requirements until they reach good standing: 1) earn a minimum 2.0 semester GPA; 2) enroll in classes each semester; and 3) have in place a signed APA that details the academic progress that must be achieved to move the student toward completion of the Baccalaureate Degree within a designated time period.

Students who are readmitted under an APA, but who fail to maintain continuous enrollment in classes each semester or who fail to achieve a 2.0 semester GPA, revert back to disqualified status. They must reapply and be readmitted to the University as a previously disqualified student in order to be eligible to enroll in classes through the regular enrollment process. See section below titled Readmission of Previously Disqualified Students.

Academic disqualification is a permanent notation in a student's academic record and has serious consequences that can impact attainment of a Baccalaureate Degree. The consequences of academic disqualification depend upon whether it is the first, second or third disqualification that the student receives.

## Categories of Disqualification

**First Disqualification:** Any student whose cumulative GPA is below a 1.0 will be disqualified immediately without first being placed on probation. In addition, students who were on probation the previous semester are placed in disqualified status if at the end of the next semester either their cumulative total or CSUN GPA falls below the GPA listed for each class level (See Table under Academic Standing item 3. “Disqualified Status”). Students who receive a first disqualification will not be eligible to enroll at CSUN through the regular enrollment process for at least 1 semester. They will need to apply for readmission as a previously disqualified student by posted deadlines. Disqualified students can enroll in Open University through CSUN’s Tseng College for up to 24 units (including Fall, Winter, Spring and Summer courses), or can take transferable courses at other institutions. In order to gain readmission, students will be expected to demonstrate ability to succeed in university-level classes. For admission deadlines, see [www.csun.edu/anr/AdmissionStatus.html](http://www.csun.edu/anr/AdmissionStatus.html).

**Second Disqualification:** Students who receive a second disqualification are not permitted to continue to enroll in CSUN courses through the regular enrollment process for at least 1 semester. An application for readmission as a previously disqualified student by posted deadlines is required. Students disqualified for a second time can enroll in Open University through CSUN’s Tseng College for up to 24 units (including Fall, Winter, Spring and Summer courses) or can take transferable courses at other institutions. In order to gain readmission, students will be expected to demonstrate ability to succeed in university-level classes. Readmitted students are subject to all of the regulations described above in the section titled “Readmitted Under APA.” Students who fail to earn a minimum 2.0 semester GPA will receive a third disqualification. For admission deadlines, see [www.csun.edu/anr/AdmissionStatus.html](http://www.csun.edu/anr/AdmissionStatus.html).

**Third Disqualification:** Students who receive a third disqualification are not eligible to seek readmission to the University for a minimum of 5 years after the final day of the semester during which they received the third disqualification. Students who have been disqualified 3 times may not retake classes or finish an Incomplete contract for the purpose of raising grades to avoid a third disqualification.

## Readmission of Previously Disqualified Students

Students in disqualified status who are interested in returning to the University for a subsequent semester must reapply to the University.

Students in disqualified status seeking readmission must submit: (1) a formal application for readmission through CSU Mentor ([www.csumentor.edu](http://www.csumentor.edu)); (2) official transcripts of course(s) completed at another college or university during the period in which the student has been in disqualified status; and (3) a Previously Disqualified Student Questionnaire. These documents must be filed in the Office of Admissions and Records by the published deadline before campus review can begin. For admission deadlines, see [www.csun.edu/anr/AdmissionStatus.html](http://www.csun.edu/anr/AdmissionStatus.html).

## Academic Reinstatement to the University after a Third Disqualification

Five years from the final day of the semester during which the student received a third disqualification, the student may reapply to the University during the appropriate application filing period. The student must provide evidence that demonstrates acquired skills or achievements that support a successful return to the University. Reinstated students are readmitted under an APA and are subject to all of the regulations that apply to students in this status. Students who fail to earn a minimum 2.0 semester GPA will receive a final disqualification and will be given no further opportunities for readmission. For admission deadlines, see [www.csun.edu/anr/AdmissionStatus.html](http://www.csun.edu/anr/AdmissionStatus.html).

## Schedule Adjustments

Students are permitted to change their initial enrollment by following the University’s Adjustment of Schedule procedure. Ordinarily, during the first 3 weeks of a semester a student may add, drop or change the basis of grading online in myNorthridge and SOLAR, using permission numbers or later by filing a Late Change in Academic Schedule for Undergraduate Students form. For additional details concerning required approvals and forms, as well as deadlines, consult the current Schedule of Classes Registration Guide at [www.csun.edu/anr/soc/adjsched.html](http://www.csun.edu/anr/soc/adjsched.html) or contact Admissions and Records.

**Adding:** The last day to add a class is the end of the third week of instruction. During the first three weeks of instruction, students may add classes online with the approval of the course instructor using a permission number.

**Dropping:** Students are responsible for attending all courses in which they are registered. During the first 2 weeks of instruction, students may drop courses online without academic penalty and without the course instructor’s approval. Non-attendance does not constitute withdrawal and will result in a failing grade.

**Changing the Basis of Grading:** Changing the basis of grading from regular letter grading to Credit/No Credit or conversely may be accomplished through myNorthridge and SOLAR only during the first 3 weeks of instruction.

**Late Requests for Change in Academic Schedule:** To add or drop classes after the third week of instruction, students must complete the 4th Week Change of Schedule Request. After the fourth week of instruction, students must complete a Late Change in Academic Schedule for Undergraduate Students form to make any changes to their course enrollment. Students can obtain forms and procedural information at the Office of Admissions and Records online at [www.csun.edu/anr/soc/adjsched.html](http://www.csun.edu/anr/soc/adjsched.html).

All late requests for Changes in Academic Schedule must be filed during the semester in which classes are taken. Late changes in academic schedule that have been previously denied will not be reconsidered as retroactive requests after the semester is over.

## Simultaneous Enrollment In Classes

Students may not enroll simultaneously in 2 or more classes meeting during the same time period. Exceptions to this policy will be permitted only if one of the classes does not meet on a regular basis, such as an independent study or internship that permits independent lab work. Students who meet the acceptable criteria must submit a completed Time Conflict Petition form (see [www.csun.edu/anr/forms/](http://www.csun.edu/anr/forms/)) to Admissions and Records no later than Friday of the third week of classes. Petitions will not be considered after the deadline.

## Withdrawals

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. Information on canceling registration and withdrawal procedures is available in the Schedule of Classes Registration Guide at [www.csun.edu/anr/soc/academicpolicies.html](http://www.csun.edu/anr/soc/academicpolicies.html) or from Admissions and Records.

Undergraduate students may withdraw from no more than 18 semester units of CSUN courses. This 18 semester unit limit does not apply to the first 20 days of each semester when withdrawals from courses are permitted without academic restriction or penalty. Medical withdrawals, whether partial or complete, do not count toward the maximum 18 units. The maximum of 18 semester units applies only to units completed at CSUN and includes all Baccalaureate-level CSUN

courses, whether the student is matriculated or enrolled through self-support, such as Tseng College Extended Learning.

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

Reducing the number of enrolled units also may affect your eligibility for campus housing, international student status, financial aid and more. Before adjusting your schedule, consult the appropriate offices as described in Information Regarding Change in Program or Schedule at <http://blogs.csun.edu/ugs/academic-program-changes/>.

**Withdrawals During the First 20 Days of Instruction:** Students wishing to completely withdraw from the University prior to or during the first 20 days of instruction may do so without academic penalty. Students who officially withdraw after classes begin will owe a prorated tuition-fee amount. Any charges or refund amounts will display in student SOLAR accounts approximately 4 to 6 weeks after classes begin. For more information, see <http://www-admn.csun.edu/ucs/> or contact University Cash Services. New and returning students who completely withdraw from the University prior to the 20th day of instruction are not considered continuing students and must reapply to attend any subsequent semester. Those students who are continuing from the previous semester will automatically be placed on a Leave of Absence if they meet the criteria. (See Leave of Absence under Categories of Enrollment for more information.)

**Withdrawals After the 20th day of Instruction:** Students who must withdraw after the 20th day of instruction and prior to the last 3 weeks of instruction for reasons clearly beyond their control, and who can justify serious and compelling circumstances, may withdraw without academic penalty by securing the approval of the instructor and the appropriate campus officials. For further information, see [www.csun.edu/anr/soc/adsched.html](http://www.csun.edu/anr/soc/adsched.html). If approved, the grade of “W” will be assigned for withdrawals after the 20th day of instruction. Students completely withdrawing after the 20th day of instruction will be considered continuing students for the next semester. Under no circumstances does nonattendance nor the stopping of payment of a check constitute a withdrawal from the University.

**Withdrawals During and After the Last 3 Weeks of the Semester:** Withdrawals are not permitted during the final 3 weeks of instruction or thereafter except in cases such as accident or serious illness where the cause of the withdrawal is clearly beyond the student’s control and the assignment of an Incomplete grade is not practical. Ordinarily, it is expected that withdrawals during this period will be complete withdrawals from the University except in circumstances where sufficient work has been completed in 1 or more of the courses to permit an evaluation of course work and an assignment of a grade.

Students may obtain forms and procedural information at [www.csun.edu/anr/soc/adsched.html](http://www.csun.edu/anr/soc/adsched.html) or the Office of Admissions and Records.

Medical withdrawals will not be granted if the student has taken final exams. Petitions requesting retroactive withdrawals beyond 1 year after the conclusion of the semester for which the withdrawal is requested will not be considered.

In cases where medical evidence and the physical demands of a class overwhelmingly support withdrawal from only a portion of a student’s program of study, partial medical withdrawals will be permitted when there is a clear link between the class and the medical condition. Requests solely seeking a reduced course load without specific and focused medical justification do not demonstrate the required link.

In cases of severe illness, students are advised to provide written permission for a representative or, if mentally incapacitated, a student’s legal representative to request a withdrawal on their behalf. Petitions requesting retroactive withdrawals beyond 1 year of the conclusion of the semester for which the withdrawal is requested will not be considered.

### Academic Leave (Leave of Absence)

Undergraduate students in good standing may take a 2-semester leave of absence. Though no formal approval is required, it is suggested that students seek academic advisement. For more information, see section A-3 in Appendices.

### Enrolling in Courses with Prerequisites

Students must fulfill a course’s prerequisite(s) prior to enrollment in the course. For further information, see “Course Requisites” in the Catalog or go to the Schedule of Class Registration Guide at [www.csun.edu/anr/soc/gethelp.html](http://www.csun.edu/anr/soc/gethelp.html).

### Administrative Action on Prerequisites

Although it is the student’s responsibility to drop classes, the University may withdraw a student within the first 3 weeks from a course if he or she fails to meet the prerequisite(s) or other requirements as indicated in the Catalog. These prerequisites may include:

1. Completion of prior course work.
2. Passing of qualifying examinations.
3. Class year standing.
4. Admission to or special requirements of special programs, such as Honors or Credential.
5. Completion of prior course work with a required minimum credit.
6. Consent of instructor.

Such an Administrative Withdrawal may be initiated only by the Associate Dean of the College, upon recommendation from the instructor or the Department Chair.

### Syllabi for all Undergraduate Courses

To better inform students about the requirements, content and methodology of the University’s undergraduate curricula, all faculty teaching undergraduate courses will distribute a written syllabus to each student in the course and/or post it online no later than the second week of classes. The syllabus should contain the following information:

1. Course objective(s).
2. A brief list or summary of topics or projects covered.
3. Course requirements and methods of evaluation.
4. Grading criteria, including whether or not the plus/minus system will be used.
5. Contact information (instructor’s name, office hours, office location and campus phone number).
6. For a General Education course, the syllabus should describe how it meets the currently approved goals of the General Education section in which it resides.
7. For an Upper Division General Education course, the syllabus should include a statement that informs students that the course is an Upper Division General Education course and that it requires completion of writing assignments totaling a minimum of 2,500 words.

### Attendance (Class Attendance)

Students are expected to attend all class meetings. Students who are absent from the first 2 meetings of a class that meets more than once a week or from the first meeting of a class that meets once a week lose the right to remain on the class roll and must formally withdraw from the class, following University procedures and deadlines. Failure to formally withdraw from a class will result in the instructor assigning to the student a grade of "WU" (Unauthorized Withdrawal), which, in computing a student's GPA, counts as a grade of "F."

In a compressed term or session of fewer than 15 weeks, the rule applies if the first class meeting is missed. An instructor may allow a student to continue in the class if the student notified the instructor that the absence would be temporary. If no instructor was assigned to the course in advance, students must notify the Department Chair that their absence from the class will be temporary.

### Missed Classes While Representing the University in Official Curriculum-Related, University-Approved Activities

When representing the University in official curriculum-related, University-approved activities requires a student to miss classes, faculty are expected to provide, within reason, opportunity to make up any work or exams that are missed.

To be eligible for such accommodation, the student is obligated to provide the instructor of the class with written documentation signed by the faculty, staff member or administrator supervising the activity, giving specific information concerning the activity, its location and the dates and times when class attendance is not possible. This documentation must be submitted to the instructor during the first week of the semester or as soon as the information becomes known. Instructors may set limits on the number of classes that may be missed for which special accommodation to make up missed work will be allowed. The process for making up missed class work is the prerogative of the instructor and shall be communicated to the affected students during the first week of classes or as soon as the need for accommodation becomes known.

For the purposes of this policy, if a question arises as to which events meet the definition of official curriculum-related, University-approved activities, the determination shall be made by the Associate Vice President for Undergraduate Studies.

Absence from class for official curriculum-related, University-approved activities does not relieve students from responsibility for any part of the course work required during the period of absence.

University sponsors of these activities have an obligation to respect the importance of regular class attendance for successful academic performance and to minimize the number of such absences. Instructional faculty have an obligation to respect the importance of such student participation and to assist student participants in meeting their academic obligations.

### Grading Systems and Policies

The University uses a combination of the following grading options: A-F letter grading: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Grades A, A-, B+, B, B-, C+, C, C-, D+, D, D- indicate passing grades; F indicates failure. Faculty define the grading criteria for all courses. Any changes in grading policies should be provided in writing to students before such changes are implemented.

### Grading Symbols:

| Grade | Definition              | Points | Dates Used                 |
|-------|-------------------------|--------|----------------------------|
| A     | Outstanding             | 4.0    | 1958-present               |
| A-    |                         | 3.7    | 1987-present               |
| B+    |                         | 3.3    | 1987-present               |
| B     | Very Good               | 3.0    | 1958-present               |
| B-    |                         | 2.7    | 1987-present               |
| C+    |                         | 2.3    | 1987-present               |
| C     | Average                 | 2.0    | 1958-present               |
| C-    |                         | 1.7    | 1987-present               |
| D+    |                         | 1.3    | 1987-present               |
| D     | Barely Passing          | 1.0    | 1958-present               |
| D-    |                         | 0.7    | 1987-present               |
| F     | Failure                 | 0.0    | 1958-present               |
| CR    | Credit                  | 0.0    | 1967-present               |
| NC    | No Credit               | 0.0    | 1973-present               |
| U     | Unauthorized Incomplete | 0.0    | 1977-2002                  |
| AU    | Audit                   | 0.0    | 1958-1987                  |
| RP    | Report in Progress      | 0.0    | 2008-present               |
| SP    | Satisfactory Progress   | 0.0    | 1973-2008                  |
| I     | Incomplete              | 0.0    | 1958-present               |
| IC    | Incomplete Charged      | 0.0    | 2008-present               |
| W     | Withdrawal              | 0.0    | 1958-present               |
| WU    | Unauthorized Withdrawal | 0.0    | 1958-1973,<br>2002-present |

### Credit/No Credit Grading

A grade of CR, indicating passed with credit, is given for work equivalent to C or better for undergraduate students and for work equivalent to B or better for post-Baccalaureate and graduate students. NC, indicating no credit, is given for work equivalent to C-, D+, D, D- or F for undergraduate students and for work equivalent to B-, C+, C, C-, D+, D, D- or F for post-Baccalaureate and graduate students.

Restrictions concerning the nontraditional grading option given undergraduate students can be found under the Credit/No Credit Policy that follows. Post-baccalaureate and graduate students should refer to the Grading System discussion under the Graduate Programs section for further information regarding grading options.

**Credit/No Credit Policy:** Undergraduate students who are not on probation may elect the Credit/No Credit (CR/NC) option for 1 or more courses each term, up to a maximum of 18 units applicable to the Bachelor's Degree. If 18 or more semester credit-graded units are accepted on transfer from other institutions, no additional credit-graded CSUN courses may be used to satisfy Degree requirements. The CR or NC grade will not be considered in the computation of the student's GPA. Courses taken on a CR/NC basis cannot be applied toward the satisfaction of any of the following Degree requirements:

- General Education.
- Title 5.
- The Major, except those courses offered on a CR/NC basis only, subject to Departmental approval. (Note: Additional courses in the discipline of the major beyond those used to satisfy major requirements may not be taken for CR/NC).
- The Minor, except those courses offered on a CR/NC basis only, subject to Departmental approval.

## Grading Symbols, Policies and Assistance

### Administrative Grading Symbols

**Incomplete (I):** The symbol “I” indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons, and that a substantial portion of the course requirement has been completed with a passing grade and that there is still a possibility of earning credit. The work that is incomplete normally should be of such a nature that can be completed independently by the student for later evaluation by the instructor. An Incomplete shall not be assigned when a student would be required to attend a major portion of the class when it is next offered.

It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the agreed-upon work has been completed and evaluated. An “I” must normally be made up within 1 calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment.

Students who believe they meet the necessary conditions to be assigned an Incomplete should secure a Request for a Grade of Incomplete form at [www.csun.edu/anr/forms](http://www.csun.edu/anr/forms).

Students should complete the form and submit it in person to the course instructor on or before the day of the final exam. The instructor should check all appropriate boxes in the Instructor Information section of the form and complete the information that describes the assignment(s) to be completed and the due date. If students fail to submit the request by this deadline, they should receive the grade that they have earned for the entire course, including work completed and penalties for work not completed. No retroactive Incomplete grades are permitted. If the request for an Incomplete is granted, the instructor will assign a grade of Incomplete on the SOLAR class grade roster and add an Incomplete contract.

When the required work is completed, the instructor will fill out a Correction of Grade or Removal of Incomplete form and submit it to the Department office.

**Incomplete Charged (IC):** If the Correction of Grade or Removal of Incomplete form is not submitted by the due date, Admissions and Records will automatically change the Incomplete (I) to an Incomplete Charged (IC), which is equivalent to an F. The IC replaces the I and is counted as a failing grade for GPA and progress point computation.

**Report in Progress (RP):** This grade replaces the SP. 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 1 term. The RP symbol shall be replaced with the appropriate final grade within 1 year of its assignment, except for Master’s Thesis enrollment, in which case the time limit will be established by the appropriate campus authority. The President or designee may authorize extension of established time limits.

**Satisfactory Progress (SP):** The symbol SP is used in connection with thesis, project, developmental and similar courses where assigned work frequently extends beyond a single academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that the assignment of a precise grade must await completion of additional work. Enrollment for more units of credit than the total number of units that can be applied to the fulfillment of the student’s educational objective is expressly prohibited. Work is to be completed within a stipulated time period.

**Withdrawal (W):** The symbol W indicates that the student was permitted to drop the course after the 20<sup>th</sup> day of instruction with the

approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in the calculation of GPA. (See Change of Program under the Schedule Adjustments section for more information.) Change of Schedule Request Forms are available at [www.csun.edu/anr/forms](http://www.csun.edu/anr/forms).

**Withdrawal Unauthorized (WU):** For purposes of GPA computation, the WU grade is equivalent to an F. The symbol WU indicates that an enrolled student did not officially withdraw from the course and failed to complete course requirements. If a student has stopped attending class without formally withdrawing, an F or WU should be given. For a Credit/No Credit class, the appropriate grade is NC.

**Credit (CR)** is assigned for work equivalent to A, A-, B+, B, B-, C+ or C for undergraduate courses, and to A, A-, B+ or B for post-Baccalaureate and graduate courses. CR grades are not included in the calculation of GPA. (GE and Title 5 courses may not be taken for CR/NC. They must be taken for a grade.)

**No Credit (NC)** is assigned for work equivalent to C-, D+, D, D- or F for undergraduate courses, and to B-, C+, C, C-, D+, D, D- or F for post-Baccalaureate and graduate courses. NC grades are not included in the calculation of GPA. (GE and Title 5 courses may not be taken for CR/NC. They must be taken for a grade.)

### Repeating Courses (Grade Forgiveness)

The University recognizes that undergraduate students may need to repeat 1 or more courses in order to fulfill Degree requirements and/or enhance previously acquired skills. However, students should seek academic advisement before deciding to repeat any course. Students should be aware that other institutions (e.g., medical schools, graduate programs, law schools) might not recognize this repeat policy and will use the forgiven grades in recalculating GPAs. The following rules apply:

1. A maximum of 16 semester units of CSUN course work in which a student earned less than a C grade may be repeated for the purpose of excluding grades (grade forgiveness) from the computation of the student’s overall GPA. Only the first 16 semester units are eligible for grade forgiveness.
2. An additional 12 semester units of course work may be repeated for grade averaging—both the original grade and the repeat(s) will be calculated into the student’s total GPA.
3. Students cannot improve grades of courses taken at CSUN by repeating them at another institution. Students cannot improve grades of courses taken at another institution by repeating them at CSUN.
4. The stated limits (16 units for grade forgiveness and 12 units for grade averaging) apply only to units completed at CSUN. The limits apply to all courses taken at CSUN, whether a student is matriculated or enrolled through self-support, such as Extended Learning.
5. Registration in repeated courses may be limited to certain registration periods. Check the Schedule of Classes Registration Guide website for the allowed dates at [www.csun.edu/anr/soc/academicpolicies.html](http://www.csun.edu/anr/soc/academicpolicies.html).
6. Undergraduate students may take an individual course no more than 3 times. Only 1 repeat per course is permitted for improving the grade, with the higher of the 2 grades counted in the student’s GPA. If a student enrolls in a course for a third time, the units attempted and any grade points earned will be averaged with all other grades earned for the course (except ones that were awarded grade forgiveness). On the third enrollment in a course, permission of the Associate Dean of the College of the student’s major (or the Director of Undergraduate Studies if the student is Undecided) is necessary.
7. Subsequent enrollment must be on the same basis of grading as the first.
8. Grade forgiveness is not permitted for courses for which the original grade was the result of a finding of academic dishonesty.

9. This policy does not pertain to repeats in such courses as music ensembles and independent study where the curriculum allows, permits or requires repeats.
10. This policy applies only to Baccalaureate units, i.e., those that count toward the Degree.

## Majors and Minors

### Maximum Number of Majors and Minors

A maximum of up to 2 majors and up to 2 minors is permitted, provided all work can be completed within 140 units. A major and an honors major in the same program are considered to be a single major. Exceptions to the 140-unit completion rule can be made for CSUN Bachelor's Degrees that require more than 120 units to complete. Students who receive an exception must be able to complete the second major and any additional minors within 20 units beyond the number of units required for the Bachelor's Degree in their first major. See table below for procedures related to majors, minors and options.

### Declaring a Major

Students who start at CSUN must declare a major by the completion of 60 units. Students who are currently Undecided or Undeclared and wish to declare a major must have the major approved by the Department Chair of the new major. Transfer students must declare a major in their transfer application. Students who have earned 60 units and have not declared a major will have a registration hold placed on their ability to register for the following semester's courses. These students will not be able to register for courses until they declare a major.

*Note: Courses numbered below the 100-level do not count toward the 60 units. Advanced Placement (high school) units do count toward the 60 units.*

### Adding a Second Major

Students can add a second major (double major) only if they can complete both majors within 140 units. Students may not add a second major after completing the requirements for their first major. Student requests to add a second major must be approved by the Department Chairs of the existing major and the second major. If the student seeking to add a major has 90 or more earned units, the request also must be approved by the Associate Dean of the new major. All requests to add a second major must be accompanied by a plan demonstrating that the additional major can be completed within 140 units. When a student completes 2 majors, both majors will be recorded on the diploma. Courses taken to satisfy the requirements for 1 major may be double counted if they satisfy requirements in the second major.

## Changing Major or Option

Students seeking to change majors/options must be able to complete the new major/option within 140 units. Student requests to change a major/option must be approved by the Department Chair of the new major/option. If the student has 90 or more earned units, the request also must be approved by the Associate Dean of the new major/option. Requests to change majors or options must be accompanied by a plan demonstrating that the new major/option can be completed within 140 units.

### Adding a Minor

Students can add a minor only if they can complete both their major and the minor within 140 units. Student requests to add a minor must be approved by the Department Chair of the new minor. If the student has 90 or more earned units, the request also must be approved by the Associate Dean of the new minor. Requests to add a minor must be accompanied by a plan demonstrating that the minor can be completed within 140 units. When a student completes a minor, the major and minor will be recorded on the diploma.

### Changing a Minor

Students may drop their current minor at any time. They may add a new minor as long as they satisfy the policies and procedures for adding a new minor.

### Transfer Units

When computing the earned unit limits on adding majors and minors, a maximum of 70 community college transfer earned units or a maximum of 90 four-year college/community college combination transfer earned units will be counted.

### Appeals Process

Students who wish to appeal this policy or a related decision can apply to a Majors/Minors Appeals Board composed of an Associate Dean, a representative of Undergraduate Studies, the AS President or designee and 2 faculty members selected by the Faculty President. For example, students who cannot complete their current major because of an inability to complete/pass a requirement may file a request with the Majors/Minors Appeals Board to change majors even though they may need to exceed the 140-unit limit to complete their new major.

### Earning a Major and Minor or More than One Minor from the Same Department

Students may earn a major and a minor from the same Department, or more than one minor if the major and minor(s) are associated with different academic Degree Programs. Note that different options in

| Procedures for Adding or Changing Majors, Minors and Options |   |  |
|--|---|--|
|  | Student has < 90 earned units   | Student has ≥ 90 earned units  |
| Add second major:  | Approval by Department Chairs of both majors. Must complete within 140 units.     | Approval by Department Chairs of both majors and Associate Dean of second major. Must complete within 140 units.         |
| Changing major/option:                                       | Approval by Department Chair of new major/option. Must complete within 140 units. | Approval by Department Chair of new major/option and Associate Dean of new major/option. Must complete within 140 units. |
| Dropping second major:                                       | Approval by Department Chair of second major.                                     | Approval by Department Chair of second major.  |
| Adding a first or second minor:                              | Approval by Department Chair of new minor. Must complete within 140 units.        | Approval by Department Chair of new minor. Must complete within 140 units.   |
| Changing a minor:  | Approval by Department Chair of new minor. Must complete within 140 units.        | Approval by Department Chair of new minor. Must complete within 140 units.   |
| Dropping a minor:  | No approval required.   | No approval required.  |

the same Degree Program are not considered different academic degree programs for this policy.

### Final Examination Policy

In lecture courses, no final examination may be scheduled by an instructor prior to the regularly scheduled time. Any student who finds it impossible to take a final examination on the date scheduled must make arrangements in advance with the instructor either to take the examination at another time prior to the deadline for reporting grades, or request that a grade of Incomplete be assigned and then follow the regulations concerning the removal of the Incomplete. No exceptions will be made to these regulations without the written approval of the instructor, the Department Chair and the Dean of the College in which the course is offered.

### Dean's List

Students who carry a minimum of 12 graded semester units (CR/NC courses do not apply) and who achieve a GPA of 3.5 or better are awarded Dean's List standing for that semester.

Students whose minimum unit load includes courses from the Tseng College may apply for Dean's List standing if the Extension courses are required for the student's major and if the Tseng College courses are taught by members of CSUN's faculty. If a grade change brings a student's GPA up to 3.5, the student may apply at Admissions and Records to have the honor awarded retroactively.

Students working on second undergraduate degrees or graduate degrees are not eligible for Dean's List awards.

### Honors at Graduation

To receive honors at graduation, a student must:

1. Complete a minimum of 45 units of work in letter-graded courses at CSUN;
2. Earn a GPA of 3.50 or above in all work taken at CSUN;
3. Earn the following GPA in all undergraduate courses, including transfer work:

|                 |                      |
|-----------------|----------------------|
| Summa Cum Laude | GPA of 3.90 or above |
| Magna Cum Laude | GPA of 3.75 to 3.89  |
| Cum Laude       | GPA of 3.50 to 3.74  |

For questions about Honors at Graduation, visit the Office of Admissions and Records Graduation Evaluations in BH 150 or call (818) 677-3781.

### Bachelor's Degree Requirements

To graduate from CSUN, students must complete all of the following requirements:

1. The applicable General Education program, which includes Title 5 requirements in American History and U.S. State and Local Government.
2. The requirements for a major.
3. Writing Skills Requirements as listed below:

**Lower Division Requirement:** The University requires of all students a 3-unit Lower Division course in composition. Students must complete the Lower Division writing requirement no later than the semester in which 45 units are completed. Transfer students with more than 35 units who have not completed the Lower Division writing requirement must do so within the first semester of residence. Students may meet this requirement by:

- a. Completing one course from AAS 115, AAS 155, CAS 115, CAS 155, CHS 115, CHS 155, ENGL 115, ENGL 155, PAS 115 or PAS 155; or an equivalent course at an accredited community or 4-year college; or completing 1 of the following 2-semester course sequences: AAS 113A/113B or 114A/114B, CAS 113A/113B or 114A/114B, CHS 113A/113B or 114A/114B, ENGL 113A/113B or 114A/114B, PAS 113A/113B or 114A/114B.

- b. Receiving a satisfactory score on the English Equivalency Examination, the Advanced Placement Test in English Language or the Advanced Placement Test in English Literature.

Completion of this requirement fulfills a portion of the Basic Skills Section of the General Education Program. *Note: Completion of the Lower Division writing requirement is a prerequisite for all Upper Division General Education courses.*

**Upper Division Requirement:** The University has implemented the Trustee Policy for the Writing Skills Graduation Requirement for all Upper Division students who will graduate in Spring 1982 or thereafter in the following manner:

- a. Students who have completed 56 units and have met the Lower Division writing requirement will be required to take an essay examination.
  - b. Undergraduate students are encouraged to take the Upper Division Writing Proficiency Examination (UDWPE) as early as possible after condition "a" above has been met, but must take the UDWPE no later than the semester in which 75 units are completed. Students who have not taken the UDWPE by the completion of 75 units will have an advisement hold placed on their subsequent registration(s).
  - c. Students who fail the exam will be permitted to repeat the examination. Students are strongly urged to make an appointment with a writing consultant at the Learning Resource Center by calling (818) 677-2033. This service is offered at no cost to students. Consultations may be available during the Summer (from June to August) on a limited basis.
  - d. The examination will consist of an essay on an assigned topic evaluated by s faculty.
  - e. The criteria of evaluation will include: (1) a demonstration of analytic skills; (2) use of relevant evidence to support an argument; (3) effective organization; and (4) use of standard English grammar, diction and mechanics.
  - f. Administrations of the examination will be announced on the Testing Center website ([www.csun.edu/testing/upper/](http://www.csun.edu/testing/upper/)), as well as in other official University publications.
  - g. The examination will be scheduled at least 5 times within an academic year.
  - h. Registration may be completed at University Cash Services, Bayramian Hall, first floor. Online registration and payment also is available. See [www.csun.edu/testing/upper/](http://www.csun.edu/testing/upper/) for registration information.
  - i. Certification of graduation writing competence will be transferable from one CSU campus to another. However, students must pass the UDWPE at the campus at which they are enrolled.
4. Grade Point Average Requirement. Each student will complete with a GPA of 2.0 (grade "C" on a 4-point scale) or better:
    - a. All units attempted, including those accepted by transfer from other institutions;
    - b. All Upper Division units required in the major;
    - c. All Upper Division units required in the minor (if student chooses to declare a minor); and
    - d. All units attempted at CSUN.
  5. Residency Requirement. Completion of 30 units in residence at CSUN in the following distributions:
    - a. 24 of the 30 units must be completed in Upper Division;
    - b. 12 of the 30 units must be in the major; and



- c. 9 of the 30 units must be in General Education.  
*Note: CSUN course work taken in Open University is considered in residence, with a maximum of 24 special session units.*
6. Total Unit Minimums and Distribution:
- B.A. Degree: 120 units, 40 of which must be Upper Division units
  - B.S. Degree: 120 units, 36–47 of which must be Upper Division units
  - B.M. Degree: 132 units, 40 of which must be Upper Division units
  - All Bachelor's Degrees: At least 9 units must be Upper Division General Education units
7. Formal approval by the faculty of the University. Application for Graduation, Graduation Evaluation and Diploma: Undergraduate students must file an Application for Bachelor's Degree and Diploma (approved by the major Department) with the Office of Admissions and Records before they can be officially evaluated for graduation.

### Applying for Your Bachelor's Degree

Your application for the Bachelor's Degree and Diploma initiates the graduation process, participation in Commencement and receipt of your diploma.

You may apply for graduation once you have completed 90 units (including work-in-progress). There are three official graduation dates each calendar year—the final day of the Fall semester, the final day of the Spring semester and the final day of the Summer term.

Follow these steps:

- Once you have completed 90 units of course work, print and complete the Application for Bachelor's Degree and Diploma form located at [www.csun.edu/anr/forms/applba.pdf](http://www.csun.edu/anr/forms/applba.pdf).
- Access My Academic Planner (MAP) through the myNorthridge Portal. Use your MAP to plan your remaining course work in future terms. Print a copy of your completed My Academic Planner (MAP). You may view the My Academic Planner guide located at [www.csun.edu/anr/soc/guides/map.html](http://www.csun.edu/anr/soc/guides/map.html).
- Schedule an appointment with a major advisor. Bring your completed MAP and Application for Bachelor's Degree and Diploma to your advising session to discuss the major curriculum, major Catalog year and your anticipated graduation date (3 official graduation dates—Fall, Spring or Summer). If you plan to graduate with a second major and/or minor, include the additional major and/or minor and the Catalog year on the application. Secure the advisor's signatures for the major, second major and/or minor on the application.
- Submit your completed Application for Bachelor's Degree and Diploma, a copy of your MAP, a Department evaluation (for Journalism majors only) and the appropriate fee to Admissions and Records at the Student Services Center in Bayramian Hall.  
*Important Note: Applying after the filing period deadline may delay receipt of your graduation evaluation and your graduating senior status priority registration appointment time. Commencement participation could be affected.*
- The Undergraduate Degree Services Office will notify you via email when your graduation evaluation is complete. A copy of your graduation evaluation will be available online through the myNorthridge Portal. The graduation evaluation reflects units applicable toward Degree requirements only. Therefore, the units listed on the graduation evaluation may be lower than the cumulative units reflected on other CSUN documents. If you have any questions about your

graduation evaluation, contact your major and/or minor advisor or the Undergraduate Degree Services Office at (818) 677-3781.

*Note: At least 1 semester of work must be completed in residence at CSUN before our office can complete a graduation evaluation.*

6. You will be invited to the commencement ceremony for the academic year in which you graduate. If you decide to participate in the annual commencement ceremony, follow the instructions in the Commencement Handbook. Information about the ceremony can be found at the Commencement website at [www.csun.edu/commencement/](http://www.csun.edu/commencement/).

*Note: Participation in the ceremony does not mean that you have officially graduated from CSUN. All Degree requirements must be completed before a Degree is awarded.*

If you do not complete your final requirements by the end of your anticipated graduation date, you will need to change your graduation date to the semester of actual completion and submit a Bachelor's Degree Date Change form to the Undergraduate Degree Services Office located in Bayramian Hall, room 150.

7. Your diploma and letter of congratulations will be mailed to you 3 to 6 weeks after your official graduation is posted. There are 3 official graduation dates each calendar year—the final day of the Fall semester, the final day of the Spring semester and the final day of the Summer term. These are the only dates on CSUN diplomas.

### Administrative Graduation Policy

Upon review by the Office of Undergraduate Studies, students who accumulate more than 140 earned units may be graduated administratively if they have completed any major, whether or not they have declared that major. Enrollment beyond the 140 units will be restricted to courses required to graduate in the major for which the student has accomplished the highest percentage of requirements.

### Grade Correction Procedures for the Semester of Graduation

See Grade Correction Procedure in Appendix E-5 for deadlines and procedures.

## Undergraduate Degree Program List

Accountancy, B.S.  
 African American Studies, B.A.  
 Anthropology, B.A.  
 Art, B.A.  
 Asian American Studies, B.A.  
 Athletic Training, B.S.  
 Biochemistry, B.S.  
 Biology, B.A.  
 Biology, B.S.  
 Business Administration, B.S.  
 Central American Studies, B.A.  
 Chemistry, B.A.  
 Chemistry, B.S.  
 Chicano and Chicana Studies, B.A.  
 Child Development, B.A.  
 Cinema and Television Arts, B.A.  
 Civil Engineering, B.S.  
 Communication Disorders, B.A.  
 Communication Studies, B.A.  
 Computer Engineering, B.S.  
 Computer Information Technology, B.S.  
 Computer Science, B.S.  
 Construction Management Technology, B.S.  
 Deaf Studies, B.A.  
 Economics, B.A.  
 Electrical Engineering, B.S.  
 English, B.A.  
 Environmental and Occupational Health, B.S.  
 Engineering Management, B.S.  
 Family and Consumer Sciences, B.S.  
 Finance, B.S.  
 French, B.A.  
 Geography, B.A.  
 Geology, B.S.  
 Health Administration, B.S.  
 History, B.A.  
 Hospitality, Recreation, and Tourism, B.S.  
 Humanities, B.A.  
 Information Systems, B.S.  
 Journalism, B.A.  
 Kinesiology, B.S.  
 Languages and Cultures, B.A.  
 Liberal Studies, B.A.  
 Linguistics, B.A.  
 Management, B.S.  
 Manufacturing Systems Engineering, B.S.  
 Marketing, B.S.  
 Mathematics, B.A.  
 Mathematics, B.S.  
 Mechanical Engineering, B.S.  
 Modern Jewish Studies, B.A.  
 Music, B.A.  
 Music, B.M.  
 Nursing, B.S.  
 Philosophy, B.A.  
 Physics, B.A.  
 Physics, B.S.  
 Political Science, B.A.  
 Psychology, B.A.  
 Public Health Promotion, B.S.  
 Public Sector Management, B.A.  
 Radiologic Sciences, B.S.  
 Religious Studies, B.A.  
 Sociology, B.A.  
 Spanish, B.A.  
 Special Major, B.A.  
 Theatre, B.A.  
 Urban Studies and Planning, B.A.  
 Women's Studies, B.A.

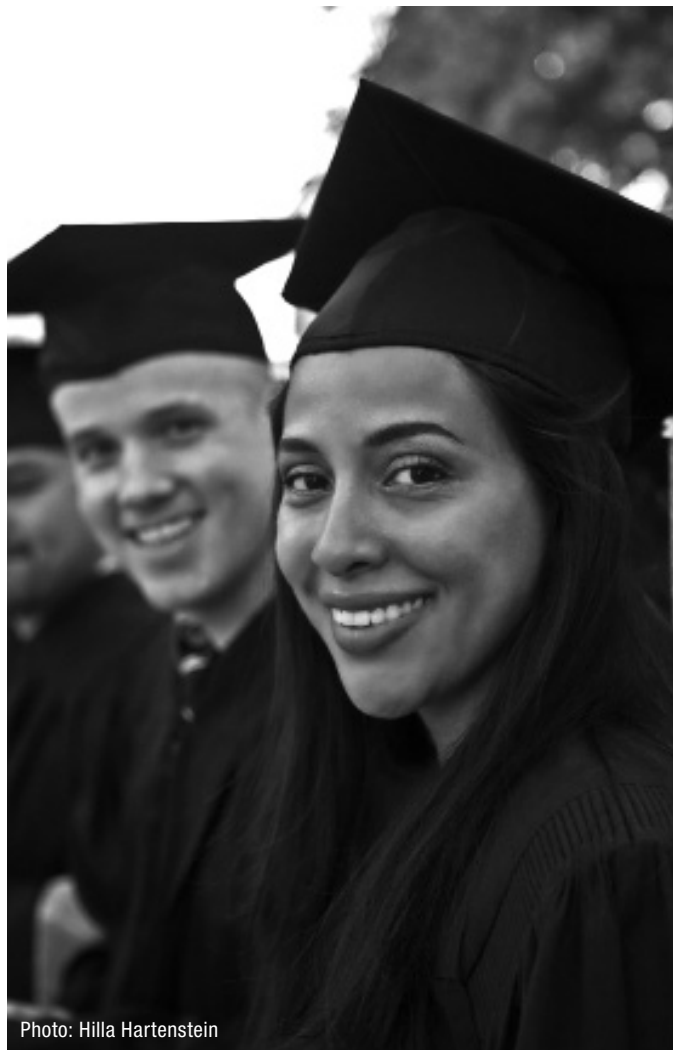


Photo: Hilla Hartenstein

# STUDENT SERVICES

## Student Services

### Office of the Vice President for Student Affairs

Vice President for Student Affairs and Dean of Students: **William Watkins**

University Hall (UN) 310

(818) 677-2391

[www.csun.edu/studentaffairs](http://www.csun.edu/studentaffairs)

The Office of the Vice President for Student Affairs is responsible for the overall quality of student life at CSUN. The Vice President and his staff provide coordination and direction to the Division of Student Affairs and work closely with other components of the University to ensure that programs, services, policies and procedures foster the development of students and the achievement of their academic and career goals.

The office is responsible for the coordination of Freshman and Honors Convocations and University Commencement Exercises. Matters related to student conduct and academic integrity also fall within the purview of the Vice President for Student Affairs.

Departments within the Division of Student Affairs include the Career Center, Student Housing and Conference Services, Student Development and International Programs, Student Health Center, Disability Resources and Educational Services, Student Outreach and Recruitment, University Counseling Services, the National Center on Deafness and Financial Aid.

The Office of the Vice President for Student Affairs also provides administrative oversight to the University Student Union/Student Recreation Center and the Associated Students. All students, particularly those unaware of which University office or resource would best be able to aid them with their problems or concerns, are welcome to visit the office for appropriate referral and advisement.

#### Associated Students

University Student Union (USU) 100

General Manager: **David Crandall**

(818) 677-2477

Fax: (818) 677-3869

Email: [david.crandall@csun.edu](mailto:david.crandall@csun.edu)

[www.csunas.org](http://www.csunas.org)

The Associated Students is the primary advocate for students at CSUN and provides excellent, meaningful programs and services designed to create and enhance a spirited, learning-focused campus environment. All registered students are members of the Associated Students of CSUN. This incorporated campus entity is governed by elected student leaders including a President, Vice President and a 22-member Senate. The Senate sets policy, governs financial matters, provides student service programs, provides input on University policies and recommends students to serve on University advisory boards. All students are assessed a semester-based fee that generates revenue to support more than 200 clubs and organizations, leadership programs, Intercollegiate Athletics and Financial Aid. Associated Students provides a Ticket Office, Recreation Sports, the Children's Center, the Campus Recycling Program, student health insurance and a wide variety of cultural programs, concerts, films and speakers.

#### Disability Resources and Educational Services

Director: **Jodi Johnson**

Bayramian Hall (BH) 110

(818) 677-2684

Fax: (818) 677-4932

[www.csun.edu/dres](http://www.csun.edu/dres)

Disability Resources and Educational Services provides a variety of support services to empower students, foster independence, promote achievement of realistic career and educational goals and assist students to discover, develop and demonstrate their full potential and abilities. The department provides academic support under federal and state regulations to ensure full access to programs and activities at CSUN. These services include:

- Disability management advisement and referrals to on-campus and off-campus resources;
- Note-taker services;
- Alternative testing accommodations;
- Alternative media services such as providing electronic text, Braille and large-print materials not available through other sources;
- Transition services and academic coaching ;
- On-campus access assistance;
- Assistive technology training services; and
- Job placement services through a California Department of Rehabilitation Workability IV grant.

Students who wish to utilize services and obtain academic accommodations must register with Disability Resources and Educational Services.

#### Career Center

Director: **Ann Morey**

University Hall (UN) 105

(818) 677-2878

[www.csun.edu/career](http://www.csun.edu/career)

The Career Center helps students to explore majors and careers; make informed choices; clarify life and career goals; and prepare for the transition from graduation to employment or graduate school. We assist students in finding a direction for their studies by connecting academic and career plans.

At the Career Center, students learn to identify their strengths, interests, traits, and values; investigate their options; practice career skills; and prepare for the job search. Our services and programs engage students in experiential and reflective activities; research; seminars; peer mentoring; work-based learning opportunities; and counseling. The Career Library contains resources on self-discovery; choosing majors; goal setting; careers and industries; trends; salaries; and job search skills.

The Career Center's active website features upcoming career events, news and the link to the Pathways website. Through Pathways, students can explore the relationship between self-knowledge, majors and occupations; find internship and career resources; and make choices. Students learn how to be successful at career planning through how-to video workshops, learning from peers and experts, and interactive online activities. Students also can access our online career services powered by NACElink to find current jobs and internships, on-campus and work study jobs, on-campus interviews and company information sessions. The Resume Builder and Interview Stream modules help students create and upload resumes and cover letters, and practice interviewing using a webcam.

Services are provided at no charge to currently enrolled CSU students. Fees are charged to students enrolled through Tseng College, CSUN alumni and graduates from accredited 4-year universities. Online job search services are free to CSUN graduates who join the Alumni Association.

### Children's Center

**Director: Sandy Abrams**  
**18343 Plummer St.**  
**(818) 677-2012**  
**Fax: (818) 677-6796**  
**Email: sandy.abrams@csun.edu**  
**www.csunas.org/childrenscenter**

#### Department of Social Service License #191290363

Under the joint sponsorship of the University and Associated Students, the Children's Center provides early childhood education and care for the children of students formally admitted and currently enrolled at CSUN. The Children's Center has the capacity to care for 140 children (ages 18 months to 5 years) during the hours of 7:30 a.m.-5:30 p.m. Monday-Friday. Because the Children's Center is a state campus child development center, some subsidized (free or low cost) openings may be available. Also, there is subsidized care for low-income student parents days, evenings, weekends and holidays with children age 3 months to 12 years in our network of family child care homes. Applications are available at the Center or on the website.

### Intercollegiate Athletics

**Director of Athletics: Rick Mazzuto**  
**Intercollegiate Athletics Building (IA)**  
**(818) 677-3208**  
**www.GoMatadors.com**

The University offers a broad program of competitive sports for both male and female student athletes. Teams compete at the NCAA Division I level, with most sports competing in the Big West Conference. For more information, consult the Intercollegiate Athletics section.

### National Center on Deafness (NCOD)

**Director: Dr. Roz Rosen**  
**Jeanne M. Chisholm Hall (JC)**  
**(818) 677-2611; VP: (818) 435-8344**  
**Email: ncod@csun.edu**  
**Website: www.csun.edu/ncod**

Since 1962, the National Center on Deafness has served students who are Deaf and hard of hearing at the University level. NCOD, internationally recognized for its programs, provides innovative orientation programs, direct communication (sign) classes, full communication access, interpreting, captioning, note taking, tutoring and academic advisement to students who are Deaf or hard of hearing. Each semester, approximately 180 students who are Deaf and hard of hearing have access to University classes, functions and student-sponsored co-curricular activities, including the Deaf CSUNians club and other student leadership programs. Student assistantship opportunities also are available. To receive services and accommodations through NCOD, students must register with the office.

Under a cooperative agreement with the U.S. Department of Education, NCOD, through PEPNet 2.0 ([www.pepnet.org](http://www.pepnet.org)), offers technical advice and training on how to provide quality services to postsecondary programs serving students who are Deaf or hard of hearing nationwide. DeafNCOD also operates a library and resource center with an extensive collection of publications and media pertaining to the Deaf community. NCOD also provides in-service training for service providers through its monthly seminars and Summer Institute.

### Department of Police Services

**Location:** 9222 Darby Ave., at the corner of Darby and Prairie, west of the B3 parking structure.

**Emergency:** DIAL 911 from campus phones or (818) 677-2111 from cell phones.

**24-hour Dispatch Center (non-emergency):** (818) 677-2111

**General Information/Receptionist:** (818) 677-2266

**Administration Office:** (818) 677-2201

**Crime Prevention and Community Relations:** (818) 677-7922

**Livescan Fingerprinting and Notary Service:** (818) 677-2113

**Parking and Transportation Services Division:** (818) 677-2157

**Personal Safety Escort Service/Matador Patrol:** (818) 677-5042

or (818) 677-5048

#### www-admn.csun.edu/publicsafety

Personal safety escorts are available Monday through Thursday from dusk until 11 p.m. during the Fall and Spring semesters, excluding campus breaks and holidays.

### Police Department

The University Police Department provides law-enforcement services to the University community, and is open 24 hours a day/seven days a week. All reports of criminal activity, fire, injury or hazards should be reported to the department immediately. The Department is staffed with sworn peace officers that have full police powers and are trained and equipped to handle emergencies on the campus. All state laws, codes and regulations are enforced on the campus. In addition, the Department is the answering point for the 911 system on campus. Dialing 911 on any campus phone, pay phone or residence phone places you in contact with the Department, which has the capability of summoning the appropriate aid to help you. The Police Department provides many programs and services to reduce the risk of becoming a victim of crime.

### Parking Services

**Police Services Building:** 9222 Darby Ave., at the corner of Darby and Prairie, west of the B3 parking structure.

**(818) 677-2157**

**Transportation Programs:** (818) 677-3946

**Website:** <http://www-admn.csun.edu/parking>

**Hours:** Monday–Friday, 8 a.m-5 p.m.

Closed Saturdays, Sundays and University holidays.

Bus and Metrolink passes and schedules, shuttle information, and emergency transportation program information.

Parking, Traffic and Vehicle Regulations: Parking Services is responsible for the day-to-day operations of the campus parking facilities. Parking Services requires all vehicles that park on campus to display a valid permit. Students must obtain the appropriate parking permit before parking in a designated "Student" parking lot. For your convenience, you may also utilize parking meters. Keep in mind that permits are not valid at parking meters. Parking meters on campus accept nickels, dimes and quarters. One-day parking permits also are available. These may be purchased from the dispensers found on the lots and accept credit cards. Daily permits also can be purchased with cash only at any one of the 3 Information Booths on campus. Semester and academic year permits must be affixed to the vehicle front inside windshield, lower corner, passenger side. The permits are easily removed and are repositionable. To be considered valid, all permits must be completely visible, including any serial numbers and security features.

It is strongly recommended that during the first week of the semester, students arrive on campus up to an hour before their first class since parking near the academic core is limited. A summary of the campus parking rules and regulations may be obtained at the campus information booths, at the Parking Services office or online at [www-admn.csun.edu/parking](http://www-admn.csun.edu/parking).

### Student Recreation Center

**Interim Associate Director: Jimmy Francis**

18111 Nordhoff St.

Located east of the Plaza del Sol, University Student Union

(818) 677-5434

<http://src.csun.edu>

#### SRC:

The Student Recreation Center (SRC) is a 138,000-square-foot facility for exercise and leisure activities that promotes lifelong health and wellness. Designed as a LEED (Leadership in Energy and Environmental Design) gold-certified facility, the SRC houses the most up-to-date equipment and a friendly and welcoming staff that includes 150 students with school spirit.

The SRC features state-of-the-art weight and fitness zones, a rock wall, a 3-court gymnasium, a multi-activity court, fitness and group exercise studios, a racquetball court, an indoor track and recreational/lap swimming pool, as well as sport clubs and outdoor equipment rental and programs.

### Student Development and International Programs

**Department Director: Tom Piernik**

(818) 677-2393

[www.csun.edu/sdip](http://www.csun.edu/sdip)

The Office of Student Development and International Programs (SDIP) promotes the development of individual students, enabling them to pursue a challenging variety of roles and leadership opportunities, function in a wide range of environments and appreciate the great diversity of individual differences while pursuing their academic goals. We prepare students for an international, multicultural society and promote an understanding and appreciation of the peoples, natural environments, cultures, economies and diversity of the world.

#### Student Development Office:

**Assistant Director: Christopher Aston**

Located in the University Student Union (USU) directly across (south) from “The Freudian Sip”

The Student Development Office is responsible for the new student orientation programs, 8 college commencement ceremonies and the honors convocation, freshman convocation and the DIG LA program (a program that links classroom learning to cultural, theatrical and experiential learning in the Los Angeles community).

**New student orientation: (818) 677-4100, [www.csun.edu/nso](http://www.csun.edu/nso)**

**Freshman convocation: (818) 677-4100, [www.csun.edu/nso/convocation](http://www.csun.edu/nso/convocation)**

**Commencement: (818) 677-2393, [www.csun.edu/commencement](http://www.csun.edu/commencement)**

### Matador Involvement Center (MIC)

**Assistant Director: Vicki Allen**

Located in the USU directly behind (north) of “The Freudian Sip”  
(818) 677-5111

[www.csun.edu/getinvolved](http://www.csun.edu/getinvolved)

The MIC is responsible for dynamic co-curricular programs that allow students to find their place at CSUN. The office supports more than 300 clubs and organizations, including more than 50 Greek organizations. Services include campus time, place and manner requests and processing, club and organization advising and program support, Greek life advising and program support, student volunteer programs and club sport advisement. Numerous opportunities for community volunteering, as well as other leadership options, can be found in the Unified We Serve Volunteer program, including the President’s Volunteer service Award.

Clubs and Organizations: [www.csun.edu/getinvolved/clubs/](http://www.csun.edu/getinvolved/clubs/)

Greek life: [www.csun.edu/getinvolved/fraternity/](http://www.csun.edu/getinvolved/fraternity/)

Volunteer programs: [www.csun.edu/getinvolved/community/](http://www.csun.edu/getinvolved/community/)

### International and Exchange Student Center (IESC)

**Assistant Director: Dr. Marta Lopez**

(818) 677-3053

[www.csun.edu/international](http://www.csun.edu/international)

The IESC provides approximately 2,500 international students with immigration advisement and provides cross-cultural programming to positively underscore important issues of diversity. In addition, IESC provides services to the study abroad and exchange programs through allowing students the opportunity to explore another country and/or another institution within the United States.

### Klotz Student Health Center

**Location: South of the University Student Union (USU), West of Parking Lot G3.**

[www.csun.edu/studenthealthcenter](http://www.csun.edu/studenthealthcenter)

#### Appointments:

**(818) 677-3666, Option 1**

**Optometry Clinic: (818) 677-7250**

**Dental Clinic: (818) 677-3695**

**Online: [myhealth.csun.edu](http://myhealth.csun.edu)**

**Pharmacy: (818) 677-3671**

**Klotz Center Web Portal for Online Appointments, Online Forms and Secure Messaging: [myhealth.csun.edu](http://myhealth.csun.edu)**

#### Hours of Service:

**Monday, Tuesday and Wednesday, 8 a.m.-5 p.m.**

**Appointments and Urgent Care: Thursday, 9 a.m.-5 p.m.**

**Urgent Care: Friday, 9 a.m.-5 p.m.**

The Klotz Student Health Center (SHC) is dedicated to providing the highest quality health care to CSUN students and to the University Community. SHC services and educational programs are designed to help students maintain and improve their health and wellness so they can better achieve their academic and professional goals.

All SHC services are provided to currently matriculated students at little or no cost. Basic primary care provided by nurses, physicians and nurse practitioners is free. X-rays, lab tests performed in the SHC laboratory, health education, men’s and women’s specialists, nutrition counseling, podiatry, sports medicine, substance-use counseling/referral and smoking cessation counseling also are offered for free. For a nominal charge, the SHC also provides acupuncture, chiropractic, dentistry, dermatology, specialty gynecology, massage therapy, optometry, orthopedics, physical therapy, and travel and immunization services, as well as a full-service pharmacy for prescription and over-the-counter medications.

**Treatment of Minors:** CSUN students under the age of 18 must have a signed Consent for Medical Treatment of Minors prior to receipt of services. This form can be obtained at the Klotz Student Health Center or from the website. This requirement does not apply to emancipated minors who can document their status.

**After-Hours Nurse Triage:** After hours, evenings, weekends and University holidays, a free telephone nurse service (Fonemed) contracted by the Klotz Student Health Center can answer medical questions or direct currently enrolled students to open health-care resources at their own cost. (This service cannot make or cancel appointments with the Student Health Center, review immunization requirements, clear registration holds or address any non-medical questions, such as CSUN academic policies and procedures.) To reach Fonemed, call (877) 678-3999.

The Klotz Student Health Center does not have an emergency room.

**For Emergency Care, please dial 911.** Treatment at a hospital emergency room would be at the student’s expense. 24-hour emergency care on a fee-for-service basis is available at:

**Northridge Hospital, (approximately 2 miles from campus)**

18300 Roscoe Blvd.  
Northridge, CA  
(818) 885-8500

**Olive View Medical Center (L.A. County)**

14445 Olive View Dr., Suite 2B182  
Sylmar, CA  
(818) 364-1555

**Immunization Requirements**

As per the CSU Chancellor's Executive Order 803, immunization for or immunity to Measles/Rubella is required for all students born after Jan. 1, 1957, and immunization for or immunity to Hepatitis B is required for all first-time CSU freshmen age 18 or younger.

The requirement for verification/immunization for Measles/Rubella must be fulfilled by the end of a student's first semester. The Hepatitis B vaccine is given in a series of 3 shots and takes 6 months to complete. Verification of Hepatitis B immunity or Hepatitis B immunization must be completed before the end of a student's second semester. Students will be unable to register for classes until these requirements are met.

Students enrolled in a California public school for the 7<sup>th</sup> grade or above after July 1, 1999, will be considered to have satisfied these requirements. All other students must bring written proof of immunization from a school transcript or a licensed health-care provider, such as a doctor or clinic, to the Klotz Student Health Center. If a student does not have written proof, he or she can obtain a blood test to prove immunity at the health center at low cost or receive the required immunization(s) at the SHC. Students who decline vaccinations for religious, personal or medical reasons must sign a waiver that may require the student's exclusion from class in case of an epidemic.

**Meningococcal Vaccine**

College students (especially freshmen living in student housing) are at an increased risk for meningococcal disease. The federal Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices recommends that college students understand the risks of meningococcal disease and the benefits of immunization. Students are encouraged to visit the SHC website for more detailed information about meningitis and to strongly consider getting the vaccinated. The vaccine is offered at cost at the Klotz Student Health Center.

**Student Health Insurance**

Students not covered by an individual, family, employer or other health insurance plan are strongly advised to purchase health insurance that will cover the costs of services beyond the scope of the Klotz Student Health Center (such as emergency services, hospitalization, maternity care and surgery). A low-cost health insurance plan, sponsored by Associated Students, is available for CSUN students to purchase. For more information and an application, visit [www.csuhealthlink.com](http://www.csuhealthlink.com)

The Klotz Student Health Center is accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC).

**Student Housing**

**Director: Tim Trevan ([housing@csun.edu](mailto:housing@csun.edu))**

**Pacific Willow Hall (Bldg. 6), 17950 Lassen St.**

**(818) 677-2160**

**<http://housing.csun.edu>**

"Success Lives Here"—that's the motto of Student Housing at CSUN as our residents take advantage of the tools, resources and relationships that make the most of their college careers. CSUN resident students enjoy the independence of living on campus combined with the benefits of a diverse, learning-centered residence hall community. Student housing amenities include:

- Gated complexes.
- Key card security.
- Ethernet and Wireless Internet (University Park).
- Recreation facilities, including a basketball court, volleyball court and 3 swimming pools.
- Patrols by University Police.
- Easy walking or biking to campus.
- Staff support for life and academic adjustment and success.

**The Suites at University Park** are a unique living concept designed for first-year students. Each suite is a furnished, comfortable 2-person bedroom with a semi-private bath. Every group of 16 suites has its own "hub" of living and study lounges.

**The Apartments at University Park** feature furnished 2-bedroom apartments complete with living and dining area, kitchen or study area, bathroom and private balcony. The Apartments at University Park are excellent choices for first-year or returning students.

**The University Village Apartments** provide housing for students with dependent children and/or a spouse/partner. Located in a park-like setting at the north end of campus, these unfurnished one- and two-bedroom apartments offer convenience, comfort and peace of mind.

**Meal Plans:** A variety of meal plan options are available at the Satellite Student Union. Students who choose or are assigned to an apartment without a kitchen are required to purchase a meal plan. Any student living in an apartment with a kitchen is welcomed to purchase a meal plan, but it is not required. For more information on meal plans, visit The University Corporation website at [www.csun.edu/universitycorporation/residential.htm](http://www.csun.edu/universitycorporation/residential.htm).

**Virtual Tours:** You can arrange for a virtual tour of living facilities by contacting Student Housing at the number listed above.

**Living Learning Communities (LLC) and Themed Living Communities (TLC):** LLCs and TLCs are available exclusively to CSUN student housing residents. Students live in halls and on floors designated for their communities. Your roommates and neighbors share the major, interest or defining life experience that makes you all members of your community. Each community offers its own scheduled events, academic support and social activities.

**Residential Life Program:** An extensive residential-life program, coordinated by a professional staff, promotes the academic, personal and social growth of resident students through the implementation of many different programs and activities. A variety of paid leadership positions are available in the Office of Student Housing, such as resident advisor, academic mentor and office assistant.

**Resident Halls Association (R.H.A.) and Park Councils:** Residents can develop their leadership skills through involvement in the Residence Hall Association and Park Councils. The organizations provide students with the opportunity to participate in residence hall governance.

### Testing Center

**Coordinator: Charity Chia**  
**Bayramian Hall (BH) 190**  
**(818) 677-2369**

**[www.csun.edu/testing](http://www.csun.edu/testing)**

The CSUN Testing Center meets the testing needs of the students, faculty and members of the community. These include placement in classes, proving skill competency and providing graduate and undergraduate admission-qualification certification.

### University Counseling Services

**Administrator in Charge: Mark A. Stevens**  
**Bayramian Hall (BH) 520**

**(818) 677-2366 or TDD (818) 677-7834**

**Fax: (818) 677-2371**

**Email: [mark.stevens@csun.edu](mailto:mark.stevens@csun.edu)**

**[www.csun.edu/counseling](http://www.csun.edu/counseling)**

University Counseling Services (UCS) offers free, confidential short-term counseling to students and consultation services to the campus community. All services are designed to assist students in achieving emotional well-being and academic success, as well as help to create a campus environment that is sensitive to student's mental health needs. The following lists examples of services and programs currently available:

- Individual and Couples Counseling.
- Short -Term Counseling.
- Crisis Intervention.
- Intake Evaluation.
- Peer Education Programs.
- Support and Psychotherapy Groups (see website for listings).
- Experience Confidence and Enjoyment of Learning (ExCEL) programs.
- Workshops.
- Pre-Doctoral Internship.
- Psychiatric Resident Training.

### University Student Union

**Executive Director: Debra L. Hammond**  
**(USU) (818) 677-2491, (SSU) (818) 677-2890**

**<http://usu.csun.edu>**

The University Student Union, Inc. (USU) at CSUN provides 2 locations where the University experience is enhanced through events, recreation, volunteer and job opportunities, various food options, study areas, computer labs and TV lounges, as well as the Pride Center and Veterans Resource Center. The main USU facility is located on the east end of campus adjacent to Zelzah Avenue, and features the Student Recreation Center (SRC), which opened January 2012.

The SRC is a 138,000-square-foot facility that houses a variety of exercise and leisure activities amid state-of-the-art equipment. It features weight and fitness zones, a rock wall, a 3-court gymnasium, a multi-activity court, fitness and group exercise studios, a racquetball court, an indoor track and a recreational/lap swimming pool, as well as sport clubs and outdoor equipment rentals and programs.

The Satellite Student Union (SSU) is located at the north end of campus next to the residence halls and features study spaces, a computer lab, a dining facility and meeting rooms. Each USU facility was designed to enhance the total university experience.

### Veteran Student Services

**Coordinator: Eloisa Smith**  
**Bayramian Hall (BH) 150**  
**(818) 677-5928**

**Fax: (818) 677-6248**

**Email: [eloisa.smith@csun.edu](mailto:eloisa.smith@csun.edu)**

The Office of Veteran Student Services acts as a liaison to the Veterans Administration Regional Office for veterans or dependents. The office provides information and assistance regarding certification of benefits, tutorial services, V.A. work-study, advance pay and problems related to V.A. educational benefits. Academic and V.A. counseling also is provided.

### Women's Research and Resource Center

**Director: Shira Brown**

**18356 Halsted St.**

**(818) 677-2780**

**Email: [wrrc@csun.edu](mailto:wrrc@csun.edu)**

**[www.csun.edu/ws/wrrc](http://www.csun.edu/ws/wrrc)**

The CSUN Women's Research and Resource Center is a warm, inviting, comfortable place for CSUN students to learn, grow, hang out between classes, volunteer or find resources and referrals for a variety of issues and challenges women face. While the Center specializes in issues and situations particular to women's experiences, we openly welcome both male and female students to use and enjoy our space and resources. The Center also provides a resource lending library with more than 1,000 women's-studies and gender-based holdings. Each semester, the Center offers a variety of meetings and special events including guest speakers, film screenings, awareness rallies and more. The Women's Research and Resource Center participates in a wide array of political and social campaigns and supports students in any academic endeavor.



Photo: Hilla Hartenstein



# LIBRARY

## Delmar T. Oviatt Library

Dean: Mark Stover

Email: [mark.stover@csun.edu](mailto:mark.stover@csun.edu)

(818) 677-2271

Fax: (818) 677-2676

<http://library.csun.edu/>

### Oviatt Library

The Oviatt Library (OV) is located in the center of campus. Library personnel are dedicated to helping students achieve their educational goals. The Library has extensive collections and services, both in-house and online. Reading and study areas, as well as computers, are located throughout the building. Library hours vary by time of year and are posted at the Library's entrance and can be found online on the Library's home page.

### Oviatt Library Resources

As of Fall 2011, the Oviatt Library had a physical collection containing more than 1.4 million volumes. The Library subscribes to 50,994 online journals, 2,376 print periodicals and serials, 210 online databases and 277,361 eBooks. There are 13,892 sound recordings and 19,229 film and video recordings. The archives and manuscript collection exceeds 4,570 linear feet of materials, with more than 37,300 items housed in Special Collections. The main Open Stack Collection is comprised of 1,416,106 volumes; 700,000 less frequently used volumes, including most microforms and pre-1990 periodicals, are stored in the Library's Automated Storage and Retrieval System (ASRS). Stored items may be requested from the Library's online catalog or at the Circulation Desk and retrieved from the ASRS in approximately 10 minutes.

### Assistive Technology Workstations

The Library has established 4 assistive technology study rooms featuring a wide range of sophisticated hardware and software designed to increase access to Library resources for students with disabilities. The rooms are located on the first floor of the west wing. CSUN students wishing to use one of these rooms may obtain a key at the circulation desk. Students will be asked to present their card from the Disability Resources and Educational Services (DRES) indicating that they have received appropriate training on the equipment.

Please check with the Disability Resources and Educational Services Office, Bayramian Hall 110, for more information about using these rooms. Upon request, assistance such as photocopying and book retrieval is available at the Circulation Desk.

### Circulation Desk

The Circulation Desk staff in the main lobby checks out, renews, checks in and places holds on library resources. The Circulation Desk also is where fines are paid and photo ID cards can be issued. Most items ordered from automated storage (ASRS) are picked up here as well.

### Copy Services

Self-service copy machines are located on each floor of the Library. The copy service vendor office is located in Oviatt 111D where special services are available, including color copying, assistance with photocopying and printing refunds.

### Government Documents

The Library is a selective depository for government documents published by the U.S. government and the state of California. (Note: Most documents are issued only in electronic format.) Free public access to government documents is assured by state and federal law. Documents



Photo: Hilla Hartenstein

that have been cataloged and added to the main collection are listed in the Library catalog. Uncataloged documents are in specific sections of the Oviatt Reference room and the Reserves, Periodicals and Microform room. The finding guides for using government documents are in the Reference room or available online at <http://library.csun.edu/GovernmentPublications>.

### Interlibrary Loan (ILL)

This service permits faculty, students and staff to obtain materials from other libraries that are needed for research, but are not available in the Oviatt Library. Our ILL resources are found within the CSUN Interlibrary Loan “network,” which includes the 22-campus CSU system, a host of reciprocal libraries and our document suppliers. Items can be ordered by using the automated online service. The office is located in Oviatt room 109, just west of the Reference Desk on the first floor. For complete information about the Library’s Interlibrary Loan (ILL) services, see our ILL websites at <http://illiad.csun.edu/illiad/faq.html> or <http://library.csun.edu/Services/InterlibraryLoan>.

### Music and Media

The Music and Media Collection consists of more than 11,000 CDs and LPs, including jazz, international, classical and contemporary genres supported by 14,000 music scores and 18,000 books on music history and theory. It also contains more than 12,000 DVDs and videotapes, ranging from instructional programming to feature films. In addition, patrons have access to more than 5,000 videos online through Films on Demand. Music and Media supports the music, cinema and theater curricula at CSUN, and provides instructional media complementing many other disciplines. The Department holds the Library’s collection of music books and scores, plus instructional videos and DVDs, CDs, LPs and audio books. Most of the collection is available for checkout and patrons can view or listen to all material in the area’s media carrels or review room. Music and Media is located on the second floor, east wing and provides a welcoming environment for course study and research, or for simply relaxing and personal enjoyment in the lounge areas.

### Online Catalog

The Library’s online catalog is accessible through the Library’s home page at <http://library.csun.edu/> from on or off campus. Books, journals, articles and other materials can be looked up by author, title, subject heading or keyword. Periodicals can be looked up by title to determine Library holdings. In addition, the Library’s catalog can be accessed from any on- or off-campus computer connected to the Internet

### Open Computer Labs and the Collaboratory

The Library provides a large number of computers for students to access and search a wide variety of electronic resources and databases. Our main open computer lab is the Collaboratory, located on the third floor in the east wing. Printing is available with debit cards. There are also laptop computers equipped with wireless Internet connections that also can be checked out. The Collaboratory’s hours correspond to the Library’s hours of operation. In addition to the Collaboratory, the Library operates an open student computer lab in Sierra Hall (SH) 392.

### Reading and Study Areas

In addition to the general reading and study areas available on all floors, the Library also offers private study areas. Group study rooms and individual study rooms are located on floors 2, 3 and 4. Rules for their use and group size are posted in the rooms and are on the Library’s website at <http://library.csun.edu/Services/StudyroomsLockers>. Faculty and graduate student study rooms, located on the lower floor, west wing, are available on a day-to-day basis. Inquire at the Circulation Desk with any questions about availability.

## Reference Services

The Oviatt Library maintains a reference collection of both online resources and print materials, providing patrons with factual information or directing them to further sources for that information, including but not limited to encyclopedias, dictionaries, almanacs, handbooks, directories, style manuals and bibliographies.

Electronic Reference materials can be accessed through the online catalog. Please see <http://library.csun.edu/Collections/Reference> for more information on how to find these materials. The website also includes a link to our frequently used online reference collections.

Print reference sources are indicated by “Reference room” or “Ref” in the location box in the online catalog. When the online catalog indicates “Reference room” as the location, the item will be found in the first floor Reference room. Many reference materials are shelved along with the regular collection on the upper floors of the Library but remain unavailable for checkout. Reference materials marked as “Stored” in the online catalog must be requested through the Library’s Automated Storage and Retrieval System (ASRS). Requests for stored items can be made directly through the online catalog or in person at the Oviatt Library’s Circulation Desk. Library reference materials are not allowed to circulate outside of the library.

Reference librarians staff the Reference Desk during most of the hours the Library is open. They provide a range of informational and instructional services, including assistance in finding specific facts and information for patrons; instructing patrons in the use of online databases and developing appropriate search strategies; and assisting students in selecting, locating and using materials to complete assignments.

Appointments may be made with subject specialist librarians for lengthier consultations on a topic or reference source. You can find your subject specialist and her/his phone number at <http://library.csun.edu/About/SubjectSpecialists>.

In addition, we provide reference assistance by telephone, text message and through our virtual chat service. To learn more about these options, go to <http://library.csun.edu/ResearchAssistance/AskUs>.

## Reserves, Periodicals and Microform

Reserve materials are located primarily in Reserves, Periodicals and Microform (fourth floor, east wing). Music course reserves and multimedia reserves are located in Music and Media (second floor, east wing) and children’s literature reserves and education course reserves are located in the Teacher Curriculum Center (lower level, room 26). Reserve materials are listed by course number and instructor’s last name and can be searched by visiting <http://library.csun.edu/CourseReserves/>.

Titles of all magazines, journals, e-journals, serials and newspapers owned by the Library can be found through our Library online catalog at <http://suncat.csun.edu/> (click on Periodical Title).

As of FY 2010-11, the Library has access to more than 50,000 full-text electronic journal, magazine and newspaper titles from the databases to which the Library subscribes. Information about accessing these titles can be found at <http://suncat.csun.edu/screens/pertitle.html>. To search for individual articles, use our Databases by Subject web page at <http://library.csun.edu/xerxes/>.

A reference librarian may also be consulted, or ask at the Reserves, Periodicals and Microform Service Desk, fourth floor, east wing, for more details. Current periodical and newspaper print titles are found in the Reserves, Periodicals and Microform room, fourth floor, east wing. Recent issues of magazines and journals are shelved in call number order.

Back issues of newspapers are retained for several months until they are discarded or until the microform subscription copies arrive. Retention length differs with each title. Print indexes to periodical articles, newspaper articles, reviews and other newsprint items are located in the Reference room of the Library. Computer indexes are available at most of the computer workstations located in various areas of the Library.

Older issues of magazines and journals are bound into volumes and are shelved on the fourth floor in call number order. Pre-1990 volumes of most journals are stored in the ASRS and may be retrieved, usually within 10 minutes. The Library's online catalog will indicate if any years of a title are in the Microform Area. For a complete listing of the titles that are available electronically, check both the CSUN list of electronic periodicals at <http://suncat.csun.edu/screens/pertitle.html> and the Library catalog. Use the online catalog to request stored volumes. Stored periodicals will be delivered to the Reserves, Periodicals and Microform service desk, fourth floor, east wing. Please return the periodicals to the service desk.

Almost all microform titles are stored in the ASRS. Ask for assistance at the Reserves, Periodicals and Microform service desk.

### Special Collections, University and Urban Archives

Special Collections and Archives provides opportunities for scholarly research and publication. Material is available for onsite research in the Oviatt Library, west wing, second floor. Photocopying is available upon request. However, some items cannot be copied due to copyright restrictions. The Library provides inventories, descriptive finding guides and related indexes to both cataloged and uncataloged collections. There are no browsing stacks. All Special Collections and Archives material, including material stored in the ASRS, must be requested through the Reading room, west wing, second floor. None of this material may circulate out of the Library. Scheduled hours are Monday-Friday, 9 a.m.-4:30 p.m. The Special Collections and Archives website is at <http://library.csun.edu/Collections/SCA>. Call (818) 677-2832 for more information.

### Teacher Curriculum Center

The Teacher Curriculum Center features a collection of pre-school through grade 12 curriculum-oriented materials. It is located on the lower level of the Oviatt Library building, room 26.

Included in the TCC collection are selected California state-adopted textbooks, the juvenile and young adult collection (Sharon Fogarty Young Readers' Collection), CD-ROMs, educational games, curriculum guides, recordings, videotapes and DVDs. All are listed in the online catalog. These items must be checked out and returned directly to the TCC. Visit the TCC website at <http://library.csun.edu/Collections/TCC/> for more information.

# INFORMATION TECHNOLOGY

## Information Technology

Vice President/CIO: Hilary J. Baker

(818) 677-7700

Fax: (818) 677-4770

Email: [hilary.baker@csun.edu](mailto:hilary.baker@csun.edu)

[www.csun.edu/it](http://www.csun.edu/it)

The Information Technology division is responsible for the delivery of effective, secure, reliable technology infrastructure and services that enable, promote and support students, faculty and staff to achieve their goals.

### Information Technology Help Center

**Chat Support:** [www.csun.edu/it/helpcenter](http://www.csun.edu/it/helpcenter)

**Telephone Support:** (818) 677-1400

**Online Support:** <http://techsupport.csun.edu>

**In-Person Support:** Oviatt Library, garden level, room 33

**Website:** [www.csun.edu/it/helpcenter](http://www.csun.edu/it/helpcenter)

### Information Technology Services for Students:

- User ID and password assistance.
- myNorthridge portal and SOLAR Student Center support.
- Online access to course software (Virtual Software Library).
- Wireless assistance.
- Email assistance.
- Computer security—antivirus installation and spyware removal.
- General computer and technology assistance.
- Audio and video equipment checkout.

To find out more about Information Technology services, visit [www.csun.edu/it/services](http://www.csun.edu/it/services).

### Information Technology “Self Help”:

[www.csun.edu/it/students.html](http://www.csun.edu/it/students.html)

Students can access information themselves by using the Information Technology website. Find out how to set-up your User ID and password, access the wireless network, add a class, find a computer lab on campus, register and check your grades and much more. Types of resources available include the following:

- Student frequently asked questions.
- Self-help guides.
- Software downloads and hardware discounts.
- Campus computer lab listing.

For more information about technology resources within your major, please contact your College directly.



Photo: Lee Choo

# GRADUATE PROGRAMS AND CREDENTIALS

## Graduate Studies, Research and International Programs

**Associate Vice President: Vacant**

**Associate Director: Hedy Carpenter**

**University Hall (UN) 265**

**(818) 677-2138**

**[www.csun.edu/graduatestudies](http://www.csun.edu/graduatestudies)**

### Graduate Status

A graduate student is one who has applied and received formal admission to a specific course of study that will lead to a Master's or Doctorate Degree in one of the many disciplines available at CSUN.

Graduate status is subdivided into Classified and Conditionally Classified standing, depending on whether or not certain University and Departmental requirements have been met. These requirements are discussed later in this section of the Catalog.

Graduate students in either category may enroll in 500- and 600-level courses, although in some programs enrollment is limited to the Classified student. Graduate students must follow a specific course of instruction identified to them by the Department Graduate Coordinator and described for the individual Department in the Courses of Study section of the Catalog.

### Admission to the University

To be admitted to CSUN as a graduate student, students must meet the following requirements:

- (a) Have a four-year Baccalaureate Degree from a regionally accredited institution;
- (b) Be in good academic standing at the last college or university attended;
- (c) Have satisfied one of the following conditions:
  1. Attained a GPA of at least 2.5 in a Baccalaureate Degree Program,
  2. Attained a GPA of at least 2.5 in the last 60 semester (90 quarter) units attempted, or
  3. Hold a Post-Baccalaureate Degree earned at a regionally accredited institution; and
- (d) Meet the professional, personal, scholastic and other standards for graduate study, including qualifying examinations or other screening processes as appropriate campus authorities may prescribe. In unusual circumstances, a program may make exceptions to these criteria. Some programs require a higher GPA for admission.

Domestic/International students seeking a second Masters in the same Degree Program is not allowed. Second Baccalaureate candidates use the undergraduate CSUN application. Second Baccalaureate candidates must meet general Post-Baccalaureate requirements. Some programs do not admit second Baccalaureate candidates.

### Graduate TOEFL Standards

All graduate applicants whose native language is not English and who have not attended academic institutions for at least 3 years full-time where English is the principal language of instruction must present a score of 79 or above on the Test of English as a Foreign Language (TOEFL) or a score of 6.0 on the International English Language Testing System (IELTS). Applicants taking the computer-based TOEFL must present a score of 213 or above. Some graduate programs require a higher score for admission and it is advisable to check the Department website.

|                    | Internet | Computer | Paper |
|--------------------|----------|----------|-------|
| Graduate Standards | 79/80    | 213      | 550   |

### Admission to the Department

The applications of students meeting University requirements for admission will be reviewed in the appropriate Department. The Department will determine whether the student meets requirements for admission to its Program. Some Departments require a separate Departmental application. Students who meet Departmental and University requirements will be admitted as either Conditionally Classified or Classified graduate students.

### Conditionally Classified Status

Students who do not meet all requirements may be accepted as Conditionally Classified students, subject to meeting various University and Departmental requirements for Classified status. It is important to achieve full Classified standing prior to completing more than 12 units of graduate course work on the program of study. No more than 12 units of work taken prior to attaining fully Classified status will be applied to a Master's Degree Program.

### Classified Status

To be granted Classified status, students must have a 3.0 GPA for all work taken as a Conditionally Classified student and in any courses required by the Department for admission to its Program. Once the requirements for Classified status have been met, it is the responsibility of the student to notify the Department and then of the Department to notify Graduate Evaluation Services, Graduate Studies, Research and International Programs by filing the "Request for Classification" Form.

To meet the minimum requirements for Classified Status, the student must fulfill the following (individual Departments may have more stringent standards):

1. A 3.0 GPA or higher in all work taken after completion of a Bachelor's Degree;
2. Hold a Graduate Degree from a regionally accredited institution;
3. Score at or above the 50<sup>th</sup> percentile on one of the 3 subject areas of the Graduate Record Examination (GRE). Some Departments may waive the GRE requirement if student's undergraduate cumulative GPA is 3.0 or higher\*; and
4. Pass the Upper Division Writing Proficiency Exam (UDWPE). Students who have fulfilled the Upper Division Writing Exam at another CSU campus may submit official notification of a passing score. Some Departments may fulfill this requirement with an alternate examination.

*\*Normally, the Graduate Record Examination (GRE) should be taken prior to registration for graduate work at CSUN. Undergraduates should take the examination during the last semester of their senior year. Applications for the Graduate Record Examination may be obtained from the Educational Testing Service (ETS). Contact them at [www.ets.org](http://www.ets.org). Applications for the GMAT (Graduate Management Admission Test), required of Business Degree majors, are available at [www.gmac.com](http://www.gmac.com).*

## Graduate Studies Policies and Procedures

### Policy on Written Syllabi for All Graduate Courses

To better inform students about the requirements, content and methodology of the University's graduate curricula, all faculty teaching graduate courses will distribute a written syllabus to each student in the course and/or post it online no later than the second week of classes. The syllabus should contain at least the following information:

- Course objective(s).
- A brief list or summary of topics or projects covered.
- Course requirements and methods of evaluation.
- Grading criteria, including whether or not the plus/minus system will be used.
- Contact information (instructor's name, office hours, office location and campus phone number)



### Policy on GPA Requirements for Graduate Programs

Students pursuing a Graduate Degree must maintain a minimum 3.0 (“B”) GPA in the formal program and in the cumulative GPA. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the second attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

### Transfer Work

Credit for work performed in extension or at another regionally accredited institution is subject to the following limitations:

1. Transfer of work is subject to the approval of the Graduate Coordinator of the major Department and the Associate Vice President of Graduate Studies. An unofficial transcript must be submitted with either the formal program or course substitution to the Office of Graduate Studies for approval of the specific course work.
2. Only graduate course work with a grade “B” or better may be transferred (CR/NC grading is not transferable).
3. No more than 9 units in combination of transfer work, extension work or work completed prior to earning a Baccalaureate/Master’s Degree can be used toward a or another Degree .
4. Both transfer and CSUN course work may not exceed the 7-year time limit.
5. Transfer courses and undergraduate CSUN course(s) petitioned to count for Post-Graduate course work may not be validated once the course exceeds the 7-year time limit.
6. If the course(s) petitioned have been taken at an institution where the Degree has been granted, the student must provide a memo from the institution indicating the course(s) was not used for Degree completion.

### Extension and Concurrent Enrollment Courses

Courses taken prior to admission to a Master’s Degree Program through CSUN’s Extension or Concurrent Enrollment programs are subject to the limitations that apply to graduate work taken at other institutions (see Transfer Work section above). Courses taken through Extension or Concurrent Enrollment following admission to a Master’s Degree Program are subject to Departmental approval for inclusion in the formal Master’s Degree Program.

### Credit for Work Completed Prior to Earning the Baccalaureate Degree

A maximum of 9 units of credit earned at the 500-level during a student’s final undergraduate semester at CSUN may be applied toward a Master’s Degree, subject to Departmental approval. Requests for such credit are filed following admission to a CSUN Master’s Program on a Graduate Petition Form. Courses are subject to the following University requirements:

1. They may not be used to satisfy the requirements for the Bachelor’s Degree;
2. Only course work with grades of “B” or better will be considered for petitioning;
3. Courses petitioned may not have been taken more than 7 years prior to the time of graduation with the Master’s Degree; and
4. A petition is subject to approval by both the Department and the Associate Vice President for Graduate Studies.

### Foreign Language Reading Examination

When competency in a foreign language is a Departmental requirement, students may demonstrate competency in one of 3 ways:

1. Passing the Graduate Foreign Language Examination (Princeton Examination);
2. Passing a Departmental examination. The examination is given by the Department of Foreign Languages in the 5<sup>th</sup> week of each semester. Candidates who plan to take this examination should notify the Department of Modern and Classical Languages and Literatures early in the semester and enroll in one unit of 499 in the appropriate language; or
3. Successfully completing a Graduate Reading course in the appropriate language. This course may be taken without prerequisite if the student has completed 2 semesters of the language.

### The Culminating Experience

A culminating experience is required for completion of a Master’s or Doctorate Degree Program. The University recognizes the following types of culminating experiences: Theses, Dissertations, Graduate Projects/Artistic Performances and Comprehensive Examinations. Each graduate program permits 1 or more of the culminating experiences as described below. Where more than 1 option is offered, the specific type of culminating experience is identified on the student’s formal program.

A Thesis/Dissertation is an original scholarly contribution to the student’s field based on a systematic study of a significant problem or issue. Although it may be part of a larger research program, each Thesis is unique and written by a single student. The Thesis typically explains the problem; sets forth the methodology used to address the problem and the limitations of the methodology; reports the results, whether those are an analysis of data or a presentation of theory; and explains the significance of the findings in the context of previous work on the topic.

Thesis/Dissertation Project Committee Selection: The Committee must be comprised of 3 members, one of whom will serve as the Committee Chair. At least 2 committee members must be full-time faculty from your Department. You may have one part-time faculty member or off-campus Committee member, however the part-time faculty member or off-campus Committee member cannot serve as the Committee Chair. The part-time faculty member or off-campus Committee member must meet the following minimal qualifications to participate on the Committee:

- a) Hold a M.A./ M.S. Degree (some programs will require a Ph.D.) in the field or in a related field or equivalent degree;
- b) Have experience in the topic or area of your Thesis/Dissertation/ Project, such as employment with an established institution or agency as a staff member or consultant; and
- c) Demonstrate professional recognition through publications, reports, papers or membership in a national professional organization and/or working committees in their institution or agency

Once you have formed your Committee, you will need to register through the Electronic Thesis and Dissertation (ETD) website at <https://etd.csun.edu/>. A curriculum vitae of a part-time faculty member or off-campus Committee member must be uploaded electronically on the ETD website (<https://etd.csun.edu/>) for approval by your Committee Chair, Department Graduate Coordinator and the Associate Vice President of Graduate Studies.

Graduate Project/Artistic Performances are a significant undertaking of a pursuit appropriate to professional fields and fine arts. It must represent originality and independent thinking, appropriate form and organization and a rationale. A Project/Artistic Performance may be an individual or group effort. Examples of appropriate projects include

the development of curriculum, a market research study for an organization, the testing of a therapy on a particular population or the design of an electronic device. In the arts, examples could include a music recital, a music composition, direction of a theatrical performance or a gallery showing of works of art. The results must be described and summarized in a written document with an abstract.

A Comprehensive Examination will test the range of subject matter covered in the student's graduate program. The purpose of the examination is to allow students to demonstrate their ability to integrate content, knowledge, independent thinking and critical analysis. At least 3 Committee members must certify to the success or failure of the student in the examination.

### Rules and Procedures Governing Theses, Dissertation, Graduate Projects and Artistic Performances

The following rules apply to Theses, Graduate Projects and Artistic Performances:

1. The Thesis must be an individual effort. However, the University recognizes that there are circumstances that warrant group graduate projects and artistic performances. In such instances, a signed addendum by each student and by the culminating experience Committee Chair must be submitted to the Office of Graduate Studies. The addendum must identify the names of other authors and describe the project and responsibilities of each author. The division of responsibilities specified must be reviewed, endorsed and evaluated by the students' Committee Chair, signed by each student and subsequently approved by the Associate Vice President of Graduate Studies, Research and International Programs.
2. Students must contact their Graduate Coordinator to determine the maximum number of required culminating units
3. Students must be registered during the semester in which they expect to graduate.
4. If a student fails to successfully complete/defend the Thesis/Dissertation, Graduate Project or Artistic Performance, or any part of it, he/she will be disqualified from the Master's Program in the Department and normally not allowed to take the Comprehensive Examination option, if that option exists.
5. Guidelines: The Thesis, Dissertation and Graduate Project or abstract of the Artistic Performance must be prepared according to the guidelines set forth by the Office of Graduate Studies and available online at [www.csun.edu/grip/graduatestudies](http://www.csun.edu/grip/graduatestudies). All Thesis, Dissertations, Graduate Projects or Abstracts must be uploaded through the Electronic Thesis and Dissertation website at <https://etd.csun.edu>.
6. Time Limit: Theses, Projects or Artistic Performances must be completed, filed and approved within 2 years of the first enrollment in culminating experience. In some situations, a student is given an RP (Report in Progress) grade for work in progress (see "Definitions of Administrative Grading Symbols"). The "RP" will be converted to a "credit" or "letter" grade once the culminating experience has been approved.

### Comprehensive Examinations

Each Master's Program that offers a Comprehensive Examination option is required to maintain University-approved guidelines for the administration of the examination, and these guidelines are to be available on request. The following regulations apply in all cases:

1. Students become eligible to attempt the examination during the semester in which all required course work has been completed.
2. Ordinarily, the examination is given at least 1 month before the end of the semester. Arrangements to enroll and take the examination should be made with your Department.

3. If the examination is not completed in the final semester, students must register again for the examination for the semester in which they plan to complete their Degree. These additional units may not be counted as units toward the Master's/Doctorate Degree.
4. Students may not take the comprehensive examination more than twice.
  - a. Students who fail the examination on the first attempt will be required to register for the examination again the next available term.
  - b. Students who fail the first attempt will be required to submit a Course Repeat Form to the Office of Graduate Studies with the approval of the Graduate Coordinators once enrolled for the second attempt.
  - c. The first attempt is defined as the complete Comprehensive Examination prescribed by the Program. The second attempt is defined as retaking the examination on the entire Program or, at the discretion of the Department, a supplementary examination on any part or parts of the first examination that the student failed.
  - d. Failure of the second attempt of the Comprehensive Examination results in the disqualification from the Program in that Department.
  - e. Graduate Coordinators will file the result of each examination with the Office of Graduate Studies.
  - f. Once students have chosen the option of the Comprehensive Exam and enrolled in and/or attempted the Comprehensive Examination and failed it (or any part), they normally are not eligible to change to any of the Thesis, Dissertation, Graduate Project or Artistic Performance options.

### Application for the Master's/ Doctorate Degree and Diploma

Students must apply for graduation 1 semester prior to completion of requirements. Students may obtain an Application for Master's/ Doctoral Degree and Diploma for graduation online at <http://www.csun.edu/grip/graduatestudies/forms>. In the event that a student changes the completion date to a later time, a Master's/Doctoral Graduation and Diploma Date Change form needs to be submitted and a processing fee will be assessed.

### Time Limit for Completion

Students must complete requirements for the Degree within 7 calendar years from the date they were admitted to a Program, unless a lesser time is specified by the Department or Program Committee.

Courses that were completed more than 7 years prior to the date on which all requirements for the Degree are completed cannot be counted to meet unit requirements unless the student can show current knowledge in the content of the outdated courses by written examination for each course in question. A maximum of 9 units taken in residency at CSUN may be validated in this manner. The Graduate Coordinator in your Department must certify this competency by way of a memorandum to the Associate Vice President for Graduate Studies. Outdated courses taken at another institution may not be validated.

### Change of Objective

Enrolled graduate students may change their objective and seek admission to an alternate Degree Program by filling out a Change of Objective form. The form can be obtained online at [www.csun.edu/grip/graduatestudies/forms](http://www.csun.edu/grip/graduatestudies/forms). Transfer of previously earned units to the alternate program must have the approval of the Department to which the student applies. A request for a change of objective for a student on academic probation also is subject to the approval of the Associate Vice President for Graduate Studies.

Students may not be enrolled in multiple Degree Programs simultaneously. Upon completion of the first graduate Degree, students must reapply to the University to pursue an additional Degree.

## Academic Performance and Study Load

Numerous requirements exist that specify the grading policies at CSUN and the academic standards and progress expected of students. These regulations are dictated by Title 5 of the California Administrative Code, the California State Universities and College System and the President of CSUN.

### Grading System

CSUN uses the traditional A-F grading system and a non-traditional system of Credit/No Credit (CR/NC) as explained in the Regulations section of the Catalog. Note the following provisions:

1. **Normal Grading:** Credit (CR) is given for A, A-, B+ or B-level scholastic performance and No Credit (NC) is given for the equivalent of B-, C+, C, C-, D+, D, D- or F work in graduate-level courses. Graduate program courses may not be taken on a Credit/No Credit basis. Exceptions to this rule are Dissertation/Thesis/Graduate Project or Comprehensive Examination and certain courses in which the evaluation responsibility is shared by agencies in conjunction with faculty (e.g., field study, internship). The student is advised to request Credit/No Credit grading for courses taken for personal interest or enrichment that are unrelated to the Degree objective and outside the Department or discipline of the major.
2. **Incomplete (I):** An incomplete (I) must be changed to a grade within 1 calendar year immediately following the end of the semester in which it was assigned. This limitation exists whether or not students maintain continuous enrollment in the University. If the assigned work that is required to remove the incomplete is not completed by this time, the incomplete will be computed as an F in all subsequent GPA determinations. All incompletes must be completed before a Degree can be awarded.
3. **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 GPA and progress point computation.
4. **Report in Progress (RP):** A grade of Report in Progress ("RP") is assigned for Thesis/Graduate Project and similar courses where assigned work frequently remains to be completed at the end of the semester in which the grade is given. The "RP" grade must be converted to a traditional letter grade within 2 years. Any extension of the time limit must receive prior authorization by submitting a Graduate Petition Form to the Associate Vice President of Graduate Studies

### Probation and Disqualification

Students enrolled in a Degree Program will be placed on academic probation whenever their GPA falls below 3.0 for all units attempted. To be removed from probation, students must earn sufficient grade points in the following semester of enrollment to raise their GPA to 3.0 or above. Failure to do so will result in disqualification. (Please refer to Grading in the Regulations section of the Catalog to determine grade points assigned per unit value of course work.)

If a disqualified graduate student wishes to be considered for readmission to a Master's Program, disqualification forms must be submitted for the semester immediately following disqualification notification. Disqualification materials will be emailed to students after final grades are posted. The materials are submitted through the Departmental Graduate Coordinator. Students who choose not to file readmission forms for the semester following disqualification will be

required to submit a new University application and fee in order to enroll in any future semester. Similar provisions to those stated above apply to Post-Baccalaureate, Unclassified and Post-Baccalaureate and Credential students, except that the required maintenance GPAs are 2.50 and 2.75, respectively.

### Repeat of Courses

Students must submit a Course Repeat Form with prior permission of the Graduate Coordinator/Department Chair and the Associate Vice President of Graduate Studies. A graduate student may repeat up to 6 units in which a grade of "B-" or below has been earned. In these cases, only the most recent grade will count.

### Complete/Partial Medical Withdrawals

A medical withdrawal usually constitutes complete withdrawal from the university for the academic period in question. Requests for complete medical withdrawals should be submitted as soon as possible after the medical condition impairs the students' ability to complete the coursework for which the student is registered. Requests may also be submitted by an authorized representative of the student.

Requests for conditions or circumstances that arise during the final three weeks of instruction or thereafter, will only be considered in cases of severe illness or injury. Petitions requesting retroactive withdrawals beyond one year after the conclusion of the semester for which the withdrawal is requested will not be considered.

Students may obtain forms and procedural information at [www.csun.edu/anr/soc/adjsched.html](http://www.csun.edu/anr/soc/adjsched.html).

### Academic Leave (Leave of Absence)

Graduate students in good standing may take a two-semester leave of absence. Though no formal approval is required, it is suggested that students contact their Graduate Coordinator for academic advisement.

### Graduation with Distinction

A student may receive the Master's Degree with distinction by maintaining a 3.885 or higher GPA on all formal Master's Degree Program course work. The notation "With Distinction" is posted with the Degree on the transcript, and also will appear on the diploma.

### Interdisciplinary Studies

The Interdisciplinary Studies M.A. or M.S. Degree is a restricted program for a student who has professional or academic objectives that are unique and cannot be met by an existing CSUN Master's Degree. The program will consist of course offerings from at least 2 Departments and must provide sharp focus and appropriate coherence. Each individual program is developed jointly by the student, faculty and the Associate Vice President for Graduate Studies. Admission requirements for the Interdisciplinary Studies Degree include being in good academic standing and having at least a 3.0 GPA in all 400-, 500- and 600-level courses attempted. In addition, the requirements for Classified status of the participating Departments must be satisfied. More specific information and procedures for an Interdisciplinary Studies Program may be obtained from the Office of Graduate Studies.

## The Program of Study

The program of study is a statement of the academic requirements that students must meet for the Master's/Doctorate Degree. The following University requirements apply to the program:

1. It must be composed of a minimum of 30 units of 400-, 500- and 600-level work.
2. None of the courses on the program may have been used for any other Degree earned in the past.
3. A maximum of 9 units of 400-level course work may be used on a program of study. Please check with the Department for their specific policy on 400-level course work, which could be fewer than 9 units.
4. No more than 9 units in combination of transfer work, extension work or work completed prior to earning a Baccalaureate Degree can be used toward your Degree.
5. No more than 6 units of independent study may be included in the program and all independent study arrangements must have prior approval of the instructor and of the Department Chair.
6. The program must terminate with a culminating experience which will consist of a Thesis, Graduate Project, Artistic Performance or Comprehensive Examination.
7. Enrollment is required in the semester that the degree is awarded.

## Graduate Degree Programs List

Accountancy, M.S.  
 Anthropology, M.A.  
 Art, M.A.  
 Art, M.F.A.  
 Assistive Technology Engineering, M.S.  
 Assistive Technology Studies and Human Services, M.S.  
 Biochemistry, M.S.  
 Biology, M.S.  
 Business Administration, M.B.A.  
 Chemistry, M.S.  
 Chicano and Chicana Studies, M.A.  
 Communication Studies, M.A.  
 Communicative Disorders, M.S.  
 Computer Science, M.S.  
 Counseling, M.S.  
 Education, M.A.  
 Educational Administration, M.A.  
 Educational Leadership, Ed.D.  
 Electrical Engineering, M.S.  
 Engineering, M.S.  
 Engineering Management, M.S.  
 English, M.A.  
 Environmental and Occupational Health, M.S.  
 Family and Consumer Sciences, M.S.  
 Geography, M.A.  
 Geology, M.S.  
 Health Administration, M.S.  
 History, M.A.  
 Humanities, M.A.  
 Interdisciplinary Studies, M.A.  
 Interdisciplinary Studies, M.S.  
 Kinesiology, M.S.  
 Knowledge Management, M.K.M.  
 Linguistics, M.A.  
 Manufacturing Systems Engineering, M.S.  
 Mass Communication, M.A.  
 Materials Engineering, M.S.

Mathematics, M.S.  
 Mechanical Engineering, M.S.  
 Music, M.A.,  
 Music, M.M.  
 Music Industry Administration, M.A.  
 Physical Therapy, D.P.T.  
 Physics, M.S.  
 Political Science, M.A.  
 Psychology, M.A.  
 Public Administration, M.P.A.  
 Public Health, M.P.H.  
 Public Policy, M.P.P.  
 Screenwriting, M.A.  
 Social Work, M.S.W.  
 Sociology, M.A.  
 Software Engineering, M.S.  
 Spanish, M.A.  
 Special Education, M.A.  
 Structural Engineering, M.S.  
 Taxation, M.S.  
 Teaching of English as a Second Language, M.A.  
 Theatre, M.A.  
 Tourism, Hospitality, and Recreation Management, M.S.

## Credential Office

**Director: Bonnie J. Crawford**

**Assistant Director: Estela Chacon**

**Education (ED) 103**

**(818) 677-2586**

**Fax: (818) 677-5722**

**www.csun.edu/educ/cred**

**Hours: Monday, Tuesday and Friday, 8 a.m.-5 p.m.; Wednesday, 8 a.m.-7 p.m.; Thursday, noon-5 p.m.**

### General Information

Public school Teaching and Service Credentials in the state of California are regulated by legislative actions that are subsequently interpreted by appropriate regulatory agencies. With guidance provided by the California Commission on Teacher Credentialing (CTC), the University has developed Programs for candidates seeking Credentials and Certificates to serve in a variety of positions in public schools in the state of California. Candidates for all Credentials must meet the legal requirements in effect at the time of application for the Credential regardless of when the Program was started.

### Mission

The mission of the Credential Office is to serve students by advising them effectively and by efficiently processing Program and Credential applications. This office is responsible for recommending, qualified CSUN candidates to the State of California for state licensure. The Credential Office functions as the gatekeeper for access into and exit from CSUN's Credential and Certificate Programs. The Credential Office supports the College of Education Dean's Office and Departments in providing up to date information regarding state requirements.

### Accreditation

CSUN currently offers Certificate and Credential Programs housed in 3 Colleges. Each of these Programs is accredited by the Commission on Teacher Credentialing and the Council for Accreditation of Educator Preparation (CAEP formerly NCATE). The Michael D. Eisner College of Education received full re-accreditation from both the Commission on Teacher Credentialing and National Council for Accreditation of Teacher Education (NCATE) in November 2009.

### Credential Programs

There are 3 major categories of Credentials available at CSUN: Basic Credentials (Multiple Subject, Single Subject and Education Specialist), Specialist Credentials and Service Credentials. CSUN also offers Added Authorizations in a number of areas.

### Basic Credentials

The Preliminary Multiple Subject Credential (MS) authorizes the holder to teach all subjects, grades K-12, in a self-contained classroom, as generally found in elementary and middle schools. This Credential can be earned through a number of different pathways: Traditional, Intern, Accelerated Collaborative Teacher (ACT) and Integrated Teacher Education Program (ITEP)—Freshman Option or Junior Option.

Credential regulations require Multiple Subject candidates to verify their competency in their teaching field by passing the California Subject Examination for Teachers: Multiple Subjects. Many CSUN students preparing to teach elementary school major in Liberal Studies. A Bachelor of Arts Degree in Liberal Studies is earned by students who complete the Freshman or Junior ITEP option Credential Programs. Advisement on course requirements for the Liberal Studies major is available in the Liberal Studies Program Office located next to the Credential Office.

The Preliminary Single Subject Credential (SS) authorizes the holder to teach a specific academic subject, grades K-12 in a departmentalized classroom as generally found in junior high and senior high schools. This Credential can be earned through a number of different pathways: Traditional, Intern, Accelerated Collaborative Teacher (ACT), Freshman Year Integrated (FYI) or Junior Year Integrated (JYI). JYI and FYI are specific to subject matter programs in English or Mathematics.

The following Single Subject Credentials are offered at CSUN: Art, Biological Sciences (Specialized), Business, Chemistry (Specialized), English, Foundational Level Mathematics, Geosciences (Specialized), Health Sciences, Home Economics, Mathematics, Music, Physical Education, Physics (Specialized), Science: Biological Sciences, Science: Chemistry, Science: Geosciences, Science: Physics, Social Science, and-World Languages (WL)—American Sign Language (ASL), Chinese, French, German, Korean and Spanish.

California regulations require Single Subject candidates to verify competency in their teaching field by passing the California Subject Examination for Teachers in their subject specific area or by meeting the requirements of a Subject Matter Program at a university with an approved program in that specific subject area. See Subject Matter Programs section.

The Preliminary Education Specialist Credential (SPED) authorizes the holder to teach children in grades Pre-K and K-12 in a school setting in the following specialty areas: Deaf and Hard of Hearing (DHH), Early Childhood Special Education (ECSE), Mild/Moderate Disability (MM) and Moderate/Severe Disability (M/S).

Pathway options for the DHH, MM and MS Credentials include: Traditional, Intern, Accelerated Collaborative Teacher (ACT), Integrated Teacher Education Program (ITEP)—Freshman or Junior option. At this time, the ECSE Credential can be earned only through the Traditional or Intern pathway. All Programs include the Autism Spectrum Disorder authorization. Details specific to pathways follow below.

Credential regulations require Education Specialist candidates to verify their subject matter competency. Education Specialist candidates who will be teaching multiple subjects in a self-contained classroom must fulfill their subject matter requirement by passing the CSET: MS, as do Multiple Subject Credential candidates (see above). Education Specialist candidates who will be teaching only 1 subject may fulfill their subject matter requirement by passing the appropriate subject area examination as determined by NCLB or by completing an approved academic program at a university. NCLB-compliant subject areas are: art, English, Languages Other Than English (LOTE), mathematics (including foundational-level mathematics), music, social science or science, including foundational-level general science and specialized science.

### Pathways for Obtaining a Multiple, Single or Education Specialist Credential

- 1. Traditional:** In the traditional pathway to a Credential, students attend full- or part-time and develop their own schedule. They can begin in either the Fall or Spring semesters.
- 2. Accelerated Collaborative Teacher Preparation Program (ACT):** ACT is a full-time, 1-year, cohorted program. Field work is required during the day and courses are offered in the late afternoon or evening at CSUN.
- 3. University Intern Program:** The University Intern Program is a 2-year program designed for those candidates who are employed in a full-time position. Candidates attend classes part-time while employed full-time in the classroom. Candidates are expected to enroll each semester while holding an Intern Credential. Candidates may change to the Intern pathway from the Traditional pathway if employment is offered in an appropriate setting.

- 4. Integrated Teacher Education Program (ITEP):** This is a program for freshmen or juniors to obtain a Bachelor's Degree in Liberal Studies and a Multiple Subject or Education Specialist Credential concurrently.
- 5. Freshman Year Integrated Preparation Program (FYI):** Candidates earn a Bachelor's Degree in English or Mathematics and a Single Subject Credential in English or Mathematics.
- 6. Junior Year Integrated Preparation Program (JYI):** Candidates earn a Bachelor's Degree in English or Mathematics and a Single Subject Credential in English or Mathematics.

To learn more about the Basic Credential Programs, those interested must complete an Information Session. This can be found on the Credential Office website. Participants view a PowerPoint presentation that covers topics including the Program application process, Program options and pathways, subject matter competence requirements, student teaching requirements and costs.

### Subject Matter Programs

The following Subject Matter Programs are active and accepting applicants as of the publishing of the Catalog: Art, English, Mathematics, Music, Physical Education, Social Science (History Department), and Spanish (MCLL Department). Students who complete these approved Programs will meet the subject matter requirement and waive the CSET requirement. Contact the specific Department Office for academic advisement relating to Subject Matter Programs. *Note: The Subject Matter Program may have additional courses beyond the major.*

### Subject Matter Programs with Admission and Sunset Dates Due to Program Changes

The following Subject Matter Programs are available only to those students whose course work meets the required admission and completion dates: Health, Home Economics, Science: Biological Sciences, Science: Chemistry, Science: Geosciences, Science: Physics, Social Science (Chicana/o Studies).

Candidates not enrolled in an approved Subject Matter Program may meet the subject matter requirement by passing the appropriate examination(s). Additional options exist for specialized science areas. See an advisor in the Credential Office for more information.

### Specialist Credentials

Many specialists in the public schools must earn Credentials or Certificates authorizing service in the area of specialization. Some authorizations are dependent upon the applicant holding a Prerequisite Credential. These include Clear Education Specialist, Reading and Literacy Leadership Specialist and Resource Specialist. CSUN offers the following Added Authorizations for Specialist Credentials: Adapted Physical Education, Autism Spectrum Disorder, Bilingual, Emotional Disturbance and English Learner (CLAD).

*Note: Not all specialist Credentials have the ability to add an authorization.*

### Service Credentials

Individuals providing certain school services, such as administration and pupil personnel, must hold a Credential authorizing that service. Services Credentials offered are Administrative Services, School Nurse, Pupil Personnel Services (including Counseling and School Psychology) and Speech- Language Pathology Services Special Class Authorization. Some Service Credentials require a prerequisite Credential. Please review specific Program requirements.

### CLAD Certificate through CTEL coursework

The CLAD Certificates authorizes instruction to English Learners (EL). Bilingual Authorization may be added to a Multiple, Single or Education Specialist Credential. It may also be completed simultaneously with the initial Basic Credential.

## Admission Requirements

### Key Definitions: Student Status

A distinction is made between an "applicant" and a "candidate." An individual who applies to a Program is considered an applicant, while an individual who is admitted to and enrolled in a Program is considered a candidate. An "admission date" is the date documented in the candidate's paper/electronic file that the members of the Selection, Admission and Retention Committee indicate their decision of applicant acceptance into a specific Credential or Certificate Program. This date does not change and is only linked to this particular Program. An "enrollment date" is the first day of the term to which an applicant has been admitted to a Credential or Certificate Program. For an applicant to a CSUN University Intern Program, the first day of the term is the issuance date of the Intern Credential. For all others, enrollment begins the first day of the term to which the applicant was formally admitted by the Credential Office to a Credential or Certificate Program. Students not meeting enrollment requirements or choosing not to enroll after acceptance may be subject to changes in admission and Program requirements. See University/College Policies Related to Credentials.

### Requirements for Application

Prospective students should submit a complete application packet before the priority submission date. After the priority date of March 1 for Fall term and Oct. 1 for Spring term, complete Credential or Certificate Program applications will be accepted by the Credential Office with no guarantee of Program admission, preferred term admission or priority registration date eligibility.

*Note: Credential and Certificate Program application requirements and deadline dates may change. Current Program applications are available in the Credential Office and online at [www.csun.edu/educ/cred](http://www.csun.edu/educ/cred).*

### All Credential Program applicants must submit:

- A completed application form typed electronically, printed and signed.
- Official transcripts from all schools and institutions attended. CSUN transcripts may be official or unofficial. Foreign transcripts must have a detailed evaluation from an approved agency. Contact the Credential Office for a list of approved agencies.
- Application processing fee in the form of a money order or cashier's check payable to CSUN. Cash or personal checks will not be accepted. This is a one-time, non-refundable fee, regardless of whether admission is completed.
- University application. If an applicant is currently enrolled as a graduate student in the University, Admissions and Records must be notified of the additional career objective (Credential or Certificate Program). If an applicant is not currently enrolled as a CSUN graduate student, an application must be submitted through CSU Mentor online at [www.csumentor.edu](http://www.csumentor.edu).
- Program-specific requirements. See below for additional requirements

### Additional Application Requirements for Basic Programs: Multiple Subject, Single Subject or Education Specialist Preliminary Credential

1. 2 letters of recommendation (Education Specialists will submit disposition forms instead).
2. Self Reflection form (Education Specialist only).
3. Tuberculosis clearance must be within the past 2 years.
4. Statement of Objectives indicating career goals and plans as a teacher.
5. Verification that the Basic Skills requirement has been attempted or passed (see exams section of the Program to which you are applying).
6. Verification of Completion of Early Field Experience (within the past 5 years and in the age/specialization of the students you plan to teach).

7. Valid CTC-issued Credential or Certificate (this differs from employment clearance).
8. Signed and dated Responsibilities Form.
9. Proof of Subject Matter Competency—See Basic Credential Section for more information (not applicable to blended programs for admission ECSE.)
10. Additional for Interns: Passage of Basic Skills requirement, knowledge of the U.S. Constitution, Bachelor's Degree, Intern Authorization for Employment form and Preservice Component form in addition to above requirements.
11. Additional for ACT: A separate application to the ACT Office in addition to above requirements.

#### Additional Application Requirements for Clear Education Specialist Credential (ECSE, DHH, MM and MS)

1. Copy of valid Preliminary or Level 1 Credential (not a Certificate of Eligibility).
2. 2 letters of recommendation (if Preliminary/Level I completed outside of CSUN).
3. Statement of Objectives (if Preliminary/Level I completed outside of CSUN).

#### Additional Application Requirements for Specialist Programs

##### Adapted Physical Education Added Authorization

1. Copy of valid Credential authorizing teaching of Physical Education.
2. 2 Letters of Recommendation.

##### Reading and Literacy Added Authorization

1. Verification of 1 year of full-time teaching experience (3 years needed to be recommended for the Authorization).
2. Copy of valid Basic Teaching Credential.  
*Note: Substitute teaching, tutoring or other experiences where you are not the teacher of record may not be used for experience.*

##### Reading and Literacy Leadership Specialist Credential

1. Verification of 1 year of full-time teaching experience (3 years needed to be recommended for the Authorization).  
*Note: Substitute teaching, tutoring or other experiences where you are not the teacher of record may not be used for experience.*
2. Copy of valid Basic Teaching Credential.

##### Resource Specialist Added Authorization

1. 2 Letters of Recommendation.
2. Copy of valid Basic Teaching Credential.
3. Copy of valid Special Education Credential.
4. Verification of at least 2 years of teaching experience (combination of regular and special education).

#### Additional Application Requirements for Service Credentials

##### Preliminary Administrative Services Credential

1. 2 Letters of recommendation from school administrators.
2. Copy of valid California Teaching Credential or appropriate alternate credential.
3. Verification that the Basic Skills requirement has been attempted or passed.

##### Clear Administrative Services Credential

1. Copy of Preliminary Administrative Services Credential (not a Certificate of Eligibility).
2. Verification of Employment (Form CL 777.1, available on the Credential Office website).

##### Speech-Language Pathology Services Credential

1. Valid CTC-issued Credential or Certificate.
2. Verification that the Basic Skills requirement has been attempted or passed.
3. Verification of admission to the Master of Science in Communication Disorders Program in Department of Communication Disorders and Sciences, College of Health and Human Development.

#### Pupil Personnel Services Credential: School Counseling or School Psychology

1. Valid CTC issued Credential or Certificate
2. Verification that the Basic Skills requirement has been attempted or passed.
3. Verification of Departmental admission.

#### School Nurse Services Credential

1. 2 letters of recommendation.
2. Copy of valid California Registered Nurse License.
3. Copy of valid Preliminary School Nurse Credential.

#### CLAD /English Learner Authorization/Other Added Authorizations

1. Copy of valid Credential.
2. Items described in appropriate brochure.

#### Admission Procedures

Once a completed application packet is submitted to the Credential Office, the packet's content and its representation of the applicant will be evaluated on the basis of academic achievement, commitment to teaching, and ability to communicate. *Note: It is to an applicant's benefit to submit a neat and orderly application packet.*

#### Interview

All applicants to a Basic Credential Program are required to complete a successful interview with the appropriate Department representatives prior to admission. Admission to a Credential Program will not be granted without a completed Interview Assessment Form on file in the Credential Office. You will be directed to the appropriate interview after submitting your complete application packet.

#### Grade Point Averages (GPA)

All applicants to a Basic Credential Program are expected to have a cumulative GPA of at least 2.67 in all Baccalaureate and Post-Baccalaureate course work or a GPA of at least 2.75 in the last 60 semester units attempted at the time of application submission. ITEP candidates are admitted using only the cumulative 2.75 GPA. All applicants to a Service or Specialist Program are expected to have a GPA of at least 2.75 for their last 60 credits of course work at the time of application submission.

#### Admission

When the members of the Selection, Admission and Retention Committee reach a decision, the applicant will be notified in writing by the Director of the Credential Office. If admitted, the applicant will be issued a letter by email indicating the decision. All official notifications from the Credential Office are in the form of email.

If an applicant does not meet admission requirements due to low GPA or not having passed appropriate exams, they may be considered under exceptional admission. The CSU System Executive Order 1032 allows a very limited number of candidates to be admitted to Basic Programs under exceptional admission. Typically, exceptional admission is available for only the Fall term.

After an applicant is formally admitted to a Program, the applicant becomes a Credential candidate. The candidate may then enroll in the required courses in the professional education sequence applicable to the desired Credential, Certificate or Authorization. An applicant not formally admitted to a Program is strongly discouraged from taking courses believed to count toward a Credential. State regulations and requirements may change with little or no notice. Without formal admission and enrollment, an applicant has no guarantee that courses taken will later apply to the desired Credential Program.

Admission to 1 term cannot be transferred or deferred to another term without formal written notification to and approval by the Credential Office. In this case, the applicant will be subject to a new "enrollment" date. If no notification and approval has transpired, the

applicant must reapply (including all fees) for a future term during the appropriate filing period. Students choosing to defer enrollment will need to check with Admissions and Records for details regarding University enrollment deference.

### Important Information

Public Law 107-110, the No Child Left Behind (NCLB) Act, demands that classroom teachers be certified as “subject matter competent.” For Multiple Subject Credential candidates, this competency may only be certified at this time by passage of an approved examination. For further information, visit the CTC website at [www.ctc.ca.gov](http://www.ctc.ca.gov).

### Required Exams

For specific requirements, check the individual Program for exams required for that Program. Exam contact information is available on the website.

### Basic Skills Requirement

This requirement may be met in several ways.

1. For those seeking a Multiple Subject Credential or an Education Specialist Credential who are planning to teach in grades K-6, the CSET Multiple Subject Exams (101, 102, and 103) combined with the writing exam (142) will satisfy the Basic Skills requirement.
2. For those seeking a Single Subject Credential or a Service or Specialist Credential that requires the Basic Skills requirement to be met, the California Basic Educational Skills Test (CBEST) is the exam most commonly used.
3. For those who have passed a Basic Skills Exam in another state, a list is available in the Credential Office of those exams deemed equivalent. For those who have completed a Bachelor’s Degree through a different CSU campus, please see the website for additional options.

### California Subject Examinations for Teachers (CSET)

All Multiple Subject candidates and Education Specialist candidates who are planning to teach in grades K-6 must pass the CSET Multiple Subjects (Exams 101, 102 and 103) to satisfy the subject matter requirement.

Single Subject candidates and Education Specialist candidates who are planning to teach in a departmentalized setting, typically grades 7-12, who will not be completing a Subject Matter Program must pass the CSET exams required for the subject area in which they plan to teach. Exam information specific to the subject is available in the Credential Office as well as online at [www.nesinc.com](http://www.nesinc.com).

Candidates with a BCLAD emphasis must pass the CSET:LOTE in their target language: Test II for Armenian; Test III for Korean or Spanish. This Program will no longer admit students after Fall 2010 and must be completed by Dec. 31, 2012.

*Important note: All CSET exams have a 5-year validity period and must be used with a Credential recommendation during that time. Exams exceeding 5 years will require repeating prior to student teaching or Credential recommendation.*

### Reading Instruction Competence Assessment (RICA)

All Multiple Subject and Education Specialist candidates must pass the RICA requirement prior to being recommended for their Credential (not required for ECSE).

*Note: Education Specialist candidates who are determined Pre-Lingually Deaf may be eligible for waivers of the Basic Skills requirement and RICA. Contact the Credential Office for further information.*

*Important Note: All RICA exams have a 5-year validity period and must be used with a Credential recommendation during that time. Exams exceeding 5 years will require repeating prior to recommendation.*

### SB 2042: Multiple Subject and Single Subject Clear Credential

Many Multiple Subject and Single Subject Preliminary Credential holders will earn their Clear Credential through a district induction program. It is anticipated that by Fall 2012, CSUN will offer a Clear Induction Program for Multiple and Single Subject Credentials.

### University and College Policies Related to Credentials

Generally, the policies upheld by the Credential Office parallel, supplement and complement those of the University. Currently, policies regarding field work, student teaching, risk management, deferred admission, probation and academic disqualification, among others, are revised as needed to stay current with University policies. Check with the Credential Office and with Department websites for specific information. In keeping with current practices at our local public school districts, all Credential candidates and students completing Pre-Credential courses that require field work must obtain a Certificate of Clearance before they begin field work. For information on how to obtain a Certificate of Clearance, visit the Credential Office website at [www.csun.edu/educ/cred/applications](http://www.csun.edu/educ/cred/applications), and scroll to the bottom of the page. Be aware that this may take a couple of weeks to be granted.

Candidates applying for Credentials, Authorizations and Certificates must meet legal requirements and are governed by CSUN policies and regulations in effect since their most recent enrollment dates, regardless of when their Programs were initially started. The enrollment date is defined as the first day of the term to which an applicant has been admitted. Due to the possibility of state changes in Credential and Certificate Program requirements, students are encouraged to visit the Credential Office website regularly for the most recent Program information.

A Credential or Certificate candidate who takes at least 1 course or attempts to complete at least 1 Program requirement during at least 1 term per academic year and keeps the Credential Office informed of this progress with documented evidence is considered an “Active Candidate.” A Credential or Certificate candidate who appears to not be “active” for 3 consecutive terms is considered an “Inactive Candidate.” Once admitted to and enrolled in a Credential, Authorization or Certificate Program, a candidate in good standing may be CSUN inactive for 2 consecutive semesters without detriment or approval. If the candidate does not become both University and Credential Program active by the conclusion of the third consecutive semester, the candidate will be involuntarily withdrawn and dis-enrolled from the Program. The candidate must reapply for admission to both the University and the Credential Office, including paying applicable fees. If admitted, the candidate has a new “enrollment” date and is subject to Program requirements effective with the new “enrollment” date related to NCLB and CTC timelines and requirements. Information is available at the Credential Office as well as on our website. Applicants and candidates are responsible for keeping abreast of all requirements applicable to their desired Credentials or Certificates.

### Credential Candidate Expectations

Given appropriate information and materials related to requirements, regulations and policies, Credential candidates will complete and submit program applications, make timely progress in their selected Programs and submit Student Teaching and Credential requests before posted deadlines.

### Maintaining Grade Point Average (GPA)

After admission, candidates must maintain an overall GPA of 2.75 for all course work taken after enrollment and must maintain a 3.0 GPA for all professional education course work. A minimum grade of “C” or better is required in all courses. Academic Departments may have different minimum GPA requirements in subject matter areas. Check with the applicable Department for any additional GPA requirements.



Students who fail to earn a grade of “C” or better in a Credential Program course may be eligible to retake the course with prior written permission. Refer to the Office of Graduate Studies, Research and International Programs and check with the Credential Office for current policies.

#### Time Limits

CSUN course work more than 7 years old is considered expired unless a lesser time is specified by the applicable academic Department. Professional education courses completed more than 7 years prior to the date the Program was completed and regardless of attended Post-Secondary institution cannot be counted to meet any Credential requirements.

Test scores do have a validity period. In other words, some test scores have expiration dates. It is the applicant’s and candidate’s responsibility to submit all required test scores to the Credential Office and be aware of expiration dates. CSET and RICA have a 5-year validity period. CBEST does not expire at this time. Usage of the exam on a valid Credential stops the expiration. An example of that would be an Intern Credential. Once applied to a Credential, the score remains valid.

The Multiple Subject and Single Subject Programs can be completed in 1 year of full-time enrollment. Typically, candidates take 3 semesters to complete studies. The Education Specialist Programs can usually be completed in 3 to 4 semesters. With changes due to laws and regulations always possible, as well as exam score expirations, it is to a candidate’s advantage to complete the Credential Program in a timely fashion.

The Credential Office has the responsibility of processing all applications to Credential and Certificate Programs and making all recommendations for state-issued Credentials, Authorizations and Certificates. It is imperative that all deadlines are enforced and requirements are documented as fulfilled in a timely manner to ensure an efficient and effective process. Applicants and candidates are responsible for keeping abreast of all deadlines applicable to their desired Credentials or Certificates. Information is available in the Credential Office and its website. Important timely notifications of changes or deadlines are provided by email as well as through postings on the Credential Office website.

#### Candidate Assessment, Evaluation and Teaching Performance Expectations

CSUN is committed to the concept that continuous screening, assessment and evaluation are necessary to ensure candidates who complete Credential, Authorization and Certificate Programs are well-prepared. All candidates should expect to be evaluated for possession of basic skills, personal qualifications, disposition and performance factors in addition to successful completion of required courses. All candidates in the Multiple and Single Subject Preliminary Credential Programs, regardless of pathway, must successfully complete the PACT Assessment prior to recommendation of their Credential.

In evaluating these factors, the Michael D. Eisner College of Education may determine that a particular candidate does not possess or exhibit these attributes in sufficient quantity/quality to permit the candidate to continue in the Program. For example, unsuccessful student teaching assignments will be followed by a review of the candidate’s performance. A procedure exists by which a review of the candidate’s qualifications can be initiated and a decision made concerning involuntary withdrawal of the candidate. The rights of candidates are protected, including the right to examine all documentation presented in support of withdrawal and to confront witnesses supporting the withdrawal. The decision of the College’s Selection, Admission and Retention Committee is final. Details are available in the Credential Office.

#### Conviction Records

As a part of the admission process, applicants are advised that conviction records may prevent an applicant from being admitted to a Program or being eligible to be recommended for a state document. Although a wide variety of convictions will not prevent admission or issuance of a Credential or Certificate, the Education Code does stipulate that certain conviction records will mandate the denial of a Credential or Certificate.

Applicants who do not already hold a valid CTC Credential or Certificate will be required to secure a Certificate of Clearance from the CTC prior to admission. Candidates who develop a conviction record during Program matriculation must notify the Credential Office immediately and may be disqualified from their Programs.

#### Credential Recommendation and Processing

**When to Apply:** Candidates are to submit a request for their Credential or Certificate to be processed during the first 2 or 3 weeks of the semester they expect to complete their Program. *Note: All requirements except course work in progress must be completed prior to submitting the Credential request.*

#### Complete Credential Request

The Credential Office processes all applications. Requests are processed based on the date they are verified as “complete.” When submitting the Credential Request form, applicable transcripts and any other item(s), a checklist is used by a credential analyst to verify all required items (including passing scores of all required tests) have been submitted and completed appropriately. If something is missing or incomplete, the candidate will be notified by email. *Note: The candidate’s file will not be evaluated for qualification for a Credential or Certificate recommendation at the time of request submission.*

Once the Credential Request form is received, it is reviewed to determine that all requirements have been met for the requested Credential. The length of time between verifying a “complete” file and generating an “electronic recommendation” depends upon the time of year and the volume of applications. Because of the time involved in processing a Credential or Certificate application from submission of request to Credential recommendation, the Credential Office strongly encourages candidates to be aware of all deadlines. Credential requests are processed in the order that they are received. Candidates should not wait until the last minute to apply for a Credential or Certificate. An early submission of your request will assist us in meeting your employment-verification needs.

## Post-Baccalaureate University Certificate Programs

University Certificate Programs are academic-credit Certificate Programs designed to provide an integrated and focused program of study in selected academic fields. Designed to allow those in different majors to add an area of professional expertise to their Credentials, University Certificates are added and updated to offer highly valued fields of study in the contemporary marketplace. They also allow those with advanced degrees to add fields of study to their academic record, thus allowing them to enrich or shift their career options or advance in their current professions.

Those who complete University Certificate Programs successfully have the award of the University Certificate noted on their transcripts and they are issued a formal University Certificate approved by the Office of Graduate Studies and signed by the University President. The Post-Baccalaureate University Certificates currently offered are listed below.

For detailed information on all of the following the Post-Baccalaureate Certificate Programs, visit [www.csun.edu/graduatestudies](http://www.csun.edu/graduatestudies).

### Board Certified Behavior Analyst

This Post-Master's Certificate Program has its academic home in the Psychology Department of the College of Social and Behavioral Sciences. For questions, contact Program Director Ellie Kazemi at (818) 677-7224 or by email at [ellie.kazemi@csun.edu](mailto:ellie.kazemi@csun.edu).

### Graduate Certificate in Business Administration

This Certificate Program has its academic home in the College of Business and Economics. For questions, contact Academic Director Deborah Cours at (818) 677-2467 or by email at [dcours@csun.edu](mailto:dcours@csun.edu).

### California Teachers of English Learners (CTEL) Certificate Program

This Certificate Program is for the Departments of Elementary and Secondary Education. For more information, contact the Office of Elementary Education at (818) 677-2621, Education (ED) 1206; or the Office of Secondary Education at (818) 677-1200, Education (ED) 1204.

### Career Development or Career Education and Counseling

This Post-Master's Certificate Program has its academic home in The Michael D. Eisner College of Education. For questions, contact Greg Jackson at (818) 677-4977 or by email at [gregory.jackson@csun.edu](mailto:gregory.jackson@csun.edu).

### College Counseling and Student Services

This Post-Masters Certificate Program has its academic home in The Michael D. Eisner College of Education. For questions, contact Merrill Simon at (818) 677- 2558 or by email at [merril.simon@csun.edu](mailto:merril.simon@csun.edu).

### Communications and Conflict Management

This Certificate Program has its academic home in the Mike Curb College of Arts, Media and Communication. For questions, contact Program Director Henrik Minassians at (818) 677-4618 or by email at [henrik.minassians@csun.edu](mailto:henrik.minassians@csun.edu).

### Early Intervention for Children with Special Needs/Birth to 5 Years

This Certificate, also referred to as the Advanced Certificate in Transdisciplinary Intervention, has its academic home in The Michael D. Eisner College of Education. For questions, contact the Special Education Department at (818) 677- 2596.

### Educational Therapy

This Post-Master's Certificate Program has its academic home in The Michael D. Eisner College of Education. For questions, contact

Educational Therapy Advisor Marcy Dann at (818) 677- 4161 or by email at [marcy.dann@csun.edu](mailto:marcy.dann@csun.edu).

### Gerontology

This Certificate Program has its academic home in the College of Health and Human Development. For questions, contact Academic Director Debra Sheets at (818) 677-2344 or by email at [debra.sheets@csun.edu](mailto:debra.sheets@csun.edu).

### Health Policy/Management Certificate Program

The Health Policy and Management track is structured to enhance students' and health-care professionals' expertise for assessing health policy. The objective is to develop leadership roles in the analysis, implementation and management of public-health policies and programs. The comprehensive study in this Program centers on critical health policies and management issues in both the public and private sectors.

### Infant-Toddler-Family Mental Health

This Certificate Program has its academic home in The Michael D. Eisner College of Education. For questions, contact Carrie Rothstein-Fisch at (818) 677-2529 or by email at [carrie.rothstein-fisch@csun.edu](mailto:carrie.rothstein-fisch@csun.edu).

### Instructional Design and Adult Development

This Online Certificate Program has its academic home in The Michael D. Eisner College of Education. For questions, contact Carolyn Jeffries at (818) 677-2835 or by email at [carolyn.jeffries@csun.edu](mailto:carolyn.jeffries@csun.edu).

### Non-Profit Sector Management

This Certificate Program has its academic home in The Tseng College. For questions, contact Senior Program Coordinator Patti Burleson at (818) 677-3217 or by email at [patti.burleson@csun.edu](mailto:patti.burleson@csun.edu).

### Parent-Child Specialization/Consultation

This Post-Master's Certificate Program has its academic home in The Michael D. Eisner College of Education. For questions, contact Carrie Rothstein-Fisch at (818) 677-2529 or by email at [carrie.rothstein-fisch@csun.edu](mailto:carrie.rothstein-fisch@csun.edu).

### Performance Measurement and Productivity in the Public Sector

This Certificate Program has its academic home in The Tseng College. For questions, contact Senior Program Coordinator Patti Burleson at (818) 677-3217 or by email at [patti.burleson@csun.edu](mailto:patti.burleson@csun.edu).

### Quality Management

This Certificate Program has its academic home in the Department of Manufacturing Systems Engineering and Management in the College of Engineering and Computer Science. For questions, contact the academic director at (818) 677-2167 or by email at [msem@csun.edu](mailto:msem@csun.edu), or visit [www.csun.edu/~msem](http://www.csun.edu/~msem).

### Reasoning, Writing and Research for Professionals

This is an on-campus Certificate Program. For questions, contact Jennifer Kalfsbeek at (818) 677-3332 or visit <http://tsengcollege.csun.edu/certs-gradcred.html>.

### Urban Planning

This Certificate Program has its academic home in The College of Social and Behavioral Sciences. For questions, contact Program Director Henrik Minassians at (818) 677- 4618 or by email at [henrik.minasians@csun.edu](mailto:henrik.minasians@csun.edu).

## Special Programs

Center for Innovative and Engaged Learning Opportunities (CIELO)

**Coordinator: Cheryl Spector**

**Sierra Hall (SH) 422, 433-443**

**(818) 677-6535**

**[www.csun.edu/cielo](http://www.csun.edu/cielo)**

The mission of the Center for Innovative and Engaged Learning Opportunities (CIELO) is to enhance teaching in support of meaningful, deep and sustained learning experiences while supporting the scholarship of teaching, learning and engagement. CIELO brings together four CSUN Programs: Faculty Development, New Faculty, Community Engagement and Academic First-Year Experiences, described individually below. Founded on the belief that enhanced and improved teaching has a direct and positive impact on student learning and satisfaction, CIELO helps create learning environments that take full advantage of the University's distinguished faculty, the scholarship of teaching and learning and the surrounding community.

### Academic First-Year Experiences

**Sierra Hall (SH) 437**

**(818) 677-6535**

**[www.csun.edu/afye](http://www.csun.edu/afye)**

The Academic First-Year Experiences Program includes University 100 (The Freshman Seminar); the cohorted classes in the Freshman Connection; the First-Year Experience Living Learning Community; the Freshman Common Reading Program; the Freshman Faculty Series; and additional academic Programs serving significant numbers of first-year students and the faculty and staff who work with them.

**Mission:** The mission of the Office of Academic First-Year Experiences is to develop, support, assess and improve both teaching and learning in freshman courses and in academic Programs serving first-year students across the University.

**Activities:** We sponsor workshops, presentations and other programs for CSUN faculty and other campus community members interested in the activities and ideas of the First-Year Experience, including student engagement, linked and cohorted courses, interdisciplinary collaboration and learning-centered pedagogy. We encourage campus-wide dialogue and collaboration among faculty, staff and administrators who work intensively with first-year students.

**Advisory Committees:** The Freshman Seminar Steering Committee includes faculty members, administrators and Advising and Student Affairs representatives. The Steering Committee of the First-Year Experience Living Learning Community includes Residence Life staff, RAs, faculty, representatives from the Career Center and Student Affairs, and (from time to time) first-year residents of the FYE LLC. The Freshman Common Reading Program Selection Committee includes the First-Year Experience librarian, the director of Academic First-Year Experiences and a group of dedicated volunteer faculty, staff, administrators and students.

### Community Engagement

**Director: Joyce Burstein**

**Managing Director: Merri Whitelock**

**Sierra Hall (SH) 443**

**(818) 677-7395**

**[www.csun.edu/community\\_engagement](http://www.csun.edu/community_engagement)**

Community Engagement offers course-based, credit-bearing educational experiences that allow students to participate in a faculty-organized community-learning opportunity that:

- Addresses community needs identified by a not-for-profit community.
- Fulfills identified and course-specific learning objectives.
- Engages students throughout the semester.
- Incorporates shared and learning, structured reflection and problem-solving as to gain further understanding of course content.
- Encourages students to become participants in their community.

### Faculty Development

**Director: Daisy Lemus**

**Associate Director: Janet Oh**

**Director of New Faculty Orientation: Whitney Scott**

**Sierra Hall (SH) 437**

**(818) 677-6536**

**[www.csun.edu/facdev](http://www.csun.edu/facdev)**

Faculty Development is dedicated to supporting faculty in their multiple roles as teachers, scholars, artists and members of the University's academic community. Its goals are to promote effective teaching and learning practices, foster professional growth, strengthen collegial ties and support the scholarship of teaching and learning.

The office is responsible for coordinating new faculty orientation programs; designing workshops, seminars, discussions and learning communities for CSUN faculty to meet Faculty Development's goals; coordinating the selection of recipients of funding for Judge Julian Beck Learning-Centered Instructional Projects (Beck Grants) and Probationary Faculty Grants; and providing resources on best practices in teaching and learning.

### China Institute

**Sequoia Hall (SH) 293**

**(818) 677-3939 or 2138**

**[www.csun.edu/china\\_institute](http://www.csun.edu/china_institute)**

**E-mail: [zsu@csun.edu](mailto:zsu@csun.edu)**

The China Institute facilitates and coordinates CSUN activities related to Chinese institutions. Ongoing activities include exchange of professors, students, scholars, performing artists, books, films and facilities; conducting study and culture tours; coordinating conferences, seminars, lecture series, symposia and internship/trainee programs; and facilitating cooperative research projects and technology transfers. Undergraduate and graduate students interested in pursuing research or study in China on an individual basis may contact the Institute. Faculty grants also are available for those interested in conducting comparative studies in China.

## General Education Honors Program

(818) 677-2969

Fax: (818) 677-3977

[www.csun.edu/gehonors](http://www.csun.edu/gehonors)

The General Education Honors Program offers high-achieving CSUN students a diverse, enriched academic experience in General Education that promotes the fullest development of students' academic potential. General Education Honors students enroll in special sections of GE courses taught by outstanding CSUN faculty. GE Honors courses satisfy required areas of the University's General Education Program.

Each GE Honors course receives a special designation on the academic transcript. In addition, students who meet the following requirements will receive an Honors Certificate at the time of graduation:

1. Complete 15 units of GE Honors courses;
2. Receive a grade of "B" or better (3.0 GPA) in GE Honors courses; and
3. Maintain an overall GPA of 3.3 in all work completed at the University.

GE Honors Students have opportunities to participate in the annual CSU Honors Conference, the GE Honors Faculty Lecture Series, special workshops on graduate school and career planning, and more. The GE Honors Program also organizes community service and cultural events both on and off campus. GE Honors Students also may join the Honors Living Learning Community, a special floor in the dorms for GE Honors students.

### Admission to the General Education Honors Program:

Continuing students at CSUN are invited to participate on the basis of an overall GPA of 3.5 or higher in work completed at the University. Northridge Presidential Scholars are eligible and are encouraged to join the GE Honors Program.

Students transferring from other colleges or universities are invited to participate on the basis of an overall GPA of 3.5 or higher in college work. Students who have transferred with course credits in Honors from community colleges or other four-year institutions should consult with the Director concerning the application of those credits toward satisfying the requirements for the GE Honors Certificate. In such cases, normally at least 9 units of GE Honors credit earned at CSUN will be required.

## The California State University International Programs

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU) system. Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

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

### Australia

Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University

### Canada

Concordia University (Montréal)

### Chile

Pontificia Universidad Católica de Chile (Santiago)

### China

Peking University (Beijing), Shanghai Jiao Tong University (Shanghai)

### Denmark

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

### France

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

### Germany

University of Tübingen, and a number of institutions of higher education in the state of Baden-Württemberg

### Ghana

University of Ghana (Legon)

### Israel

Tel Aviv University, The Hebrew University of Jerusalem, University of Haifa

### Italy

CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze

### Japan

Waseda University (Tokyo), University of Tsukuba

### Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

### South Africa

Nelson Mandela Metropolitan University (Port Elizabeth)

### South Korea

Yonsei University (Seoul)

### Spain

Universidad Complutense de Madrid, Universidad de Granada

### Sweden

Uppsala University

### Taiwan

National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)

### United Kingdom

Bradford University, Bristol University, Hull University, Kingston University, Swansea University

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

To qualify for admission to the International Programs, in most Programs students must have Upper Division or graduate standing at a CSU campus by the time of departure. Students at the sophomore-level may, however, participate in the intensive language acquisition programs in Canada, China, France, Germany, Mexico, South Korea, Sweden and Taiwan. California community college transfer students are eligible to apply directly from their community colleges. Students also must possess a current cumulative GPA 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 on campus or by writing to The California State University International Programs, 401 Golden Shore, 6th Floor, Long Beach, CA, 90802-4210. For more information, visit [www.calstate.edu/ip](http://www.calstate.edu/ip).

### International and Exchange Student Center (IESC)

**Administrator in charge: Dr. Marta Lopez**

**University Student Union, Building C**

**(818) 677-3053**

**[www.csun.edu/international](http://www.csun.edu/international)**

The International and Exchange Student Center (IESC) provides services to all international students after they have been formally admitted to the University. The Office will assist international students in: 1) Referring them to the appropriate Departments for academic advising in General Education and their major field of study; 2) Complying with the laws and regulations of the U.S. Immigration and Naturalization Service; and 3) Assisting with students' academic or personal concerns. An international orientation program for all new freshman and transfer students also is offered each semester.

The Office also coordinates cultural and social events so that international students can share their national heritages with the campus educational community. The International Mentor Program, Student Programs for International Curricular Education (SPICE), a weekly coffee hour on Fridays at noon, tutoring in English and Math and the Phi Beta Delta Honor Society are some of the highlights of the IESC.

Opportunities to both study abroad or to take a semester to attend another U.S. campus for a semester or a year on exchange also are available through this office. To qualify for admission to the International Study Abroad Programs, students must have Upper Division or graduate standing at a CSU campus by the time of departure. Students at the sophomore-level may, however, participate in the language acquisition programs in France, Germany and Mexico.

California community college transfer students are eligible to apply directly from their community colleges after they have applied to CSUN and have been or are in the process of being admitted to the University. Students also must possess a current cumulative GPA 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.

To qualify for admission to the National Student Exchange Program, students must have a cumulative GPA of 2.5 or higher. Through National Student Exchange, CSUN student have access to more than 190 campuses nationwide. Students can participate in this Program for 1 semester or a maximum of 1 academic year.

Additional information and application materials for Study Abroad and Exchange Programs may be obtained at SDIP.

### Learning Resource Center

**Director: Rashawn Green**

**(818) 677-2033**

**Fax: (818) 677-3632**

**[www.csun.edu/lrc](http://www.csun.edu/lrc)**

The Learning Resource Center (LRC) serves students needing assistance in courses or desiring to improve such skills as reading, writing, note taking, test taking and study strategies—skills necessary for effective university-level learning. The LRC also provides services that support, supplement and enrich the University's regular academic curriculum.

**Writing Center:** Writing Center consultants help students with academic, professional and personal writing, such as essays, reports, research papers, business letters, resumes and more. They also work with students to develop effective strategies for time management, critical reading, note taking and test taking. Additionally, consultants assist students preparing to take the Upper Division Writing Proficiency Examination. An appointment is necessary: Walk-ins are accepted wonly hen appointments are not booked.

**Writing Lab:** Peer tutors work with students enrolled in Stretch Composition (AAS, CAS, CHS, ENGL, PAS and QS 113, 114 or 115), as well as students enrolled in University 100—The Freshman Seminar. In addition to assisting students with their writing process, tutors can help students develop effective study strategies. Some computers are available for student use. The Writing Lab operates on an appointment and walk-in basis.

**Supplemental Instruction for Approaches to University Writing 113:** UNIV 061/062 is a mandatory corequisite course for students enrolled in AAS, CAS, CHS, ENGL, PAS or QS 113A/B. Students receive a maximum of 1 additional unit of non-Baccalaureate credit per semester. UNIV061/062 SI sessions are led by experienced peers who have been successful in writing courses. SI sessions support students in their critical reading, expository writing and research skills.

**Supplemental Instruction:** Supplemental Instruction (University 060) is an academic-assistance program designed to help students master difficult course material in historically challenging classes. Students participate in a series of weekly peer-facilitated small-group study sessions that focus on learning strategies and problem-solving skills specific to the corresponding lecture course. Students enroll in University 060 for 1-unit, non-Baccalaureate credit.

**Subject Area Tutoring Lab:** The SAT Lab offers individual and small-group tutoring for such subjects as Biology, Chemistry, Economics and Physics, as well as numerous Math courses, including algebra, calculus and statistics. The SAT Lab operates Monday-Friday. No appointment is necessary.

### Program for Adult College Education (PACE): Business PACE

The Program for Adult College Education (PACE) at CSUN is an Upper Division accelerated course of study geared to meet the needs of the motivated and fully employed student who wants to graduate within 2 years with a Baccalaureate Degree. PACE is available to Business students majoring in Finance or Marketing. Students in this cohorted Program complete their Business requirements through 4 classes each semester, taking 2 at a time during 8-week periods. Classes meet for 2 hours each on one evening per week and for 4 hours each on 4 Saturdays during the 8-week period. Each class includes distance learning to replace seat hours. Applicants to the Program must have been accepted at CSUN, completed Lower Division Business Core and GE certification, and have a cumulative GPA of at least 2.7. Contact the Business PACE Office for more information or go online to [www.csun.edu/~buspace](http://www.csun.edu/~buspace). PACE for Business majors: Call (818) 677-2467 or send email to [bus.pace@csun.edu](mailto:bus.pace@csun.edu)

### Reserve Officers Training Corps (ROTC) Program at CSUN, UCLA Army

**Director: First Lt. Sidney Mendoza**

**(818) 677-7855**

**Fax: (818) 677-0119**

**<http://csunrotc.org>**

**Email: [sidmendoza@milsci.ucla.edu](mailto:sidmendoza@milsci.ucla.edu)**

Students attending CSUN or surrounding community colleges can participate in the UCLA Army ROTC Program at CSUN. For more information, call, email or visit us at the ROTC Office on campus, located in Building AD 710B near the northwest corner of the University Hall parking lot.

### Reserve Officers Training Corps (ROTC) Program, Air Force

**Director: Lt. Col. William D. Heuck, USAF Commander**

**(310) 825-1742**

**[www.afrotc.ucla.edu](http://www.afrotc.ucla.edu)**

Air Force Reserve Officer Training Corps (AFROTC) consists of a 1-credit academic course for first and second year students and a 3-credit course for third and fourth year students. All students also participate in a weekly 2-hour leadership laboratory. Undergraduate students attending CSUN can participate in AFROTC at UCLA. For more information, contact the AFROTC Det 055 (UCLA) Recruiting Flight Commander at (310) 825-1742.

### Southern California Marine Institute (SCMI)

**Director: Dr. Larry G. Allen**

**(310) 519-3172**

**CSUN Science and Mathematics College Dean: Jerry Stinner**

**(818) 677-2005**

**[www.scmi.us](http://www.scmi.us)**

CSUN is a member of the Ocean Studies Institute (OSI) which is composed of the 8 CSU's in southern California. OSI is a major partner in the Southern California Marine Institute (SCMI), a consortium combining the marine resources of OSI and several other universities in southern California. SCMI operates a small marine laboratory in Los Angeles Harbor and 1 coastal research vessel, the R/V Yellowfin. SCMI also has a substantial amount of gear, equipment and a fleet of smaller boats to support teaching and research. OSI offers a Marine Biology Semester for CSU students every Fall semester at the Wrigley Marine Science Center on Santa Catalina Island. OSI also runs an AAUS Scientific Research Diving Program for CSU faculty, staff and students. OSI/SCMI coordinates various educational and research activities for marine scientists and engineers. Science programs utilize these facilities and individual students gain access to the Institute operations through courses and independent study.

### Special Major

The Special Major is designed to meet the academic needs of students whose educational goals require study in at least 3 academic disciplines and cannot be achieved within the framework of existing majors and minors and within 120 units. The Special Major consists of a minimum of 44 units and a maximum of 66 semester units, 24 of which must be at the Upper Division-level. Courses used to satisfy General Education requirements may not apply toward the Special Major. Applicants must have a 2.5 cumulative GPA and apply for the Special Major before they have earned 80 units. For details on application procedures, contact the Office of Undergraduate Studies.

# COURSES OF STUDY



## Colleges, Departments and Programs

|   |     |   |     |  |     |
|---|-----|---|-----|--|-----|
| African Studies                             | 74  | Computer Science  | 226 | Armenian   | 465 |
| American Indian Studies                     | 75  | Deaf Studies  | 237 | Chinese  | 466 |
| Anthropology                                | 77  | Economics   | 241 | Classics, Minor in                                   | 467 |
| Art   | 84  | Michael D. Eisner Education,<br>College of                  | 245 | Foreign Literatures in English<br>Translation (FLIT) | 467 |
| Asian American Studies                      | 98  | Educational Leadership<br>and Policy Studies                | 247 | French   | 469 |
| Asian Studies                               | 103 | Educational Psychology and<br>Counseling                    | 254 | German   | 471 |
| Athletics, Intercollegiate                  | 104 | Electrical and<br>Computer Engineering                      | 269 | Hebrew   | 471 |
| Biology                                     | 105 | Elementary Education  | 281 | Italian  | 472 |
| Business and Economics,<br>College of       | 119 | Engineering and Computer Science,<br>College of             | 297 | Japanese   | 473 |
| Business Administration,<br>Master of (MBA) | 123 | English   | 299 | Korean   | 474 |
| Accountancy, Master of                      | 123 | Environmental and Occupational<br>Health                    | 316 | Persian (Farsi)                                      | 474 |
| Taxation,<br>Master of Science              | 133 | Family and Consumer Sciences                                | 321 | Russian (See Liberal Studies)                        | 420 |
| Accountancy                                 | 135 | Gender and Women's Studies                                  | 333 | Spanish  | 475 |
| Business Administration, B.S.               | 141 | Geography   | 337 | Music  | 481 |
| Business Law Option                         | 141 | Geological Sciences   | 345 | Nursing  | 496 |
| Global Supply Chain<br>Management Option    | 144 | Gerontology   | 353 | Pan African Studies                                  | 503 |
| Insurance and Financial<br>Services Option  | 145 | Health Sciences   | 355 | Philosophy   | 509 |
| Real Estate Option                          | 146 | Health Administration                                       | 355 | Physical Science                                     | 513 |
| Systems and Operations<br>Management Option | 147 | Public Health Promotion                                     | 356 | Physical Therapy (MPT)                               | 514 |
| Finance                                     | 151 | Radiologic Sciences   | 357 | Physics and Astronomy                                | 523 |
| Information Systems                         | 155 | History   | 367 | Political Science                                    | 529 |
| Management                                  | 159 | Human Sexuality   | 377 | Psychology   | 536 |
| Marketing                                   | 163 | Humanities Program  | 378 | Master of Public<br>Administration (MPA)             | 553 |
| California Studies                          | 168 | Jewish Studies  | 381 | Public Sector Management                             | 558 |
| Central American Studies                    | 169 | Journalism  | 383 | Queer Studies  | 560 |
| Chemistry and Biochemistry                  | 174 | Kinesiology   | 388 | Recreation and Tourism<br>Management                 | 562 |
| Chicana and Chicano Studies                 | 180 | Knowledge Management  | 402 | Religious Studies                                    | 569 |
| Child and Adolescent Development            | 188 | Liberal Studies Program                                     | 405 | Science and Mathematics,<br>College of               | 573 |
| Cinema and Television Arts                  | 194 | Linguistics/Teaching English as a Second<br>Language (TESL) | 421 | Secondary Education                                  | 574 |
| Civil Engineering                           | 203 | Manufacturing Systems Engineering<br>and Management         | 427 | Social Work  | 586 |
| Construction Management<br>Technology       | 204 | Mathematics   | 441 | Sociology  | 589 |
| Classical Greek and<br>Roman Civilization   | 211 | Mechanical Engineering                                      | 453 | Special Education                                    | 596 |
| Communication Disorders<br>and Sciences     | 212 | Middle Eastern and Islamic Studies                          | 462 | Sustainability                                       | 616 |
| Communication Studies                       | 220 | Modern and Classical Languages<br>and Literatures           | 463 | Teaching English as a Second<br>Language (TESL)      | 617 |
| Computer Information Technology             | 229 | Arabic  | 465 | Theatre  | 619 |
|   |     |   |     | Tseng College  | 628 |
|   |     |   |     | University Courses                                   | 631 |
|   |     |   |     | Urban Studies and Planning                           | 632 |



## Course Numbering System

**001-099** Courses that carry no credit toward a degree or credential. Generally remedial or subcollegiate-level in content.

**100-199** Lower Division, introductory courses that constitute the beginning of college work in a major or in general education and which require no previous college experience. Open to Upper Division students.

**200-299** Lower Division courses of freshman and sophomore level. Open to Upper Division students. Constitute intermediate step between beginning and advanced work in a given field; general education courses that require previous college experience; courses that develop advanced skills; courses with specific prerequisites.

**300-399** Upper Division courses, normally taken by junior and senior students, which do not give credit toward a master's degree. Sophomore students may enroll in 300-level courses, but freshmen may not without special permission. Advanced courses constructed upon Lower Division work; traditional survey courses whose breadth tends to preclude depth; Upper Division prerequisites to specialized work in a major; general education courses for Upper Division students; core courses in professional education; the highest number for courses primarily concerned with development of skills.

**400-499** Upper Division courses that may, with approval, give credit toward a master's degree if taken as a post-graduate. Limited to more advanced courses, normally taken by senior and graduate students, which have content that requires a high degree of intellectual maturity on the part of the student. Should also meet one or more of the following specific criteria: a) have specific prerequisites at the 100-200 level; b) be supported by a substantial body of 100-300-level offerings from which a student could normally be expected to gain adequate background for the 400-level course; c) be restricted in scope, aiming at depth rather than breadth.

**500-599** Courses intended primarily for graduate students that may be taken by advanced undergraduate students for baccalaureate credit. Content requires significant independent thinking on the part of the student and offers opportunity for research. Should also meet one or more of the following criteria: a) have specific prerequisites at the 400 level; b) be supported by a substantial body of 300-400-level offerings from which a student could normally be expected to gain adequate background for the 500-level course; c) be especially designed for a graduate curriculum (e.g., an introductory course to current topics in the field).

**600-699** Courses limited to graduate students. Intended mainly for masters and credential programs; may be taken as part of a doctoral degree with approval.

**700-799** Courses limited to graduate students. Intended mainly for doctoral programs; may be taken as part of a master's degree with appropriate approval.

**800-899** Courses specifically designed for professional groups seeking vocational improvement or career advancement. Credit for these courses does not apply toward degrees or credentials at this University.

## Online Course Designations

1. A Fully Online Class is an online course offering in which all class sessions and exams are presented in an online environment. If a course meets at a specified time online, the course should list the day of the week and time in the Schedule of Classes. Fully online courses have no on campus meetings.
2. A Campus Online Class is an online course offering in which most class sessions are presented in an online environment. Any face-to-face meetings are usually for activities such as orientation, special in-class presentations, exams or other in-class proofs of competency.
3. A Hybrid Class is a course offering in which students attend class sessions on campus and in an online environment. The class typically meets approximately half online and half on campus..
4. A Traditional Class is a course offering in which all or most of the class sessions take place on the CSUN campus. Most CSUN courses make use of some web-based tools to supplement or enhance a course, so even a traditional class may include online components and activities (e.g., view a syllabus, take quizzes/exams, participate in discussions).

## Course Types

**Academic Internships:** Many departments and programs offer special undergraduate courses in which students earn academic credit for formally supervised experience outside the traditional university classroom. Students work with faculty and internship hosts to plan, process and evaluate the learning resulting from internship/clinical practica. CSUN recognizes that laws and regulations reserve certain rights for external agencies that consider acceptance of a student into a paid or unpaid internship or practicum. If a student is not accepted into a placement because of these factors, a department or program may, but is not required to, suggest an alternate placement option or design an alternate experience to meet the curricular requirement. However, it is the student who has the responsibility, not CSUN, to demonstrate that all requisite requirements to achieve a successful placement are met.

All Academic Internship courses are governed by the Academic Internship Policy and are required to include (among other elements) a clear relationship to the academic discipline(s) offering the course; a screening or selection procedure for students wishing to enroll; a written learning agreement to formalize the internship experience; and facilitation of learning by the course instructor, including both writing assignments and seminars or other group meetings. Normally, a student may count no more than 6 units of Academic Internship course credit for their degree. (See Academic Internship Policy under Policies and Procedures for full details.)

**Independent Study Courses:** Enrollment in Independent Study (499, 599, 699 courses) is by permission of the department chair and consent of an instructor to act as a sponsor. Admission is based on evidence of ability to pursue independent study in depth and approval of a project submitted at the time of registration. Students who are on probation or who have not completed academic disqualification readmission requirements may not enroll in Independent Study courses. Regular progress meetings and reports are required before credit can be received. The maximum number of units of credit in Independent Study courses that can be counted toward the baccalaureate degree is 6 units in a major and 3 additional units outside the major. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. Not available for General Education.

**Individual Study Courses:** Enrollment in Individual Study is by permission of the department chair and consent of an instructor to act as sponsor. Individual study courses may be taken only in substitution for approved courses which are not available during the semester of enrollment. A maximum of 6 units of credit in Individual Study may be earned in a single department. Enrollment in Individual study courses must be completed during the first three weeks of instruction. Not available for General Education.

**Experimental Topics Courses:** Every department is entitled to offer Experimental Topics courses under the numbers 196A-Z, 296A-Z, 396A-Z, 496A-Z, 595A-Z and 695A-Z.

## Course Requisites: Definitions of Terms

**Prerequisite:** A course/condition\* that must be completed/met prior to enrollment in another specified course. Enrollment in prerequisite course/condition\* groupings is enforced by SOLAR. An unmet or non-completed prerequisite course/condition\* will bar a student's enrollment in a course.

**Corequisite:** A course/condition\* for which concurrent enrollment in another affiliated course is mandatory. Corequisite courses must always be offered in the same semester (usually lecture/lab). Students are required to enroll in corequisite course groupings through SOLAR. NOTE: Corequisite courses that are recommended should be designated as "Recommended Corequisites."

**Multiple Component Course:** A component course is a graded lecture class that has a required non-graded 0-unit lab or discussion. To enroll in component classes, enter the class number of the lab or discussion and the system will automatically enroll you in the lecture class.

**Preparatory:** A course/condition\* that is recommended to be completed/met prior to enrollment in another course.

*\*Examples of prerequisite "conditions" include "class level," a specific examination score, a specified passing grade, etc.*

## African Studies

College of Social and Behavioral Sciences

**Coordinator: Tom Spencer-Walters**

Santa Susana Hall (SN) 221

(818) 677-7819

[www.csun.edu/csbs](http://www.csun.edu/csbs)

### *Program Committee*

Jennifer De Maio (Political Science), Suzanne Scheld (Anthropology), Florence Kyomugisha (Gender and Women's Studies), Mutombo Nkulu-N'Sengha (Religious Studies), Tom Spencer-Walters, (Pan African Studies), Shubha Venugopal (Pan African Studies)

### Interdisciplinary Program

#### Minor in African Studies

#### The Minor

The minor in African Studies is designed to provide an interdisciplinary approach to the study of African history, literature, politics, geography and cultures. It provides a background for advanced study of Africa and for teaching Africa and World Cultures in elementary and secondary schools. Students may take courses in several departments that satisfy the minor requirements or may use these courses as electives in their majors. All students interested in the African Studies minor must see a member of the Program Committee or the Coordinator of African Studies to work out a program that will meet their own specific needs and interests.

#### Academic Advisement

Advisement is available from the Coordinator of African Studies and the members of the Program Committee listed above.

## Requirements for the Minor

### 1. Lower Division (6 units)

#### Select one of the following:

|      |     |  |
|------|-----|--|
| HIST | 145 | African Civilization to Modern Times (3) |
| PAS  | 171 | Classical African Civilization (3)       |
| PAS  | 226 | Traditional African Cultures (3)         |

#### Select one of the following:

|      |     |                                       |
|------|-----|---------------------------------------|
| ANTH | 152 | Culture and Human Behavior (3)        |
| GEOG | 150 | World Geography (3)                   |
| PAS  | 282 | African Religion in the New World (3) |

### 2. Upper Division (18 units)

#### Select from the following. Some of these courses may have prerequisites:

|      |        |  |
|------|--------|--|
| GEOG | 326    | Africa (3)   |
| HIST | 435    | African History to the 19th Century (3)                  |
| HIST | 436    | Africa History Since the 19th Century (3)                |
| HIST | 496Y   | Experimental Topics Courses in History: Africa (3)       |
| HIST | 497L   | Proseminar: Africa (3)                                   |
| PAS  | 344    | Literature of the Caribbean and African Experience (3)   |
| PAS  | 366    | Colonialism in Africa (3)                                |
| PAS  | 382    | Traditional Religions of Africa (3)                      |
| PAS  | 465    | Pan Africanism: Development of an Ideology 1865-1954 (3) |
| PAS  | 466A,B | The Model Organization for African Unity (3,3)           |
| POLS | 420E   | International Relations of Selected Areas: Africa (3)    |
| POLS | 439A   | Government and Politics of Sub-Saharan Africa (3)        |
| POLS | 439B   | Government and Politics of Southern Africa (3)           |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>24</b> |
|---------------------------------|-----------|

# American Indian Studies

College of Humanities

**Coordinator: Scott Andrews**

**Sierra Hall (SH) 194**

**(818) 677-6762**

**[www.csun.edu/americanindianstudies](http://www.csun.edu/americanindianstudies)**

## Faculty

Scott Andrews, Brian Burkhardt, Karren Baird-Olson

## AIS Advisory Board

Karren Baird-Olson (Sociology/American Indian Studies), Brian Burkhardt (American Indian Studies), Douglas Carranza (Central American Studies), Doris Clark (EOP Admissions & Partnership), Rosa Furumoto (Chicana/o Studies), Ogo Okoye Johnson (Pan African Studies), Sirena Pellarolo (Modern and Classical Languages and Literatures), Kathryn Sorrells (Communication Studies), Loretta Winters (Sociology)

## Interdisciplinary Program

Minor in American Indian Studies

### The Minor

The American Indian Studies (AIS) minor provides access to the unique cultures and the historical and contemporary experiences of sovereign Indian nations. Topics that will be examined in the interdisciplinary minor include American Indian law and policy, internal colonization, contemporary social issues, metaphysics, art, music and literature.

The program is designed to enhance the understanding and respect of First People cultures and the unique sovereign status of First Nations. Many of the courses will satisfy requirements in several majors. AIS 101 Introduction to American Indian Studies and AIS 304 American Indian Law and Policy also will meet the General Education, Comparative Cultural Studies requirement. AIS 301 First Peoples and Popular Culture meets the General Education, Lifelong Learning requirement. In addition, AIS 401 Contemporary American Indian Social Issues is a community-partnership course. The Program provides background for undergraduate or advanced study in anthropology, art, business, communication, criminology, education, English, geography, health sciences, history, language and linguistic studies, political science, pre-law, philosophy, psychology, religious studies, sociology and women's studies and for comparative study in other ethnic study programs.

### Mission

The American Indian Studies Program seeks to promote an understanding of American Indian history, cultures and tribal sovereignty with a focus on Southern California tribes, urban American Indians and other indigenous peoples in a global context. The program seeks to revise Western knowledge of the history and culture of the United States to include American Indian perspectives and contributions. It also seeks to demonstrate the relevance of American Indian perspectives to contemporary political, economic and social issues in the United States and the world.

### Academic Advisement

The American Indian Studies Program helps students select the program and courses that best satisfy their individual needs and interests. Contact Scott Andrews (Coordinator) at (818) 677-6762 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a minor in American Indian Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOI."

### Program Goals

By completing the minor, students will have the essential proficiency and skills necessary to acquire an appreciation of historical and contemporary multiplicity of First Nation Peoples experiences within the framework of internal colonization. The program objective is to develop in every student the following qualities:

1. Skills to question and evaluate one's own attitudes and beliefs about American Indians
2. Knowledge of the diversity of American Indian cultural experiences and the shared commonalities
3. Knowledge of the impact of colonization upon American Indian social institutions, such as family, education, economy, governance and religion

### Student Learning Outcomes

Graduates of the AIS Program will be able to:

1. Demonstrate critical thinking, written, creative and oral communication skills
2. Develop a critical and reflective perspective on Western interpretations of the experiences of First Nation Peoples, in particular an understanding of internal colonialism
3. Demonstrate an appreciation of the commonalities and the differences of indigenous cultures and nations
4. Demonstrate a commitment through effective community service to work cooperatively with indigenous peoples
5. Demonstrate an enhanced ability to respect indigenous communities

### Requirements for the Minor

#### 1. Required Courses (9 units)

|      |     |  |
|------|-----|--|
| AIS  | 101 | Introduction to American Indian Studies (3)*           |
| AIS  | 401 | Seminar in Contemporary Issues of American Indians (3) |
| HIST | 369 | History of American Indians (3)                        |

#### 2. Electives (9 units)

|      |     |   |
|------|-----|---|
| AIS  | 301 | First Peoples and Popular Culture (3)**     |
| AIS  | 304 | American Indian Law and Policy (3)*         |
| ANTH | 306 | Indians of North America (3)                |
| ANTH | 307 | Indians of California and the Southwest (3) |
| ART  | 401 | Arts of Native North American Societies (3) |
| ENGL | 314 | North American Indian Literature (3)        |
| HIST | 402 | Writing Family History (3)                  |
| RS   | 308 | Religions of the North American Indians (3) |

\*General Education, Comparative Cultural Studies

\*\*General Education, Lifelong Learning

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>18</b> |
|---------------------------------|-----------|

### Course List

#### AIS 101. Introduction to American Indian Studies (3)

Introduction to traditional and contemporary American Indian Cultures with an interdisciplinary approach to the history, social institutions, religion, literature, arts and inter-ethnic relations of First People Nations. (Available for General Education, Comparative Cultural Studies)

#### AIS 301. First Peoples and Popular Culture (3)

The course introduces students to the misconceptions about First Peoples that have appeared in many avenues of popular culture, including literature, advertising, Hollywood cinema, New Age religions and political debates. As a cultural studies course, it focuses on the representations of North American First Peoples in popular culture, the response to those representations and the production of representations by First Peoples writers, poets, artists and filmmakers (among others). (Available for General Education, Lifelong Learning.)

**AIS 304. American Indian Law and Policy (3)**

*Preparatory: AIS 101.* Examines the impact of the multi-jurisdictional indigenous social control mechanisms on U.S. state and federal law and policies. Major focus is on the unique legal relationship that exists between Indian governments and state and federal governments. Issues, including criminal justice, child welfare, education, gaming, health care, art, land ownership and religious and treaty rights, are examined. (Available for General Education, Comparative Cultural Studies.)

**AIS 401. Contemporary American Indian Social Issues (3)**

Focuses on First Peoples contemporary social issues and the relationship of those concerns to the surrounding society. While concerned with the histories and cultures of First Peoples, the main focus is on contemporary scenarios. American Indian experiences will be compared and contrasted with those of the dominate society and other racial and ethnic groups. The student will be exposed to American Indian world views, the unique sovereign status of American Indian nations and social institutional explanations for cultural and political conflict with the dominant society. To facilitate these goals, during the semester each student will enter into a community partnership with an American Indian social group or formal organization in the larger Los Angeles area or on a reservation, reserve or pueblo.

# Anthropology

## College of Social and Behavioral Sciences

**Chair:** Cathy L. Costin

**Sierra Hall (SH) 232**

**(818) 677-3331**

**[www.csun.edu/anthropology](http://www.csun.edu/anthropology)**

### *Faculty*

Christina Campbell, Cathy Costin, Matthew Des Lauriers, Rachel Giraud, Kimberly Kirner, Michael Love, Sabina Magliocco, Hélène Rougier, Suzanne Scheld, James Snead, Christina von Mayrhauser

### *Emeritus Faculty*

Naomi Bishop, Bruce Gelvin, Antonio Gilman, Carol Mackey, Carol Mackey

### Programs

Undergraduate:

**B.A. in Anthropology**

**Minor in Anthropology**

Graduate:

**M.A., Anthropology**

**General Option**

**Public Archeology Option**

### Department Programs

Anthropology involves the study of people, their origins, their biological variations and characteristics, their languages and cultural patterns, their social structures and institutions, and their adaptation to their environment. The Department offers a Major, a Minor, an Optional Major Program and a Master's program with two options. The major is designed to contribute to a student's liberal education and to prepare the student for graduate work, teaching or other professional pursuits. The minor is designed to complement a wide variety of other majors by exposing students to key issues in multiculturalism, human diversity and anthropological methodology. Anthropological methodology in turn complements methodologies in a wide range of fields: business, health, education and allied fields in the social sciences. The Optional Major Program is for students with highly focused interests and provides for maximum flexibility in the use of instructional resources.

The Department offers two Master of Arts Degree options, one in General Anthropology and one in Public Archaeology. The General Anthropology Option emphasizes broad training in three fields of anthropology (archaeology, biological anthropology and human evolution, and cultural anthropology) while offering students some flexibility in degree planning and requirements. The General Anthropology Option is particularly well suited for students who wish to enter a Ph.D. program in anthropology but may not have the preparation necessary to enter such a program directly; teach in the community colleges; or establish a career in a field that utilizes anthropological methods, theory and/or data. All students in the General Anthropology Option are required to take seminars in socio-cultural anthropology, archaeology, physical anthropology and anthropological theory. In addition, students take elective courses to fit with their area of specialization. Students complete their degrees either by passing a series of comprehensive exams or writing a thesis. Students who wish to teach anthropology at the community college level are encouraged, but not required, to choose the comprehensive exam alternative. Students who plan to enter a Ph.D. program in Anthropology are strongly encouraged to write the thesis. Students who plan other Anthropology-related careers (e.g., museum work, public folklore, etc) will decide

between the examination and thesis alternatives in consultation with the Graduate Advisor. The Public Archaeology Master's Option prepares students to work in the field of cultural resource management and to attend Ph.D. programs that place an emphasis on public archaeology and cultural heritage management. Public Archeology students are required to take seminars in Anthropological Theory, Archaeology and the Management of Archaeological Resources; Archaeological Laboratory Methods; and elective courses with an archaeological focus. Public Archaeology students complete a Practicum in the Management of Archaeological Resources and write a thesis.

The Department of Anthropology supports the concept of international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Department of Anthropology and may be used to fulfill some of the requirements for degree options offered by the Department and/or certain general education requirements. Students should consult the International Programs Bulletin available in the office of International and Exchange Programs, a departmental advisor or the campus International Programs Advisor for more information.

### Careers

Anthropology, the study of humankind in all times and places, helps students to understand the origins of the world's peoples and cultures, to live more effectively in our own communities and to prepare for tomorrow's career challenges. The undergraduate and graduate degrees in anthropology prepare students for work in a wide range of fields, including law, social services, medicine, business, folklore, education, museums, and cultural and natural resources management. majors receive firm grounding in traditional sub-disciplines, including archaeology, physical anthropology and sociocultural anthropology, preparing students for advanced work in the field. The department's Careers in Anthropology Mentoring Program helps students prepare for post-graduate careers.

### Academic Advisement

All faculty post their office hours outside their offices and in the main office each semester. Undergraduate and Graduate Advisors are available to answer specific questions about the program during the semester and registration week. Advising is also available through the College of SBS SSC/EOP office and through the department's Peer Advisor.

### Student Learning Outcomes of the Undergraduate Program

Students completing the undergraduate degree program in Anthropology will be able to:

1. Recognize characteristics of human diversity across space and time from an anthropological perspective
2. Explain the evolutionary process, particularly as it relates to primate and specifically hominin evolution
3. Describe biological and behavioral variation among human and non-human primates in context
4. Discuss the concept of culture as a fundamental principle in anthropology
5. Identify the causes and consequences of cultural diversity, social inequalities and change in human societies
6. Discuss anthropological theories and paradigms, how they have changed over time and how they are applied to explain fundamental aspects of the human condition, such as cultural diversity and social change
7. Demonstrate the ability to conceptualize, collect, describe, analyze and interpret anthropological evidence according to generally accepted professional practice
8. Discuss ethics as they pertain to 21st century anthropology

9. Explain how anthropology may be used to engage in contemporary issues
10. Develop effective communication using anthropological standards

### Student Learning Outcomes of the Graduate Program

Students completing the Master's degree program in Anthropology will be able to:

1. Analyze characteristics of human diversity across space and time from an anthropological perspective
2. Analyze the evolutionary process, particularly as it relates to primate and specifically hominin evolution
3. Analyze biological and behavioral variation among human and non-human primates in context
4. Analyze the concept of culture as a fundamental principle in anthropology
5. Analyze the causes and consequences of cultural diversity, social inequalities and change in human societies
6. Analyze anthropological theories and paradigms, how they have changed over time and how they are applied to explain fundamental aspects of the human condition, such as cultural diversity and social change
7. Independently conceptualize, collect, describe, analyze and interpret anthropological evidence according to generally accepted professional practice
8. Analyze ethics as they pertain to 21st century anthropology
9. Examine how anthropology may be used to engage in contemporary issues
10. Communicate effectively using anthropological standards
11. Synthesize and evaluate current issues and debates in the subfields of anthropology

### Requirements for the Bachelor of Arts Degree (42 units)

Note: See section on "Exceptions and Restrictions" below for important information.

#### Foundations (12 units)

- ANTH 151 Physical Anthropology (3)  
 ANTH 152 Culture and Human Behavior (3)  
 ANTH 153 Introduction to Archaeology (3)  
 ANTH 303 Anthropological Thought (3)

#### Peoples and Places (3 units)

Choose one from the following: 306, 307, 338, 351, 352, 356

#### Method and Theory (3 units)

Choose from one of the following: 473, 475

#### Seminar (3 units)

Choose from the following: 490A-D, 516, 521, 560.

#### Breadth Electives (9 units)

In consultation with the underGraduate Advisor for the Anthropology Department, choose one course from each of the following subdisciplines:

- Cultural Anthropology (222, 300, 310, 326, 345, 346, 404, 405, 424, 425, 430, 450, 451, 462)  
 Biological Anthropology (212, 311, 341, 421, 423, 453, 445/L)  
 Archaeology (426, 427, 428, 429, 460)

#### Additional Electives (12 units)

In consultation with the underGraduate Advisor for the Anthropology Department, choose four additional three-unit Upper Division courses in Anthropology (12 units)

### Exceptions and Restrictions

1. Students who took ANTH 375/L prior to Fall 2006 will be permitted to count it towards the ANTH 475 requirement.
2. ANTH 360 does not count as credit for the Anthropology major.
3. Students may count ANTH 212 or ANTH 222 (but not both) as an additional course elective

4. No more than one of the four additional elective courses may be from the following General Education courses: ANTH 212, 222, 300, 305, 308, 315
5. Seminar prerequisite: prior or concurrent enrollment in ANTH 473 or 475
5. Students counting both ANTH 212 and 222 toward the major should check with an advisor to make sure they have completed enough Upper Division units to meet University graduation requirements.

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| <b>Total Units in the Major</b>            | <b>42</b>  |
| <b>General Education Units</b>             | <b>48</b>  |
| <b>Additional Units</b>                    | <b>30</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

### Optional Program

Students may, on their own initiative and before the completion of 90 units, devise an anthropology major program that reflects specialized or interdisciplinary interests. Requirements of the option are:

1. A written outline of proposed courses and statement of objectives;
2. At least 42 semester units, of which 36 or more are Upper Division (exception: ANTH 222 will be permitted to count for 3 of these 36 units);
3. More total units in anthropology than in any other field;
4. The evaluation and approval of the proposed program by a departmental committee of at least two anthropology faculty members;
5. Approval by the Department Chair. Student may present his or her proposed program directly to the evaluating committee for consideration or consult with one or more faculty advisors before submitting a list of courses. Upon acceptance of the program by the department, a program of study will be prepared and maintained in the student's file.

### Honors Program

Program leads to a B.A. degree in Anthropology with Honors and provides the student with an opportunity to engage in research under the supervision of an individual faculty member.

Anthropology majors with a 3.5 overall GPA, senior standing and who have completed or are enrolled in ANTH 473 or ANTH 475 may enter the program by enrolling in ANTH 498H, Honors Tutorial in Anthropology.

Students pursuing this option cannot take more than 3 units of Independent Study toward their anthropology degree. ANTH 498 will count as one Upper Division elective.

Graduation with Honors in Anthropology will require the following: Final overall GPA of 3.5 or better and completion of all major requirements in Anthropology and completion of ANTH 498, Honors Tutorial in Anthropology.

### Social Science Subject Matter Program for the Single Subject Credential

Anthropology majors interested in teaching social studies at the middle school or high school level may combine their major program with the Single Subject Social Science Subject Matter Program to meet requirements for entering a Single Subject Credential Program. For information on the CSBS Single Subject Social Science Subject Matter Program, look under Social and Behavioral Sciences in this Catalog. The Anthropology UnderGraduate Advisor also can provide assistance in coordinating the completion of both the major and the subject matter program simultaneously.

**Minor in Anthropology**

**1. Foundations (3 units)**

Choose one of the following:

- ANTH 150 The Human Adventure: Introduction to Anthropology (3)
- or ANTH 152 Culture and Human Behavior (3)

**2. Peoples and Places (3 units)**

Choose one from the following:

- ANTH 306 Native Peoples of North America (3)
- ANTH 307 Native Peoples of California and the Southwest (3)
- ANTH 338 Peoples of Africa (3)
- ANTH 351 Peoples of Middle America (3)
- ANTH 352 Peoples of South American (3)
- ANTH 356 Peoples and Cultures of the Mediterranean (3)

**3. Electives (12 units)**

In consultation with the underGraduate Advisor for the Anthropology Department, choose four additional three-unit Upper Division courses in Anthropology. Note: Students can take either ANTH 212 or 222 as one of the four electives, but not both.

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| <b>Total Units in the Minor</b> | <b>18</b> |
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**Requirements for the General Master of Arts Degree in Anthropology**

The General Master's Option in Anthropology offers two tracks for students; one is directed toward a thesis, the other toward a comprehensive examination covering either three subdisciplines or two subdisciplines and a geographical or topical area. See comments below for important information about certain 600-level courses. All entering students must complete the following for admission to classified status in the program:

**A. Classified Status:**

1. General University requirements for classified status. For those whose cumulative undergraduate GPA is below 3.0, the Department requires a minimum of the 50th percentile on at least 2 sections at the Graduate Record Exam
2. Bachelor's degree with a major in Anthropology
3. Students without a major in Anthropology, who meet University standards for admission to Graduate Studies, need to fulfill certain prerequisites in Anthropology. These may be determined in consultation with the Graduate Advisor
4. MATH 140 or equivalent
5. ANTH 473 or 475 or equivalent, to be determined in consultation with the Graduate Advisor depending on the students' area of specialization (required after Fall 2008)
6. ANTH 303 or equivalent (required after Fall 2006)

**B. Degree Requirements**

1. Minimum of 30 units of approved graduate work consisting of at least 24 units in anthropology and 21 units at the 500/600 level.
  - a. Six required graduate seminars in Anthropology (16 units)**
    - ANTH 601 Seminar in Anthropological Thought (3)
    - ANTH 602 Problems in Cultural Anthropology (3)
    - ANTH 603 Problems in Physical Anthropology (3)
    - ANTH 606 Problems in Archeology (6)
    - ANTH 696A Anthropological Research Design (2)
    - ANTH 696B Proposal and Grant Writing (2)
  - b. Four approved electives at the 400, 500 and 600 level (12 units)**

**c. Thesis or comprehensive examination**

1. Thesis option:
  - ANTH 698 Thesis (2) Upon authorization of Thesis Advisor and Graduate Advisor
  - or
2. Comprehensive exam option:
  - ANTH 697 Directed Comprehensive Studies (2)
  - The comprehensive examination is open to all students. In order to choose the thesis option, students must score a B+ or above in 696A and 696B. Students scoring B or below in these classes will be directed to take the comprehensive examination.
2. Research skill: Proficiency in research skill demonstrated by successful completion of one of the following:
  - a. One Upper Division Geographic Information Systems course; or
  - b. One Upper Division statistics course chosen in consultation with department advisor; or
  - c. Foreign Language Proficiency Exam
3. Satisfactory completion of a graduate thesis, project or comprehensive examination.
4. Adherence to department policies regarding GPA minimum maintenance and advising (see below)

**Requirements for the Public Archaeology Master of Arts Degree in Anthropology**

See comments below for important information about certain 600-level courses. All entering students must complete the following to be admitted to and achieve classified status within the Public Archaeology Option:

**A. Classified Status:**

1. General University requirements for admission. For those whose cumulative undergraduate GPA is below 3.0, the Department requires a minimum of the 50th percentile in at least 2 sections of the Graduate Record Exam;
2. Students without a major in Anthropology, who meet University standards for admission to Graduate Studies, need to fulfill certain prerequisites in Anthropology. These will be determined in consultation with the Option Advisor;
3. ANTH 303 or equivalent;
4. ANTH 427 or equivalent;
5. ANTH 473 or equivalent;
6. ANTH 476E or equivalent;
7. MATH 140 or equivalent.

**B. Degree Requirements**

1. Minimum of 33 units of approved graduate work consisting of at least 24 units in Anthropology and 21 units at the 500/600 level.
  - a. Required 500 and 600-level courses (15 units):**
    - ANTH 518/L Laboratory Methods in Archaeology (2/1)
    - ANTH 601 Seminar in Anthropological Theory (3)
    - ANTH 606 Problems in Archaeology (3)
    - ANTH 607 Seminar in Management of Archaeological Resources (3)
    - ANTH 694 Practicum in Cultural Resource Mgmt (3)
  - b. Electives (12 units)**
    - ANTH 426 Old World Archaeology (3)
    - ANTH 428 Archaeology of Mesoamerica (3)
    - ANTH 429 Archaeology of South America (3)
    - ANTH 430 Cultural Ecology (3)
    - ANTH 445/L Human Osteology and Lab (3/1)
    - ANTH 451 Economic Anthropology (3)

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| ANTH | 453  | Human Paleontology (3)                                     |
| ANTH | 460  | The Archaeological Study of Women in the Ancient World (3) |
| ANTH | 465  | Museum Anthropology (3)                                    |
| ANTH | 490A | Seminar in Archaeology (3)                                 |
| ANTH | 521  | California Archaeology (3)                                 |
| ANTH | 560  | Social Evolution (3)                                       |

Other courses may be chosen in consultation with the Graduate Advisor.

### c. Thesis

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| ANTH | 696A | Anthropological Research Design (2)                                  |
| ANTH | 696B | Proposal and Grant Writing (2)                                       |
| ANTH | 698  | Thesis (2) upon authorization of Thesis Advisor and Graduate Advisor |

2. Research skill: Proficiency in research skill demonstrated by successful completion of one of the following:
  - a. One Upper Division Geographic Information Systems course; or
  - b. One Upper Division statistics course chosen in consultation with department advisor; or
  - c. Foreign Language Proficiency Exam
3. Satisfactory completion of a graduate thesis or project
4. Adherence to department policies regarding GPA minimum maintenance and advising (see below)

### Comments on Graduate Coursework

1. Students choosing the comprehensive examination track must complete ANTH 601, 602, 603 and 606 before taking the comprehensive examinations.
2. Students taking the comprehensive exams must enroll in ANTH 697 course the semester they take the exams.
3. Enrollment in ANTH 698: General Anthropology Option and Public Archaeology Option Master's Students must be authorized by their thesis advisor and the Graduate Advisor in order to enroll in 698.
4. Thesis GPA Policy: General Anthropology Option and Public Archaeology Option Master's Students are required to have a minimum 3.5 GPA at the point of forming their thesis committee and receiving thesis topic approval in order to write an MA thesis. This applies to all students in the General Anthropology and Public Archaeology Options.
5. Public Archaeology thesis eligibility: Public Archaeology Option Master's Students must maintain a 3.5 or higher GPA. Should the GPA drop below 3.5, the student will be placed on probation and have one semester to raise their GPA back to 3.5 or higher. Students not maintaining a minimum 3.5 GPA after this period of probation will be required to transfer to the General Anthropology Option and take the Comprehensive Exams in order to complete the degree.

### Course List

#### ANTH 108. Latin American Cultures (3)

Study of major social institutions and lifestyles in Central and South America focusing on contemporary peoples, their traditional cultural base and current cultural changes. (Available for General Education, Comparative Cultural Studies)

#### ANTH 150. The Human Adventure: Introduction to Anthropology (3)

Overview of human physical and cultural origins and the development and distribution of diverse populations, languages, social institutions and beliefs; introduction to the methods and insights of cultural anthropology, archaeology, linguistics and physical anthropology. (Available for General Education, Social Sciences)

#### ANTH 151. Physical Anthropology (3)

Anthropological perspective on biological variation in human and non-human primates in the past and the present; examines the interaction between biology and culture in the evolution of human society. Evolution and behavior of non-human primates are examined for what they reveal about the human condition. (Available for General Education, Social Sciences)

#### ANTH 152. Culture and Human Behavior (3)

Study of the variety of cultural patterns that human societies use to adapt to the environment, guide social interaction and understand the human condition. Emphasizes the ideas and methods anthropologists use to develop a scientific and humanistic understanding of the world's cultures. (Available for General Education, Social Sciences)

#### ANTH 153. Temples, Tombs and Treasures? An Introduction to Archaeology (3)

Although we are often captivated by the ancient past, many of the reconstructions of this past found in popular culture are not based on the premises of scientific archaeological practice. This course introduces students to the methods, theories and results of scientific archaeological study. Students learn how archaeologists collect and analyze data in order to reconstruct the lifeways and culture histories of our prehistoric ancestors from the Pleistocene to the first civilizations. (Available for General Education, Social Sciences)

#### ANTH 212. Anthropology of Sex (3)

This course will examine human sexuality from a holistic anthropological perspective. Subjects such as sexual anatomy and physiology, sexual intercourse, prostitution, sexual coercion, homosexuality and masturbation will be examined from a biological perspective looking to the non-human primates for comparison, and a cultural perspective using ethnographic and archeological data. Additionally, the course will examine the role of sex in language and folklore. (Available for General Education, Social Sciences)

#### ANTH 222. Visions of the Sacred (3)

Study of the varieties of religious beliefs, rituals and experiences showing the relationship between people and their society, culture, environment and universe. (Available for General Education, Arts and Humanities)

#### ANTH 300. Anthropology and the Modern World (3)

*Prerequisites: Lower Division G.E. course in Cultural Anthropology, Sociology, Political Science or Cultural Geography; Completion of the Lower Division writing requirement.* Examination of contemporary global issues and problems and their effects on western and nonwestern cultures. Topics include anthropological perspectives on colonialism, modernization, acculturation, poverty, racism, sexism, energy, pollution and applied anthropology.

#### ANTH 303. Anthropological Thought (3)

*Prerequisite: ANTH 150 or 152.* Study of the conceptual foundations of contemporary anthropological thought. Topics include evolutionary theory, functionalism, historicalism, structuralism and interpretative anthropology.

#### ANTH 305. Individual and Culture (3)

*Prerequisites: ANTH 150 or 152; PSY 150 or SOC 150; Completion of the Lower Division writing requirement.* Not to be taken for credit in addition to SOC 305. Comparative study of the relationship between the individuals and their culture. Child-rearing in nonwestern cultures. Exploration of individual identity and group character. Regular written assignments required. (Available for General Education, Social Sciences)

#### ANTH 306. Native Peoples of North America (3)

*Prerequisite: ANTH 150 or 152.* North American Indians in prehistoric, historic and present time.



**ANTH 307. Native Peoples of California and the Southwest (3)**

*Prerequisite:* ANTH 150 or 152. Origins, modes of subsistence, social organization and geographic and historical relationships. European conquest and the present condition of several tribes.

**ANTH 308. Women, Sex Roles and Culture (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Discussion of women and sex roles in tribal, modernizing and industrial societies; traditional sex roles and the impact of cultural change. (Available for General Education, Comparative Cultural Studies)

**ANTH 310. Language in Culture: Anthropological Linguistics (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of basic linguistic concepts in cultural contexts; an examination of language diversity and sociocultural factors of language use. (Available for General Education, Comparative Cultural Studies and for Section C of the Multicultural Requirement for Credential Candidates)

**ANTH 311. Human Variation (3)**

*Prerequisite:* ANTH 151. Morphological, genetic and physiological aspects of human biological variability; the concept and description of race; the interaction of cultural and environmental factors in human biological adaptation.

**ANTH 315. Third World Cultures (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Compares and contrasts nonwestern, kin-organized societies with class-oriented Western societies. Examines the historic relationship between Western societies and those of indigenous peoples in the Third World. (Available for General Education, Comparative Cultural Studies.)

**ANTH 319. Prehistoric Archaeology (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Encompasses the origin and development of prehistoric human culture from hunting and gathering to the origin of urban societies. Surveys the archaeological evidence from both the New and Old World. (Available for General Education, Social Sciences.)

**ANTH 326. Introduction to Folklore (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Introduction to the study of folklore from a cross-cultural perspective, including major forms such as folktale, legend, ballad, joke, riddle, proverb and festival, and the theories used to interpret them. (Available for General Education, Arts and Humanities.)

**ANTH 338. Peoples of Africa (3)**

This course introduces students to the diversity of African cultures in North Africa, the Sahel, the Horn of Africa, Central Africa, West Africa, East Africa and Southern Africa. Students will learn about the history and ethnography of colonial and postcolonial African societies and develop a more balanced understanding of Africa's diversity, complexity and relationship to contemporary globalization.

**ANTH 339. Peoples of South Asia (3)**

*Prerequisites:* ANTH 150 or 152; Completion of the Lower Division writing requirement. Survey of the cultures of South Asia reviewing the culture, history, language distribution and principal culture types. (Available for General Education, Comparative Cultural Studies.)

**ANTH 341. Bones: An Introduction to the Study of Human Remains (3)**

*Prerequisites:* ANTH 150 or 151, or BIOL 100 or 101 or 106; Completion of Lower Division writing requirement. Forensic Anthropology has been popularized in recent years by a range of popular media. But what can human remains really tell us? In this class, we will review the methods used by physical anthropologists to study the human skeleton and critically examine the array of information that can actually be scientifically extracted from human skeletal remains. Based on this knowledge, we will analyze the biological and cultural information bones may yield about past human populations. (Available for General Education, Social Sciences)

**ANTH 345. Ethnicity in the United States (3)**

*Prerequisites:* ANTH 150 or 152; Completion of the Lower Division writing requirement. Examination of individual and group ethnic identity. Interaction of mainstream culture, ethnic groups and social classes in U.S. society. Illustrations drawn from particular groups. (Available for General Education, Comparative Cultural Studies.)

**ANTH 346. Urban Anthropology (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Cross-cultural urbanism, urbanization and migration, both with macro and micro focus. Regular written assignments required.

**ANTH 351. Peoples of Middle America (3)**

*Prerequisite:* ANTH 150 or 152 or CAS 100. Survey of the cultures from Mexico to Panama, tracing their characteristics and changes from the 16th century to the present.

**ANTH 352. Peoples of South America (3)**

*Prerequisite:* ANTH 150 or 152. Survey of the cultures of South America, including peasant and tribal societies, emphasizing their historical background, emergent characteristics and present changes.

**ANTH 353. The Maya: Ancient and Modern (3)**

*Prerequisite:* ANTH 319. The Maya form one of the largest indigenous linguistic groups in the Americas. This course is an introductory survey of their culture and society from prehistoric times to the present. The course addresses the cultural history, social organization and political history of the Maya, as well as their artistic and intellectual achievements. Discussions include examination of ancient Maya sites, architecture, art and writing, as well as examining the state of the Maya in the modern world.

**ANTH 356. Peoples and Cultures of the Mediterranean (3)**

*Prerequisite:* ANTH 150 or 152. Examines people and cultures of the Mediterranean region, including Spain, southern France, Italy, Greece, the Middle East and North Africa, through contemporary ethnography and film.

**ANTH 360. Immigration and Ethnicity (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Counts as credit toward the Anthropology minor but not toward the Anthropology major. Examines the basic concepts that inform our understanding of immigration and ethnicity: race, class, gender; the politics of multiculturalism and cultural diversity; and the conflicts and problems inherent in the immigrant experience.

**ANTH 385A-O. Site Visits California and Southwest (1-3)**

*Prerequisite:* ANTH 306 or 307. Prehistoric and modern cultures of Native Americans in the Southwest and California. Emphasis on understanding their technologies, cultures and ecology through direct field observation. Examines the impact of Spanish and American people on Native American culture. (No more than 3 units may be counted toward the major.)

**Courses Acceptable for the Master's Degree**

Note: 300-level courses in Anthropology do not carry graduate credit for a master's degree in anthropology. Prerequisites may be waived with instructor's consent.

**ANTH 404. Comparative Social Organization (3)**

*Prerequisite:* ANTH 150 or 152. Comparative study of social divisions in human societies.

**ANTH 421. Primatology: Morphology, Behavior and Social Organization (3)**

*Prerequisites:* ANTH 151 and 150 or 152. Detailed examination of that part of physical anthropology which seeks to add to understanding of human behavior and evolution by elucidating the social organizations and behavioral adaptation of the primates.

**ANTH 423. Human Behavior: Evolutionary Perspectives (3)**

*Prerequisites:* ANTH 151; *Completion of the Lower Division writing requirement.* Introduction to the various methods and approaches anthropologists use to understand human behavior from a biocultural perspective. Examines the determinants of human behavior, past and present. Regular written assignments required.

**ANTH 424. The Supernatural in the Modern World (3)**

*Prerequisite:* ANTH 152. Ethnographic approach to supernatural belief in the post-Enlightenment Western world through religions, narratives, folk healing, folk drama, ritual and media accounts. Analyzes scholarly approaches to these topics.

**ANTH 425. Culture, Health and Healing (3)**

*Prerequisites:* ANTH 151 or ANTH 152. Introduction to medical anthropology, the study of the interaction of biological, psychological and sociocultural factors in human promotion of health and adaptation to disease.

**ANTH 426. Old World Archaeology (3)**

*Prerequisite:* ANTH 153. Survey of the culture history of the Old World from Paleolithic times to the rise of the major Old World civilizations, with an emphasis on the prehistory of the Southwestern Asian, Mediterranean and European regions. Regular written assignments are required.

**ANTH 427. Archaeology of North America (3)**

*Prerequisites:* ANTH 153; *Completion of the Lower Division writing requirement.* Examination of the origins and adaptations of Native American Cultures. Regular written assignments are required.

**ANTH 428. Archaeology of Mesoamerica (3)**

*Prerequisites:* ANTH 153; *Completion of the Lower Division writing requirement.* Overview of the cultural achievements and developments in Mesoamerica prior to the Spanish Conquest.

**ANTH 429. Archaeology of South America (3)**

*Prerequisites:* ANTH 153; *Completion of the Lower Division writing requirement.* Overview of the cultural achievements and developments in South America prior to the colonialization by the European countries.

**ANTH 430. Ecological Anthropology (3)**

*Prerequisites:* ANTH 150 or 152; *Completion of the Lower Division writing requirement.* Ecological anthropology attempts to understand the structure, distribution and evolution of human societies on the basis of ecological principles. Regular written assignments are required. Available for graduate credit.

**ANTH 445/L Human Osteology and Lab (3/1)**

*Prerequisites:* ANTH 341; *Completion of Lower Division writing requirement.* *Corequisites:* ANTH 445L. Human Osteology is the study of the human skeleton. In this class, students will learn to recognize all of the human skeletal elements and appreciate the range of skeletal variation in individuals and populations. Osteological methods used on human remains discovered in an archeological, forensic or paleoanthropological context will also be covered. Available for graduate credit.

**ANTH 450. Historical Anthropology (3)**

*Prerequisites:* ANTH 150 or 152; *Completion of the Lower Division writing requirement.* Introduction to the anthropological study of cultures within a historical context. Examines the importance of a diachronic approach to the study of contemporary societies and introduces anthropological methods for a study of the past. Teaches critical analysis of documentary materials relevant for anthropological research. Regular written assignments required.

**ANTH 451. Economic Anthropology (3)**

*Prerequisites:* ANTH 152 plus one regional area course. Comparative study of the economic component of human cultures. Emphasizes the problems of theoretical conceptualization.

**ANTH 453. Human Paleontology (3)**

*Prerequisites:* ANTH 151, 153. Origin of humanity and the history of physical evolution beginning in Miocene times and continuing through to the present.

**ANTH 460. The Archaeological Study of Women in the Ancient World (3)**

*Prerequisites:* ANTH 152 or 153; *Upper Division standing; completion of the Lower Division writing requirement.* Examines the data which deal with the status and roles of women in prehistoric societies. Discussion of fundamental issues such as the origins of the gendered division of labor, the origins of gender hierarchy, the universality of female subordination and variability in women's activities, status and power in human societies. Taught from a cross-cultural perspective and combines insights provided by cultural anthropology, archaeology, art history, physical anthropology and history.

**ANTH 462. Anthropology of the Arts (3)**

*Prerequisites:* ANTH 150, 152 or 153; *Completion of the Lower Division writing requirement.* Anthropological approaches to the study of artistic expression in diverse sociocultural settings from the prehistoric to the present. Regular written assignments are required.

**ANTH 465. Museum Anthropology: Principles and Practices (3)**

*Prerequisites:* ANTH 152 or equivalent; *Upper Division Writing Proficiency Exam.* This course introduces students to the theoretical and technical aspects of museum work as it relates to ethnographic and archaeological materials, as well as to the political and ethical ramifications of these practices. The course explores museum practices, skills and resources as they relate to the collection, curation, exhibition and administration of ethnographic and archaeological materials. Practices, principles and resources are considered not only for the United States but also as they pertain to museums and collections worldwide. Available for graduate credit.

**ANTH 470. Anthropological Film Study (3)**

*Prerequisites:* ANTH 150 or 152; *One Upper Division cultural Anthropology course.* Study of ethnological experiences, especially in non-literate societies, that lend themselves best to translation into films.

**ANTH 473. Theory and Method in Archaeology (3)**

*Prerequisites:* ANTH 153; *Upper Division Writing Proficiency Exam.* *Recommended preparatory:* ANTH 303. This course provides students with the basic theoretical and methodological skills and background needed to become practicing archaeologists. By the end of this course, students will be able to analyze and evaluate archaeological arguments on a range of key topics in terms of their theoretical approach, research design and logic. Students will master the key concepts that provide the underpinnings to successful research design and allow them to intelligently engage with other scholars at the national and international level. Available for graduate credit.

**ANTH 475. Ethnographic Research Methods (3)**

*Prerequisites:* ANTH 150 or 152; *Upper Division standing; Completion of Lower Division writing requirement.* Introduction to the integration of anthropological perspectives with other social scientific research, including quantitative and advanced qualitative methods.

**ANTH 476A-Z. Topics in Anthropological Methods (3)**

Fieldwork in any branch of anthropology, taken either in conjunction with or subsequent to an Upper Division course in that particular branch. Available for Graduate Credit.

**ANTH 486. Interrogating Globalization: the Ethnography of Global Problems (3)**

*Prerequisites:* ANTH 152 or equivalent; Upper Division Writing Proficiency Exam. *Preparatory:* ANTH 300 or ANTH 315 or completion of regional distribution requirement. This course studies globalization using ethnography. It examines both the debates related to characterizing globalization and ethnographies that analyze some of its aspects, such as the rise of high-tech societies, the decentralization and feminization of labor, the dynamics and consequences of international migration and the causes and impacts of international commodity trade. Available for graduate credit.

**ANTH 490A-D. Seminar in Anthropology (3)**

*Prerequisites:* Past or concurrent enrollment in ANTH 473 or 475 (after Fall 2006); One Upper Division course in appropriate subdiscipline. Faculty-directed research on primary data in the major subdisciplines of anthropology. Selected subjects in the same subdiscipline may be repeated up to 3 times. (A) Archaeology; (B) Biological Anthropology; (C) Cultural Anthropology; (D) Linguistics.

**ANTH 494AA-ZZ Anthropological Field Studies (8)**

*Recommended Preparatory:* ANTH 153 or equivalent. Enrolled students will participate as working field associates on anthropological field projects run by internationally recognized scholars in their respective areas. Students will practice field methodologies appropriate to the different subdisciplines of anthropology. Participation requires that students live full time at the field site. Students must be at least 18 years of age to participate. Field fee required. Available for graduate credit.

**ANTH 496A-Z. Experimental Topics Courses in Anthropology (3)**

*Prerequisite:* Appropriate introductory course. Selected topics in Anthropology with course content to be determined.

**ANTH 498H. Honors Tutorial in Anthropology (4)**

*Prerequisite:* Admission to Honors Program in Anthropology. Writing an honors thesis, based on primary research, under the supervision of a member of the faculty.

**ANTH 499A-C. Independent Study (1-3)****Graduate**

Note: Prerequisites may be waived with instructor's consent.

**ANTH 516. Seminar on Ethnography As Narrative (3)**

*Prerequisite:* ANTH 303 and/or instructor consent. Critical examination of ethnographic writing from a historical perspective. Ethnography is more than just a factual account about a cultural group; it reflects the perspectives and prejudices of its author and her/his culture and the unique set of factors he/she encountered in the field. Ethnography is studied as a narrative created by anthropologists. Discusses different types of ethnographies to understand the underlying narratives they construct about the culture under examination and how these narratives have changed in response to social and political changes.

**ANTH 518/L. Lab Methods in Archaeology (2/1)**

*Prerequisite:* ANTH 473. *Corequisite:* ANTH 518L. Participation in description, analysis and interpretation of archaeological collections. Classification, measurement and description, cataloging and recording of pottery, lithic and other materials are discussed. 2 hours lecture; one 2-hour lab per week.

**ANTH 521. California Archaeology (3)**

*Prerequisite:* ANTH 473. Study of the archaeology of California from the earliest times through the Mission Period, with particular attention to the ecology of foraging and the causes of the cultural changes exhibited in the sequence.

**ANTH 560. Social Evolution (3)**

*Prerequisite:* ANTH 404. Study of the ethnological evidence for human social evolution from primate troops to tributary states. Particular attention paid to the application of ethnological perspectives to the archaeological record for social evolution.

**ANTH 601. Seminar in Anthropological Theory (3)**

*Prerequisite:* Classified status or instructor consent. Survey of the development of anthropological theory across the subdisciplines of anthropology, with particular emphasis on cultural anthropology.

**ANTH 602. Problems in Cultural Anthropology (3)**

*Prerequisite:* Classified status or instructor consent. Survey of current issues and debates in cultural anthropology.

**ANTH 603. Problems in Physical Anthropology (3)**

*Prerequisite:* Classified status or instructor consent. Advanced study of theories, methods, problems and data pertinent to contemporary physical anthropology.

**ANTH 606. Problems in Archaeology (3)**

*Prerequisite:* Classified status or instructor consent. Intensive review of current issues and concepts critical to general understanding of archaeology.

**ANTH 607. Seminar in Management of Archaeological Resources (3)**

*Prerequisite:* Classified status or instructor consent. Covers the practical, scientific and ethical aspects of conducting archaeological research for public and private agencies.

**ANTH 694. Practicum in Cultural Resource Management (3)**

*Prerequisite:* ANTH 607 or instructor consent. Internship involving the student directly in a work experience in cultural resource management.

**ANTH 696A Anthropological Research Design (2)**

*Prerequisites:* Classified status. This seminar will focus on how anthropological research is conceived and planned, with consideration of differing theoretical viewpoints and their usefulness. Students will discuss the unique position of anthropology among the sciences and humanities and resulting issues for research design. Students will review typical anthropological research problems, discuss appropriate methods and critique completed research projects with an emphasis on identifying how their design fostered successful execution. Students will conduct preliminary research on a specific topic of interest and are expected to complete an annotated bibliography of theoretical, methodological and substantive works related to that topic.

**ANTH 696B Proposal and Grant-Writing (2)**

*Prerequisites:* Classified status; Successful completion of 696A. This seminar instructs students on developing and implementing research design, preparing them to write research and grant proposals. Students will analyze successful research and grant proposals, study how research is conceptualized within each genre and subfield and practice writing effective proposals. Topics addressed include identifying researchable questions, the relationship between theory and method, designing an effective fieldwork plan, assembling a thesis committee, research ethics, IRB protocols, sources for research funding, budgeting, research proposal evaluation criteria, the peer-review process, strategies for writing and presenting research findings and methodological topics of interest to seminar participants. Students are expected to complete a proposal for their MA research.

**ANTH 697. Directed Comprehensive Studies (2)**

*Prerequisite:* Completion of all courses required in the program. Intended for students taking the comprehensive exam.

**ANTH 698. Thesis or Graduate Project (2)****ANTH 699A-C. Independent Study (1-3)**

*Prerequisite:* Classified graduate status.

# Art

## Mike Curb College of Arts, Media, and Communication

**Chair: Kenneth Sakatani**

**Associate Chair: Lesley Krane**

**Art and Design Center (ADC) 120**

**(818) 677-2242**

**[www.csun.edu/art](http://www.csun.edu/art)**

### *Faculty*

Edward Alfano, Tokuroh Arimitsu, Betty Ann Brown, Owen Doonan, Patsy Cox, Mark Farquhar, Paula DiMarco, Samantha Fields, Lynette K. Henderson, James Kelley, Lesley Krane, Peri Klemm, Laurel Long, Dave Moon, Edie Pistolesi, Magdy Rizk, Michelle Rozic, Ron Saito, Kenneth Sakatani, Christian Tedeschi, Mary Ann Trujillo, Joy von Wolfersdorff, Meiqin Wang

### *Emeritus Faculty*

Kim Abeles, Robert Bassler, Saul Bernstein, Jean-Luc Bordeaux, Kenon Breazeale, John Canavier, Bernice Colman, Mary Ann Danin, William Davis, David Elder, Bruce Everett, Tom Fricano, Norman Fullner, Marvin Harden, Anne Heath, Mark Jurey, Louise Lewis, Donal Lumbert, Tom McMillin, Philip Morrison, Gilbert Rios, Donna Ruedy, Ruth Schrier, Robert Smith, Donald Strong, Don Sudlow, Howard Tollefson, Ernest Velardi, Robert von Sternberg, Art Weiss, Birgitta Wohl, Morris Zaslavsky

### Programs

Undergraduate:

**B.A., Art**

**Minor in Art**

Graduate:

**M.A., Art**

**Option I: Art Education**

**Option II: Art History**

**Option III: Visual Arts**

**M.F.A., Art**

**Visual Arts**

**Credential in Art**

### Accreditation

The Department is accredited by the National Association of Schools of Art and Design.

### The Major

The Department of Art offers a curriculum designed for students wishing a liberal arts education in art and design. Emerging artists have numerous opportunities available to them for expressing their creativity and obtaining employment after graduation. Students may explore several areas of art making and choose the field that best fits their interests and talents.

The curriculum leading up to the B.A. degree is designed for students who are interested in (1) a liberal arts program with an emphasis in art, (2) specialized study in art, (3) preparation for graduate study in art, (4) preparation for academic and professional fields, and/or (5) art teaching credential preparation.

The Lower and Upper Division core program is required of all art majors. Students select a minimum of 18 Upper Division elective units from 1 or more areas of concentration offered in the Art Department in order to complete the B.A. program in their chosen area of study. Experiences are also available outside specialty areas offering students opportunities to sharpen professional skills and increase their marketability.

### Careers

The programs in the Department of Art prepare students for a broad range of opportunities in today's academic, professional and entertainment fields which include: animation, art writing, art publishing, computer-arts and graphics, graphic design, illustration, museum and gallery practices, packaging design, photography, prototypes, public art, studio arts, teaching and video/film. The Art Education program has a long and successful history of teacher preparation.

### Academic Advisement

All art majors are recommended to meet with a faculty advisor each semester. Lower Division art majors (29-59 units) will have a mandatory hold placed on their class registration each semester, requiring an appointment with the department academic advisor for clearance. All students are highly recommended to meet with their academic advisor and faculty advisor to assure the completion of requirements for graduation. Appointments are booked through the Art Advisement Center located in AC100, (818) 677-2348.

### Student Learning Outcomes of the Undergraduate Program

All students will:

1. Acquire basic knowledge, theories and concepts about art; develop a foundation of art skills and a high level of craftsmanship; communicate ideas and concepts through writing, speaking and art making; acquire a competency with the tools and technologies associated with the visual arts;
2. Broaden knowledge of ancient through contemporary art; develop an understanding of the theoretical, cultural and historical contexts of art;
3. Apply processes of generating and solving problems in art; analyze, interpret and question traditional methodologies and preconceived notions of art and art making;
4. Explore and engage in interdisciplinary forms of art making;
5. Develop an appreciation and tolerance of diverse perspectives dealing with art, culture, teaching and learning;
6. Engage in individual and collaborative art experiences with other students, faculty and community; and
7. Develop a career path for an art profession or an art-related field; develop an understanding of the demands and expectations of that area of art profession or art field.

### Student Learning Outcomes of the Master of Arts and Master of Fine Art in Visual Arts Program

All students will:

1. Basic Skills: Master advanced knowledge, theories and concepts about art; communicate ideas and concepts through writing, speaking and art making;
2. Art Knowledge: Broaden the knowledge of contemporary art and the understanding of the theoretical, cultural and historical contexts of art through writing, speaking and art making on advanced levels;
3. Critical Thinking: Master processes of generating and solving problems in art; analyze, interpret and question traditional methodologies and preconceived notions of art and art making on an advanced level;
4. Interdisciplinary Connections: Explore and engage in interdisciplinary forms of art making;
5. Global Perspectives: Develop an appreciation and tolerance of diverse perspectives dealing with art, culture, teaching and learning.
6. Collaboration: Engage in both individual and collaborative art experiences among students, faculty and community; and
7. Professional Preparation: Master an understanding of what it means to be a professional artist; develop an advanced understanding of the demands and expectations of the art profession and art field.

## Student Learning Outcomes of the Master of Arts in Art History Program

All students will:

1. **Basic Skills:** Master advanced knowledge, theories and concepts about art history; acquire the ability to develop a research topic in a specific field of art history;
2. **Art Knowledge:** Broaden the knowledge of historical and contemporary art and the understanding of the theoretical, cultural and historical contexts of art through researching, speaking and writing on advanced levels;
3. **Critical Thinking:** Master processes of generating and solving problems in art history writing; analyze, interpret and question traditional methodologies and preconceived notions of art and art making on an advanced level;
4. **Interdisciplinary Connections:** Explore and engage in interdisciplinary methodologies through art writing, conversing or curating;
5. **Global Perspectives:** Develop an appreciation and tolerance of diverse perspectives dealing with art, culture, teaching and learning;
6. **Collaboration:** Engage in individual and collaborative art experience among students, faculty and community; and
7. **Professional Preparation:** Master an understanding of what it means to be a professional art historian; develop an advanced understanding of the demands and expectations of the art profession and art field.

We teach our students to experience and value visual thinking and creative problem solving in art, as well as recognize the concurrent importance of perception, experimentation, innovation and critical thinking. Our students must understand the history and traditions of art with their relevance to social and community concerns as well as the art of different cultures. They must utilize and interact with the services, facilities and technologies offered throughout the University as well as those provided by the Art Department.

## Credential Information

An approved subject matter program leading to a Single Subject teaching credential in art (K-12) is available. The purpose of the subject matter program in Art Education is to provide students with a strong foundation in and understanding of visual art, and with coursework and field experiences necessary to teach visual art to the diverse public school student populations in the secondary schools of California. The academically rigorous and intellectually stimulating Art Education Program curriculum reflects and builds upon the Visual and Performing Arts Content Standards for California Public Schools K-12: Visual Art (2001) and California State Visual Art Curriculum Framework, and establishes a basis for continued professional development during their teaching career.

For questions about the program, prospective candidates should make an appointment with an advisor in the Art Department Advisement Center by calling (818) 677-2348.

## International Study

The Mike Curb College of Arts, Media, and Communication supports the concept of international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Mike Curb College of Arts, Media, and Communication and may be used to fulfill some of the requirements for degree options offered by the College and/or certain general education requirements.

Students should consult the International Programs Bulletin available through the Student Development and International Programs departmental advisor, or the campus International Programs Advisor for more information.

## Requirements for the B.A. in Art

### 1. Lower Division Required Courses (15 units)

|     |      |                                    |
|-----|------|------------------------------------|
| ART | 124A | Drawing I (3)                      |
| ART | 124B | Drawing I (3)                      |
| ART | 140  | Beginning 2-Dimensional Design (3) |
| ART | 141  | Beginning 3-Dimensional Design (3) |
| ART | 200  | Art, Media and Visualization (3)   |

### Select two of the following courses: (6 units)

|     |     |  |
|-----|-----|--|
| ART | 110 | World Arts: The Western Tradition (3)            |
| ART | 112 | World Arts: Africa, Oceania and the Americas (3) |
| ART | 114 | World Arts: Asia (3)                             |

### 2. Lower Division Electives (minimum of 6 units)

Art electives (100- and 200-level courses)

The selection of Lower Division electives will be for the purpose of satisfying prerequisites for Upper Division courses or for sampling areas in which the student might wish to specialize.

### 3. Upper Division Required Courses (9 units)

|     |     |                     |
|-----|-----|---------------------|
| ART | 438 | Senior Projects (3) |
|-----|-----|---------------------|

### Art History: Select two of the following:

|     |  |
|-----|--|
| ART | 313, 318, 401, 403, 404, 412, 413, 414, 415, 416, 420, 421, 423, 425, 426, 428, 431, 432, 433, 441, 445, 448, 461, 462, 464, 468 |
|-----|--|

### 4. Upper Division Electives (18 units)

A minimum of 18 units of Upper Division courses shall be selected with the aid of an art advisor from one or more areas of concentration. It is recommended that students planning to do graduate study in Art complete a minimum of 12 Upper Division units in one area of concentration.

ART 200 Introduction to Visual Technology is a prerequisite or corequisite to the following Upper Division non-General Education studio courses:

ART 301, 302, 308, 322A, 324A, 326, 327, 328, 330, 333, 335, 337B, 337C, 339, 341, 342, 343, 344, 354 and 356

|  |     |
|--|-----|
| Total Units in the Major               | 54  |
| General Education Units                | 48  |
| Additional Units                       | 18  |
| Total Units Required for a B.A. Degree | 120 |

## Areas of Concentration

Lower Division and Upper Division courses are listed by Areas of Concentration. Students may take any course listed in any Area of Concentration (provided that they have satisfied course prerequisites or have instructor's consent).

**Art Education:** ART 380, 383, 385, 400, 479, 480, 481, 484, 485, 486, 487. Note that 479, 484, 485, 486 and 590 are required for the Single Subject Credential in Art.

**Art History:** ART 311 (does not satisfy the Upper Division Core Requirement for Art majors), 313, 318, 401, 403, 404, 412, 413, 414, 415, 416, 420, 421, 423, 425, 426, 428, 431, 432, 433, 441, 445, 448, 461, 462, 468, 496A-Z.

## A. Visual Arts

**Animation:** 263, 363A, 363B, 364, 365, 368, 442, 443, 463, 465

**Ceramics:** 267, 366, 367, 467

**Drawing:** 224AB, 230, 324AB, 330, 424, 443, 430

**Graphic Design:** 201, 243, 244, 301, 306, 341, 343, 344, 354, 356, 444, 446, 458, 494, 496A-Z

**Illustration:** 222, 322ABC, 422

**Painting:** 227, 228AB, 326, 327, 328, 427, 429

**Photography:** 250, 350AB, 351, 353, 355, 450, 455ABC

**Printmaking:** 237, 337ABC, 437

**Sculpture:** 235, 335, 339, 435, 439

**Video/Digital:** 202, 300, 302, 352, 402

Up to 6 units of Upper Division photojournalism in the Department of Journalism may be applied toward the Art Major when students have taken the prerequisites of ART 250 and one Upper Division photography class.

## B. Additional Courses

Additional Course Offerings Available for Art Major Elective Credit:

|            |   |
|------------|---|
| ART 148    | Color Theory (3)  |
| ART 296A-Z | Experimental Courses in Art (1-3)                                     |
| ART 308/L  | Color Application (2/1)   |
| ART 342    | Exhibition Design (3)   |
| ART 481    | Art as Therapy (3)  |
| ART 487    | Puppetry (3)  |
| ART 488    | Public Art (3-3)  |
| ART 494    | Internship in Art (3-3)   |
| ART 495    | Extended Study (3-3)  |
| ART 496A-Z | Experimental Topics in Art (1-3)                                      |
| ART 499    | Independent Study (maximum of 6 units toward Art degree requirements) |

Art courses that do not qualify as credit toward the Art Major:

ART 100, 151, 205, 305, 315

## Minor in Art

The Art Minor has two options, the Standard Option and the Art History Option.

### A. Standard Option

#### 1. Lower Division Requirements (12 units)

|          |                                    |
|----------|------------------------------------|
| ART 124A | Drawing I (3)                      |
| ART 124B | Drawing I (3)                      |
| ART 140  | Beginning 2-Dimensional Design (3) |
| ART 141  | Beginning 3-Dimensional Design (3) |

#### 2. Upper Division Requirements (12 units)

|         |               |
|---------|---------------|
| ART 305 | Art Today (3) |
|---------|---------------|

or Upper Division art history course with consent of advisor (3)

|  |           |
|--|-----------|
| Additional Art Electives with consent of advisor | 9         |
| <b>Total Art Minor (Minimum)</b>                 | <b>24</b> |

### B. Art History Option

#### 1. Lower Division Requirements (6-9 units)

|                |  |
|----------------|--|
| ART 110        | World Arts: The Western Tradition (3)            |
| ART 112        | World Arts: Africa, Oceania and the Americas (3) |
| and/or ART 114 | World Arts: Asia (3)                             |
|                | and/or any Lower Division studio course.         |

#### 2. Upper Division Requirements (15-18 units)

Select Art History courses and Upper Division studio courses with approval of an Art History advisor.

|                                  |           |
|----------------------------------|-----------|
| <b>Total Art Minor (Minimum)</b> | <b>24</b> |
|----------------------------------|-----------|

## Requirements for the Master of Arts Degree

Total Units Required: 30

The Master of Arts degree is offered in the following options and areas of concentration:

Option I: Art Education

Option II: Art History

Option III: Visual Arts

(With areas of concentration in Ceramics, Drawing, Illustration, Painting, Photography, Printmaking, Sculpture and Video/Digital.)

## A. Entrance Requirements:

### Art Education, Visual Arts Option Requirements:

1. Bachelor's in Art from an accredited institution or a Bachelor's degree with a minimum of 24 units of Upper Division art or the equivalency as determined by the appropriate Department Graduate Committee (Those who choose the Visual Arts option must have completed a minimum of 12 Upper Division units in one area of concentration.);
2. An undergraduate GPA of 3.0 or higher (Students who have less than 3.0 undergraduate GPA must complete the Graduate Record Examination (GRE) with a departmentally accepted score); and
3. Students applying to Art Education or Visual Arts areas of concentration who do not meet the undergraduate GPA of 3.0 and do not take the GRE must fulfill the following in-lieu requirements:
  - a. Submit 3 letters of recommendation from former professors or other persons adjudged by the Department to be competent to evaluate the student's potential for graduate-level performance;
  - b. Submit a written philosophical statement of intention or purpose (1 or 2 pages);
  - c. Complete ART 611 or 615 with a minimum grade of B. Art Education students substitute ART 590 for ART 611.

### Art History Option Requirements:

1. B.A. in Art History or the equivalent, with a GPA of 3.0 or better and a minimum of 18 units of Upper Division art history (If ART 311 Bibliography, Research Methods and Historiography of Art History or its equivalent was not taken as part of the undergraduate major, it must be taken as part of the minimal art history requirements);
2. Three professional recommendations;
3. Written statement of purpose;
4. Personal or telephone interview with an Art History faculty member;
5. Passing score on the GRE (Graduate Record Examination); and
6. Two samples of academic writing that demonstrate art historical research skills.

## B. Requirements for Classified Graduate Status:

1. Students must pass the Upper Division Writing Proficiency Exam.
2. Students who choose the Art Education option must have their portfolio evaluated and approved by the appropriate Art Education Graduate Committee. They must pass a personal screening interview conducted by the appropriate Art Education Graduate Committee [or designee(s)].
3. Students who choose the Visual Arts option must have their portfolio evaluated and approved by the Visual Arts Graduate Committee. If the student's portfolio is not accepted, two additional submissions are allowed.
4. Students who choose the Art History option must pass the Foreign Language Reading Exam in French or German and the Art History Comprehensive Exam. In addition, they must complete 12 units of Art History at the 400-level or above, including at least 1 class at the 500- or 600-level. Upon reaching classified status, students must form a thesis committee and select a thesis advisor. Students must complete an additional 12 units at the 500- or 600-level, which must include ART 611, ART 615 and two semesters of ART 619.
5. Students in Art Education, Visual Arts options whose undergraduate GPA was below 3.0 and do not take the GRE must have fulfilled all in-lieu requirements (see section A. Entrance Requirements, above).

**C. Requirements for the Degree:**

1. Select a Graduate Advisor and thesis committee;
2. Complete the Program for Master of Arts form with approval of a Graduate Advisor;
3. Meet at least once a semester with the thesis committee to demonstrate satisfactory progress toward the degree; and
4. Complete a minimum of 30 units of approved graduate work comprised of the following:  
(Approved student programs shall include a minimum of 21 units of graduate coursework 500- and 600-level).

**A. Required Courses (6 units)**

- ART 611 History and Philosophy of Art (3)  
or ART 590 History and Philosophy of Art Education (3)  
ART 615 Art Analysis and Criticism (3)

**B. For the Visual Arts option, select courses in area of concentration. Student must select an area of concentration from the following (12 units):**

Ceramics, Drawing, Graphic Design (MFA only), Illustration, Painting, Photography, Printmaking, Sculpture or Video/Digital Art.

**C. Graduate Level Elective Courses**

- ART 500 History of Art Museums and Collecting in Western Civilization (3)
- ART 502 Art Museum Practices (3-3)
- ART 520 Studio Problems: Video/Digital Art (3-3-3-3)
- ART 521 Studio Problems: Painting (3-3-3-3)
- ART 522 Studio Problems: Illustration (3-3)
- ART 524 Studio Problems: Drawing (3-3-3-3)
- ART 525 Studio Problems: Printmaking (3-3-3-3)
- ART 535 Studio Problems: Sculpture (3-3-3-3)
- ART 540 Studio Problems: Design (3-3-3-3)
- ART 544 Studio Problems: Graphic Design (3-3-3-3)
- ART 550 Studio Problems: Photography (3-3-3-3)
- ART 560 Studio Problems: Ceramics (3-3-3-3)
- ART 588 Studio Problems: Public Art (3-3-3-3)
- ART 619 Seminar in Art History (3-3)
- ART 620 Advanced Studio Problems: Video/Digital Art (3-3-3-3)
- ART 621 Advanced Studio Problems: Painting (3-3-3-3)
- ART 622 Advanced Studio Problems: Illustration (3-3)
- ART 624 Advanced Studio Problems: Drawing (3-3-3-3)
- ART 625 Advanced Studio Problems: Printmaking (3-3-3-3)
- ART 635 Advanced Studio Problems: Sculpture (3-3-3-3)
- ART 640 Advanced Studio Problems: Design (3-3-3-3)
- ART 644 Advanced Studio Problems: Graphic Design (3-3-3-3)
- ART 650 Advanced Studio Problems: Photography (3-3-3-3)
- ART 660 Advanced Studio Problems: Ceramics (3-3-3-3)
- ART 681A/B Seminar in Art Education (3-3)
- ART 686 Research in Art Education (3-3)
- ART 688 Advanced Studio Problems: Public Art (3-3-3-3)
- ART 696A-C Directed Graduate Research (1-3)
- ART 699A-C Independent Study (1-3)

Students in Art Education and Art History may apply approved 400-level courses toward their area of concentration.

(Not applicable in the Studio areas of concentration)

**D. Courses in related and/or outside field (9 units)**

These are to be selected, with the approval of the advisor, from 400-, 500- and 600-level courses in art or related fields.

5. Thesis, project or artistic performance  
ART 698C (3)  
Art History Option: ART 698C (3-3)

6. Oral examination, if deemed necessary by the appropriate departmental Graduate Committee.

|   |           |
|---|-----------|
| <b>Total Units Required for the M.A. Degree</b> | <b>30</b> |
|---|-----------|

**Requirements for the Master of Fine Arts Degree**

**Total Units Required: 60 units**

The Visual Arts Graduate Committee conducts selection for admission into the MFA program. This selection occurs once a year, with applications submitted directly to the Art Department, due the second Friday in February for admission the following Fall semester. The Master of Fine Arts (MFA) in Art is offered in the following areas of concentration: Visual Arts Option with areas of concentration in Ceramics, Drawing, Graphic Design, Illustration, Painting, Photography, Printmaking, Sculpture and Video/Digital Art.

**A. Requirements for Classified Graduate Status:**

Students must meet all Classified Graduate Status requirements in order to enter the program.

1. Bachelor's degree in Art from an accredited institution or a Bachelor's degree with a minimum of 24 units of Upper Division Art, or the equivalency, as determined by the Visual Arts Graduate Committee;
2. Undergraduate GPA of 3.0 or higher (Students who do not meet the undergraduate GPA of 3.0 must do the following):
  - a. Complete the Graduate Record Examination (GRE) with a departmentally accepted score;
  - b. Students who do not meet the undergraduate GPA of 3.0 and do not take the GRE must fulfill the following in-lieu requirements:
    - i. Submit 3 letters of recommendation from former professors or other persons determined by the department to be competent to evaluate the student's potential for graduate-level performance;
    - ii. Submit a written philosophical statement of intention (1 to 2 pages);
    - iii. Complete Art 611 or 615 with a minimum grade of B; and
    - iv. Pass a personal screening interview conducted by the Visual Arts Graduate Committee [or designee(s)].
3. Completion of 18 advisor-approved units of Upper Division and/or graduate course work in the proposed emphasized area of concentration;
4. Completion of a minimum of 12 units of Art History, 6 units of which must be Upper Division;
5. With the approval of the Visual Arts Graduate Committee, up to 30 units of previously completed graduate course work with a grade of B or better (This may be allowed toward the MFA degree, thesis grade excluded);
6. Successful completion of a Qualifying Portfolio Evaluation approved by the Visual Arts Graduate Committee, with emphasis in the proposed area(s) of concentration, a Statement of Intent and a Resume submitted with the portfolio; and
7. Pass the Upper Division Writing Proficiency Exam.

**B. Classified Student Requirements**

1. Select a Graduate Advisor and thesis committee;
2. Complete the Program for Master of Fine Arts form with approval of Graduate Advisor;
3. Meet at least once a semester with thesis committee to demonstrate satisfactory progress toward Advancement to Candidacy;
4. Completion of a minimum total of 60 units of graduate work in approved graduate courses.

## Department Graduate Level Courses

### Visual Arts (39 units\*)

1. All student programs must emphasize one to three area(s) of concentration.
2. The student's Graduate Advisor must be from one of the selected area(s) of concentration.
3. All units taken from the program must be approved by a Graduate Advisor.
4. A minimum of 12 units must be from the area(s) of concentration specifically emphasized in the student's Qualifying Portfolio Evaluation. Students wishing to change their emphasized area of concentration must request a Graduate Advisor in that area of concentration.

### Visual Arts

Ceramics, Drawing, Graphic Design, Illustration, Photography, Printmaking, Sculpture, Video/Digital Art

A minimum of 36 units must be completed from one to three areas of specialization(s).

### Required Courses (9 units)

|            |                                   |
|------------|-----------------------------------|
| ART 611    | History and Philosophy of Art (3) |
| ART 615    | Art Analysis and Criticism (3)    |
| ART 691A-Z | MFA Seminar** (3)                 |

### Department Graduate Level Courses

In addition to the courses listed under the M.A. program under Requirements for the Degree, the MFA program also includes the following:

|            |                                     |
|------------|-------------------------------------|
| ART 690A-Z | MFA Studio*** (3-3-3-3)             |
| ART 698    | MFA Thesis/Artistic Performance (3) |

\*39 unit total includes 3 units of ART 698 Thesis/Artistic Performance.

\*\*Three units required; repeatable as an elective for a total of 12 units.

\*\*\*ART 690 MFA Studio is not a separate area of concentration. It allows continued course work for classified MFA students in their area(s) of concentration.

### Electives (12 units)

All elective courses must be selected in consultation with Graduate Advisor. Select from the following:

|              |                                  |
|--------------|----------------------------------|
| ART 400-699C | Elective Courses in Art (3-3)    |
| ART 691A-Z   | MFA Seminar (3-3-3-3)            |
| ART 696A-C   | Graduate Directed Research (1-3) |

Additional elective courses outside the area(s) of concentration may be selected with advisor approval.

## C. MFA Advancement to Candidacy

1. Advancement to Candidacy takes place when the required preparatory course work is completed and the student is prepared to advance to the final Thesis/Artistic Performance phase of the degree requirements.
2. Prerequisites to Advancement to Candidacy are:
  - a. Successful completion of periodic work-in-progress evaluations;
  - b. Classified graduate standing with a minimum GPA of 3.0 or higher in all work undertaken for the program;
  - c. The removal of any incompletes or completion of satisfactory progress (SP) grades;
  - d. Successful completion of the Advancement to Candidacy Portfolio Evaluation approved by the student's thesis committee; and
  - e. Department approval of the Plan for Thesis Project, prior to registration for ART 698 MFA Thesis or Artistic Performance.

## MFA Transfer and Residency Policy

1. Transfer credit allowable toward the MFA is not to exceed 30 graduate units. The Visual Arts Graduate Committee approves all transfer credits.
2. Only courses in which the student receives a minimum grade of B may be transferred.
3. Only courses completed in the last seven years may apply to the degree.

4. MFA candidates must complete a minimum residency consisting of 18 graduate units in their designated area(s) of concentration.

### Elective Courses

Refer to the Graduate-Level Elective courses. Students may take 400-level courses outside their area(s) of concentration with Graduate Advisor approval. No new elective courses are needed for implementation

|  |           |
|--|-----------|
| <b>Total Units Required for the MFA Degree</b> | <b>60</b> |
|--|-----------|

## Credential Information

Contact the Art Department Advisement Center at (818) 677-2348 for information about the Art Subject Matter Program for the Single Subject Credential.

1. Choose an Area of Concentration
2. Lower Division Core Program
3. Upper Division Core program
4. Grade of B or better in ART 479, 484, 485, 486 and 590
5. Minimum of 54 units in Art
6. Art Department Contract form, approved by an Art Advisor
7. Portfolio review and interview
8. Overall GPA of 2.75 or higher
9. GPA of 2.75 or higher in Art Subject Matter Program courses for the Single Subject Credential

## Course List

### ART 100/L. Introduction to Art Processes and Lab (1/2)

*Corequisite:* ART 100L. Not available for Art Major credit. Experiences for the non-art major in drawing, painting, sculpture and other art processes. Provides an understanding of the place of art in life through actual participation. 1 hour discussion, 4 hours studio. (Available for General Education, Arts and Humanities.)

### ART 110. World Arts: The Western Tradition (3)

Survey of the visual arts of the Western cultural tradition from ancient to modern times emphasizing historical, religious and socio-cultural contexts. Discussion, research and writing on the visual arts, including painting, sculpture, architecture, book arts, ceramics, textiles and body arts. For non-art major. (Available for General Education, Arts and Humanities.)

### ART 112. World Arts: Africa, Oceania and the Americas (3)

Survey of the visual arts of Africa, Oceania and the Americas emphasizing historical, religious and socio-cultural contexts. Discussion, research and writing on the visual arts, including painting, sculpture, architecture, book arts, ceramics, textiles and body arts. For non-art major. (Available for General Education, Comparative Cultures)

### ART 114. World Arts: Asia (3)

Survey of the visual arts of India, China, Japan, Korea and Southeast Asia, emphasizing historical, religious and socio-cultural contexts. Discussion, research and writing on the visual arts, including painting, sculpture, architecture, book arts, ceramics, textiles and body arts. (Available for General Education, Arts and Humanities.)

### ART 120/L. Arts Immersion: Visual Art and Lab (1/1)

*Prerequisite:* Restricted to students in the ITEP Freshman Option Program. *Corequisite:* ART 120L. Introduction to the study of visual arts foundation skills, concepts and ideas, based on the Visual and Performing Arts Framework and the Visual and Performing Arts Content Standards for California Public Schools. Foundation study in the visual arts includes application of the creative processes and skills, responding to and deriving meaning from works of art and developing an understanding of art in historical and cultural context. 1 hour of lecture per week; 2 hours of lab per week.



**ART 124A. Drawing I (3)**

Introduction to basic drawing experiences. Graphic representation of objects stressed through a variety of techniques and media. Emphasis on form, structure, values, line and systems of perspective and space. For non-art majors; 5 hours lab. (Available for General Education, Arts and Humanities)

**ART 124B. Drawing I (3)**

*Prerequisite:* ART 124A. Basic drawing experiences dealing with the human figure. Emphasis on form, structure, proportions, gesture and systems of perspective and space. 5 hours per week.

**ART 140. Beginning Two-Dimensional Design (3)**

Introduction to the elements and principles of 2-dimensional design that are common to the visual arts. Foundation course stressing visual perception and an effective knowledge of the graphic means of expression and communication. 5 hours per week. (Available for General Education, Arts and Humanities)

**ART 141. Beginning Three-Dimensional Design (3)**

Study of the elements and principles of 3-dimensional design and their applications, with emphasis on form in space, design systems and contemporary art concepts. Experimentation in both natural and synthetic material. For non-art majors; 5 hours per week. (Available for General Education, Arts and Humanities)

**ART 148. Color Theory (3)**

*Prerequisite:* ART 140. Introduction to basic theories of color. Investigations of color harmony and its development as applied to 2-and 3-dimensional visual form. Introductory studies of physiological and psychological aspects of color are investigated. 5 hours per week.

**ART 151. Photography as Art (3)**

Not available for Art Major credit. Students must provide their own digital camera (SLR or compact digital). Introduction for non-art majors to the subject matter and aesthetics of photography. Review of artists' works that have been a major influence in the field and that reflect broader issues in visual culture. Assignments include learning basic camera anatomy, functions and digital applications. Students need basic working knowledge of computer operation. (Available for General Education, Lifelong Learning)

**ART 200. Art, Media and Visualization (3)**

Practical study of the way art, technology and theories in visual representation shape contemporary visual practice.

**ART 201. Introduction to Web Art (3)**

This course is an introduction to web art and design. In addition to an exposure to the history of the web/internet, the course will cover basic web development tools, terminology and aesthetics. Students will create web pages using current computer web applications. For non-Art majors. (Available for General Education, Lifelong Learning.)

**ART 202. Introduction to Video/Digital Art (3)**

*Prerequisite:* ART 200. Introduction to the uses of time-based media as a means of personal expression. Investigations into basic concepts in digital media result in short artistic statements presented in video/digital format. 5 hours lab.

**ART 222. Illustration Materials and Techniques (3)**

*Prerequisites:* ART 124B. Introduction to the use of materials and techniques used in a variety of art areas and specifically in the field of illustration. Emphasis on understanding media potential and the development of refined technical skills required for the successful execution of illustrations. Covers wide range of wet- and dry-media tools and techniques. 5 hours lab.

**ART 224A Drawing II: Anatomy (3)**

*Prerequisite:* ART 124B. Study of the human form and its graphic representation. Problems dealing with anatomy, form and structure introduced by studies of the posed model. 5 hours per week.

**ART 224B. Drawing II: Portraiture (3)**

*Prerequisite:* Art 124B. Study of human form with emphasis on hands and the head. Investigation of traditional techniques and concepts of portraiture. 5 hours per week.

**ART 227. Painting I (3)**

*Prerequisite:* Art majors: *Recommended Corequisite or Preparatory:* ART 140. *Non-Art majors: Consult Department for equivalency.* Emphasis on 2-dimensional pictorial structure. Application of design fundamentals to graphic space, organization and imagery. Use of various painting media. 5 hours per week.

**ART 228A. Painting Techniques and Media (3)**

*Prerequisites:* ART 140, 227. Study of 2-dimensional media and materials with emphasis on traditional concepts, form and imagery. Materials such as encaustic, tempera, watercolor, oils, etc., are used. 5 hours per week.

**ART 228B. Painting Techniques and Media (3)**

*Prerequisite:* Art majors: *Recommended Corequisite or Preparatory:* ART 140. *Non-Art majors: Consult Department for equivalency.* Study of 2-dimensional media and materials with emphasis on new materials and their expressive potential. Uses contemporary materials such as acrylics, plastics, fabric, natural and modern industrial materials. 5 hours per week.

**ART 230. Perspective (3)**

*Prerequisite:* Art majors: ART 124A. *Non-Art majors: Consult Department for equivalency.* Understanding and use of various systems of perspective. Emphasis upon linear perspective and applications to rendering which are based upon uses of perspective. 5 hours per week.

**ART 235. Sculpture I (3)**

*Prerequisites:* Art majors: ART 141. *Non-Art majors: Consult Department for equivalency.* Introduction to a variety of sculptural concepts. Involvement in basic processes, including modeling, casting, carving and construction. 5 hours lab.

**ART 237. Printmaking I (3)**

*Prerequisites:* Art majors: ART 140. *on-Art majors: Consult Department for equivalency.* Introduction to the materials and basic processes of printmaking with a thorough exploration of monotypes and relief techniques, including wood and linoleum cutting and other processes. 5 hours lab.

**ART 243. Introduction to Typography (3)**

*Prerequisites:* ART 140; *Corequisite:* ART 200. History, theory and practice of letter forms and typography as they apply to graphics, advertising and other areas of design and visual communication. Projects cover principles of typography, letter structure, typeface selection, fundamentals of computer typesetting and typographic layout. Fee required. 5 hours lab.

**ART 244. Graphic Design I (3)**

Introductory survey to the professional field of advertising and graphic design as related to print, multimedia, entertainment, environmental and other areas of visual communications. Emphasis on fundamental principles and skills with a broad approach to the application of techniques and concepts of the field. 5 hours lab. Course fee.

**ART 250. Photography I (3)**

Basic instruction in the creative use of the camera and printing techniques. Instruction in basic principles and darkroom experience. Emphasis on photography as a fine art, stressing beginning visual awareness and craftsmanship. 5 hours lab.

**ART 263. Animation I (3)**

Introduction to the fundamental principles of animation that are the basis for traditional and computer animation. Hand-drawn exercises are utilized to learn timing, motion and weights. Covers introduction to the early history of animation. 5 hours lab.

**ART 267. Introduction to Ceramics (3)**

Basic methods of hand-building and wheel-forming. Emphasis on designing, decorating, glazing and firing procedures. 5 hours lab.

**ART 296A-Z. Experimental Topics Courses in Art (1-3)**

Experimental courses in Art with course content to be determined.

**ART 300. Digital Technologies in Art (3)**

*Prerequisite:* ART 200. Exploration of the use of digital media in art and design. Provides practical experience in designing digital media products. 5 hours lab.

**ART 301. Web Design (3)**

*Prerequisite:* ART 200; *Preparatory:* ART 201 or 244. Introduction to principles and techniques for visual and information design for websites. Includes an introduction to website animation technologies. 5 hours lab.

**ART 302. Video/Digital Art (3-3)**

*Prerequisite:* ART 200 or 202. Studies into artistic concepts and technologies involved in the creation of video art and digital time-based art forms. Investigations into digital imaging, non-linear compositing and visual effects result in the creation of short artistic statements presented in video/digital format. 5 hours lab.

**ART 304/L. Visual Art and the Child (1/1)**

*Prerequisites:* ART 120/L; *Restricted to students in the ITEP Freshman Option Program.* Provides students with the opportunity to revisit visual art and apply their knowledge of this area to working with children in a school setting. Students extend and integrate their knowledge of visual arts foundation skills, concepts and ideas, based upon the Visual and Performing Arts Framework and the Visual and Performing Arts Content Standards for California Public Schools. Experiences include planning, teaching and assessing art lessons in field based settings. Students also engage in critical analysis and reflection to discover ways to guide children in both the creation of art and thoughtful appreciation of art.

**ART 305. Art Today (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Not available for Art Major credit. Art majors may take this course for University elective credit. Introduction for the non-art major to the art, design and architecture of our time. Illustrated lectures explore the development, techniques and ideas underlying the contemporary visual environment. (Available for General Education, Arts and Humanities.) (IC)

**ART 306. Motion Graphics (3)**

This course is an introduction to Motion Graphics, which includes the categories of commercial, broadcast, main sequence and music video. The course will include lectures, showcases and demonstrations of the history, techniques and applications of motion graphics. Projects will cover design, composition, narrative and sound development. Current industry standard computer applications will be introduced and applied. This course may be repeated twice for credit. 5 hours lab.

**ART 308/L. Color Application and Lab (2/1)**

*Prerequisites:* ART 140, 200. *Corequisite* ART 308L. Exploration of the theories of color with emphasis on its application to a wide range of artistic formats. Functions of color and its associative aspects are studied in studio activities. 2 hours discussion, 2 hours studio.

**ART 311. Bibliography, Research Methods and Historiography of Art History (3)**

*Prerequisite:* ART 110. Seminar designed to acquaint the student with basic bibliography, methods of research and the historiography of art history. Required of all students who specialize in Art History within the art major. Does not satisfy Upper Division core requirement for Art majors.

**ART 313. History of Design (3)**

Study of important developments in the history of design: architecture and ornament, interior and furniture, decorative arts, textile design, industrial design, product design and graphic design. (Offered Fall semester)

**ART 315. Perspectives in Art History (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Not available for Art Major credit. Introduction for non-art majors. Art as a means of examining Western civilization from prehistory to the present. Comparative study of the visual/plastic arts from the historical perspectives of their function in society. (Available for General Education, Comparative Cultural Studies.) (IC)

**ART 318. Survey of 19th and 20th Century Arts (3)**

*Prerequisite:* ART 110. A survey of major movements in 19th- and 20th-century art and art theory with reference to social, political, economic and ideological contexts. Included are visits to major museums, galleries and performance art venues in the Los Angeles area.

**ART 322A. Illustration I (3)**

*Prerequisites:* ART 200, 222. Basic principles and practices of publication and advertising illustration. Projects emphasize conceptual problem-solving, composition and the development of personal style. Projects are designed for inclusion in a professional portfolio. 5 hours lab.

**ART 322B. Illustration II (3)**

*Prerequisite:* ART 322A. Techniques used in illustration, with an emphasis on problem solving and the development of skills necessary in illustration for publication and advertising. 5 hours lab.

**ART 322C. Digital Illustration (3-3)**

*Recommended Preparatory Course:* ART 322A. The study and practice of digital illustration that uses both traditional fine art media and digital technology. Emphasis is on illustration problem-solving, experimental techniques and the development of portfolio quality illustrations. 5 hours lab.

**ART 324A. Drawing III: Figure Drawing (3)**

*Prerequisites:* ART 124A, 124B, 200. Study of the human figure using models. Emphasis on creative interpretation of structure, gesture and space as they relate to the elements of line, form, value and color. 5 hours per week.

**ART 324B. Drawing III: Figure Drawing and Painting(3)**

*Prerequisite:* ART 324A. Study of the human figure using models. Emphasis on creative interpretation of structure, gesture and space as they relate to the elements of line, form, value and color. Introduction to a broad range of problems in the combined area of drawing and painting that are non-linear and apply to the study of human form. 5 hours per week.

**ART 326. Painting II: Abstract Painting (3)**

*Prerequisites:* ART 227, 200. Emphasis on an individuality of response to contemporary problems in painting incorporating a variety of media, techniques and concepts related to abstract painting. 5 hours per week.

**ART 327. Painting II: Representational Imagery (3)**

*Prerequisites:* ART 227, 200. Emphasis on individuality of response to contemporary problems in painting, incorporating a variety of media, techniques and content related to representational imagery.

**ART 328. Water Color (3-3)**

*Prerequisites:* ART 200. *Corequisite:* Upper Division standing; portfolio review required for repeat credit. Transparent and opaque watercolor techniques. Emphasis on technical proficiency and creative expressions. 5 hours per week.

**ART 330. Drawing III: Composition (3-3)**

*Prerequisites:* ART 124A, 124B, 140, 200. Problems, utilizing various drawing media and techniques, stressing the elements of 2-dimensional composition and pictorial organization. 5 hours per week.

**ART 335. Sculpture II (3-3)**

*Prerequisites:* ART 141, 200, 235. Further exploration of sculpture concepts and media, with emphasis on individual invention. 5 hours lab.

**ART 337A. Printmaking II: Intaglio (3)**

*Prerequisite:* ART 237. Intaglio methods, including collagraph, on metal and related materials. Color processes. 5 hours lab.

**ART 337B. Printmaking II: Serigraphy (Silkscreen) (3)**

*Prerequisites:* ART 200, 237. Methods and materials used to create stencils for multicolor registration and printing, including photo processing. 9 hours lab.

**ART 337C. Printmaking II: Lithography (3)**

*Prerequisites:* ART 200, 237. Lithographic methods on stone or metal plates. Black/white and color processes. 5 hours lab.

**ART 339. Figure and Portrait Sculpture (3-3)**

*Prerequisites:* ART 200, 235. *Corequisite.* *Preparatory:* 124B. Exploration of various 3-dimensional means of expression utilizing the human body. Direct modeling from life in clay and wax. Emphasis on structural analysis and personal interpretation of the figure. Experience in armature construction, mold making and casting techniques. Nine hours lab.

**ART 341. Graphic Design Production (3)**

*Prerequisites:* ART 200, 244. Production mechanics of designed projects are prepared for offset printing and digital reproduction. In-depth review of color separations, ink, paper and current trends in print production as well as digital reproduction and multimedia. 5 hours lab.

**ART 342. Exhibition Design (3)**

*Prerequisites:* ART 140 or 141; 200. Study of techniques of exhibition design. Problems of design and production in projects that emphasize creating gallery and related exhibitions or venues. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation. 5 hours per week.

**ART 343. Advanced Typography (3-3)**

*Prerequisites:* ART 243, 244. Theory and practice of letter forms and typography as they apply to graphics, advertising and other areas of design and visual communication. Projects cover principles of typography, letter structure, type face selection, fundamentals of computer typesetting and typographic layout. 5 hours lab.

**ART 344. Graphic Design II (3-3)**

*Prerequisite:* ART 244. *Corequisite:* ART 200. *Preparatory:* ART 341 or equivalent. Introduction to intermediate skills and conceptual problems of the field. Stressed is the integration of theory with practical applications. Projects demand creative solutions to typical problems faced by the graphic designer. 5 hours lab.

**ART 350A-B. Photography II (3-3)**

*Preparatory for (A):* ART 200; 250. *Preparatory for (B)* ART 350A. Continuation of the principles learned in Photography I with more advanced problems. Students explore the medium more fully through experience with slide-making, multiple imagery, solarization and other techniques. History and heritage of photography is integrated into the course. 5 hours lab.

**ART 351. Digital Photo Imaging (3-3)**

*Prerequisite:* ART 250. *Preparatory:* ART 200. Exploration of digital photography, integrating established principles of the photo medium with digital technologies. Photo images are created and manipulated through digital software processes for both fine art and commercial application. Assignments result in a portfolio. May be repeated once for credit; 5 hours lab.

**ART 352. Visual Effects (3-3)**

*Prerequisite:* ART 302. Studies in the conceptualization and techniques of digitally generated visual effects in time-based media. Creative self-expression is emphasized in the production of experimental short videos.

**ART 353. Color Photography (3-3)**

*Preparatory:* ART 200, 250 or equivalent. Investigation into the various aspects of color photography, which include: exposure and development of negative film; printing with color materials utilizing the subtractive color principles that underlie color filtration and correction; a brief survey of contemporary color photographers with an emphasis on the aesthetics of their works; and refinement of the students' visual eye while pursuing their own stylistic expression. May be repeated once for credit. 5 hours lab.

**ART 354. Computer Graphics (3-3)**

*Prerequisites:* Art majors: ART 200, 244. *Non-art majors:* Consult department for equivalency. Application and principles of computer graphics as a creative technological medium. Practical experience with micro-computers in studying the potentials of graphic communication and visual expression. 5 hours lab.

**ART 355. Large Format Photography (3)**

Exploration of the various aspects of large format (4" x 5") photography, including camera operation, darkroom techniques and artificial lighting. Emphasis on exercising control over all aspects of the image-making process, including recognizing visual problems and selecting the appropriate techniques to bring about their solution. Addresses wide range of photographic situations. 5 hours lab.

**ART 356. Computer Publishing Design (3-3)**

*Prerequisite:* ART 244. *Corequisite:* ART 200. Application of graphic design principles to computer-generated page layout. Using current software applications, covers design of text documents, graphic elements and their incorporation into page layouts. Emphasis on the use of the computer for decision making and experimentation. 5 hours lab.

**ART 363A. Animation II (3)**

*Prerequisite:* ART 263. Further study of animation skills for both traditional and computer animation. Introduction to storyboard process, character design and story development. Intermediate-level animation principles, including character expression, lip sync and staging. Continuation of animation history 1943 to the present. 5 hours lab.

**ART 363B. Animation II (3)**

Intermediate animation emphasizing concept development in preparation for a 3-D computer or 2-D animation project. Includes research, story development, character design, timing studies, scenic design and storyboards. Work culminates in a process book and animatic. 5 hours lab.

**ART 364. 3-D Computer Animation (3-3)**

*Prerequisite:* ART 263. Investigation of 3-D computer animation with emphasis on animation timing, modeling and lighting. 5 hours lab.

**ART 365. 3-D Computer Animation II (3-3)**

*Prerequisite:* ART 364. Intermediate study of 3-D computer animation with focus on 3-D character creation and animation. Includes: design, modeling, rigging, key-frame lip-sync acting, background, lighting, texturing, coloring and critical analysis of 3-D characters from the game and animation fields. 5 hours lab.

**ART 366. Ceramics II (3-3)**

*Prerequisite:* ART 267. Investigation of the use of clay as a medium with an emphasis on sculptural applications. Discussion of ideas, technical processes and approaches as they relate to clay's use as a non-utilitarian medium. Experimentation with mold making, casting, clay bodies, glaze formulation and surface treatments. 5 hours lab. Course fee.

**ART 367. Ceramics III (3-3)**

*Prerequisite:* ART 267. Further investigation of the use of clay as a medium with emphasis on experimental practice. Further discussion of ideas, technical processes and approaches as it relates to the work and contemporary visual art. Continued experimentation with wheel forming, hand building, clay bodies, glaze formulation and surface treatments. 5 hours lab. Course fee.

**ART 368. Game Animation and Design (3-3)**

*Recommended preparatory courses:* ART 365. Investigation of the creative process of game design and game animation. Practical, theoretical and global aspects of game design will be explored by creating game assets and producing animation work. 9 hours lab.

**ART 380/L. Children's Art and Lab (2/1)**

*Prerequisite:* Junior standing. *Corequisite:* ART 380L. Recommended for Multiple Subjects Credential Candidates. Development of fundamentals and principles for determining art experiences for children. Understanding the significance of art in the child's development. Emphasis on developing basic art skills in criticism, aesthetics, history and studio production. 2 hours discussion, 2 hours studio and visits to art exhibitions.

**ART 383/L. Art in Early Childhood and Lab (2/1)**

*Prerequisite:* Junior standing. *Corequisite:* ART 383L. Analysis and discussion of the significance of art in the development of young children ages 3 through 8 combined with studio experiences in 2- and 3-dimensional materials. 2 hours discussion, 2 hours studio.

**ART 385/L. Children's Crafts and Lab (2/1)**

*Prerequisite:* Junior standing. *Corequisite:* ART 385L. Basic skills and understandings that provide meaningful craft experiences for children. Emphasis on the educational value of crafts. Beginning techniques and processes involving 3-dimensional materials. 2 hours discussion, 2 hours studio.

**ART 396A-Z. Experimental Topics Courses in Art (1-3)****ART 400/L. Developing Visual Literacy and Lab (2/1)**

*Prerequisites:* ART 380; Junior standing. *Corequisite:* ART 400L. In-depth exploration of selected art processes culminating in a significant research paper or project. 2 hours discussion, 2 hours studio.

**ART 401. History of Native North American Art (3)**

The visual arts of North American native cultures from the Eskimo to Canada, the Northwest and Southwest areas of the United States, the Plains and Eastern Indian societies.

**ART 402. Advanced Video/Digital Art (3-3)**

*Preparatory:* ART 302. Advanced studies into video/digital art involve exploration into a broad range of artistic concepts and visual technologies utilized in video/digital media and time-based art forms. Investigation into art software applications and experimental methods lead to the production and refinement of artistic statements presented in video/digital format. 5 hours lab.

**ART 403. History of Latin American Art (3)**

Survey of Latin American arts from pre-classic cultures in Central and South America through the evolution of high cultures to the conquest. Art and architecture of the colonial period to the modern.

**ART 404. History of African and Oceania Art (3)**

Visual arts of sub-Saharan tribal Africa are considered in their cultural context, including related art forms, such as literature, music and ritual observances. Arts of the South Pacific, the tribal societies of Melanesia, Polynesia, Micronesia and Australia.

**ART 412. History of Korean Art (3)**

*Prerequisite:* Upper Division standing. Korean visual culture from the Neolithic period to the present time. Investigation of various art forms in different media (including ceramics, calligraphy, painting, sculpture, architecture, woodblock print, photograph, video, installation and performance) and ways in which different artistic features are connected to specific historical, religious, philosophical and political contexts.

**ART 413. History of Chinese Art (3)**

*Prerequisite:* Upper Division standing. Chinese visual culture from the Neolithic period to the present time. Investigation of various art forms in different media (including ceramics, jade and bronze objects, calligraphy, painting, sculpture, architecture, woodblock print, photographs, video, installations and performance) and ways in which different artistic features are connected to specific historical, religious, philosophical and political contexts.

**ART 414. History of Japanese Art (3)**

*Prerequisite:* Upper Division standing. Japanese visual culture from the Neolithic period to the present time. Investigation of various art forms in different media (including ceramics, bronze objects, calligraphy, painting, sculpture, architecture, woodblock print, photographs, video, installations and performance) and ways in which different artistic features are connected to specific historical, religious, philosophical and political contexts.

**ART 415. History of the Art of India (3)**

*Prerequisite:* Upper Division standing. Indian visual culture from the Neolithic period to the present time. Investigation of various art forms in different media (including ceramics, bronze objects, painting, sculpture, architecture, photographs, video, installations and performance) and ways in which different artistic features are connected to specific historical, religious, philosophical and political contexts.

**ART 416. History of Ancient Near Eastern Art (3)**

*Prerequisite:* Upper Division standing. Study of the architecture, sculpture and related art forms of the ancient Near East, Mesopotamia, Anatolia and Iran from prehistoric times to the beginning of the Sassanian Empire.

**ART 420. History of Greek Art and Architecture (3)**

*Prerequisite:* Upper Division standing. Art and architecture of the Aegean area from the early Archaic to the end of the Hellenistic periods.

**ART 421. History of Roman Art and Architecture (3)**

*Prerequisite:* Upper Division standing. Art and architecture of the Roman World from circa 700 B.C. to 400 A.D.

**ART 422. Illustration III (3-3-3-3)**

*Prerequisites:* ART 322B. Advanced study of specific problems in publication and advertising illustration. Projects require the creative implementation of the ideas, media and techniques used by illustrators. 5 hours lab.

**ART 423. History of Early Christian and Medieval Art (3)**

*Prerequisites:* ART 110; Upper Division standing. A study of the art and architecture of Europe and the Mediterranean from the 3rd century to the end of the 14th century.

**ART 424. Drawing IV: Life Drawing (3-3)**

*Prerequisite:* ART 324B. Advanced problems in draftsmanship and study of the human figure, with special emphasis on freedom of expression and experimentation. (Portfolio review is required to be eligible for enrollment for 3rd and 4th semester repeat credit.) 5 hours per week.

**ART 425. History of Italian Renaissance Art (3)**

*Prerequisite: Upper Division standing.* Study of the developments in art and architecture of Italy from 1300 to 1520, with particular emphasis on the relationship between the visual tradition and cultural context. Regular written assignments are required.

**ART 426. Art and Architecture of Italy and Spain During the 16th Century (3)**

*Prerequisite: Upper Division standing.* Comprehensive survey of architecture, painting and sculpture in Italy (High Renaissance and Mannerism) and Spain during the 16th century. Particular emphasis on the relationship between style and cultural context.

**ART 427. Painting III (3-3-3-3)**

*Prerequisites: ART 326, 327.* Emphasis on individuality and invention through independent research and experimentation. Guidelines and objectives to be established with individuals. (Portfolio review is required to be eligible for enrollment for 3rd and 4th semester repeat credit.) 5 hours per week.

**ART 428. History of Northern Renaissance Art (3)**

*Prerequisite: Upper Division standing.* Study of the developments in art and architecture of Northern Europe from the 14th through the 16th centuries. Particular emphasis on the relationship between the visual tradition and cultural context. Regular written assignments required.

**ART 429. Advanced Study in Contemporary Painting (3-3-3-3)**

*Prerequisite: ART 326.* Portfolio review required upon entering the course. Projects emphasize conceptual development in painting through visual and material based research, development of advanced critique and presentation skills, and exposure to contemporary painting. Students are encouraged to explore contemporary painting media, including installations, 3-D elements and non-traditional materials and processes, in addition to traditional painting technique. Portfolio development is emphasized. 5 hours per week.

**ART 430. Drawing IV: Composition (3-3)**

*Prerequisite: ART 330.* Advanced drawing problems in 2-dimensional composition and pictorial organization. 5 hours per week.

**ART 431. History of Baroque Art (3)**

*Prerequisite: Upper Division standing. Preparatory: ART 426.* A study of the arts from the Counter Reformation (1563) to the death of Louis XIV (1715). Painting, sculpture and architecture in Europe with a special emphasis on the arts of Italy, the Netherlands and France. Regular written assignments required.

**ART 432. History of European Art 1720-1850 (3)**

*Prerequisite: Upper Division standing.* Development of painting, sculpture, architecture and the decorative arts in Europe from c. 1720 to 1850.

**ART 433. History of European Art 1850-1900 (3)**

*Prerequisite: Upper Division standing.* Development of painting, sculpture and architecture in Europe during the second half of the 19th century. Emphasis on major figures of Impressionism, Post-Impressionism, Art Nouveau and the close relationship between the visual arts, literature and political history.

**ART 435. Sculpture III (3-3-3-3)**

*Prerequisite: ART 335.* Advanced study with special consideration of conception, media and techniques through emphasis on individual projects. (Portfolio review is required to be eligible for enrollment for 3rd and 4th semester repeat credit.) 5 hours lab.

**ART 437. Printmaking III (3-3-3-3)**

*Preparatory: ART 337A.* Intensive study of etching, collagraph, silk-screen, lithography or experimental processes and combinations, stressing individual growth and aesthetic control imagery and tech-

nique. (Portfolio review required to be eligible for enrollment for 3rd and 4th semester repeat credit) 5 hours lab.

**ART 438/L. Senior Projects and Lab (2/1)**

*Prerequisite: Senior standing. Corequisite: ART 438L.* Projects that afford students the opportunity to assess their training, summarize their achievement and analyze their place in the visual arts. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation.

**ART 439. Bronze Casting Sculpture (3-3)**

*Prerequisite: ART 235.* Lost-wax bronze-casting foundry projects. Students create sculpture to be cast in bronze. 5 hours per week.

**ART 441. History of American Art (3)**

*Prerequisite: Upper Division standing.* Study of the American tradition of art and architecture from 1620 to the early 20th century. (Offered Fall semester.)

**ART 443. Animation Drawing (3-3)**

*Prerequisite: ART 224A.* Exploration of the various forms of drawing related to the field of animation. Direct drawing of the human figure from models; drawing a variety of animals from live observation; and development of layout drawing used for background painting. Emphasis on volume, mass, weight, movement/gesture, conveying attitude, dramatic expression, action poses, acting, anatomy, consistent perspective and economy of line. 5 hours per week.

**ART 444. Graphic Design III (3-3)**

*Prerequisite: ART 344.* Advanced and complex problem-solving consistent with those of graphic designers in the field. Emphasis on project of substantive scope, integration of skills and presentation. Students should have developed a professional resume and portfolio by the end of this series. 5 hours lab.

**ART 445. History of Modern Art (3)**

*Prerequisite: Upper Division standing.* Investigation of major movements in 20th century painting, sculpture architecture with reference to the social, economic and ideological context.

**ART 446. Packaging Design (3-3)**

*Prerequisite: ART 344.* Designing for product containers, identification graphics, product line packaging and related displays. Coordination of the fundamental elements of packaging such as typography, color, imagery and package structure. 5 hours lab.

**ART 448. History of Contemporary Art (3)**

*Prerequisite: ART 110.* Deals with American and European art from the mid-20th century to the present. Includes a study of developments in non-traditional media, crafts and popular arts, as well as painting and sculpture. Regular written assignments required.

**ART 450. Photography III (3-3-3-3)**

*Preparatory: Art 350AB.* Advanced problems in photography. Emphasis on content: The student is encouraged to apply technical and expressive skills in photography toward some original and meaningful use of the medium. Students are required to present an original project to the class for discussion and is then required to execute it. May be repeated 3 times for credit. Portfolio review required for eligibility for enrollment for 3rd and 4th semester repeat credit. 5 hours lab.

**ART 455A. Advertising Photography I (3)**

*Preparatory: ART 250.* Professional problems, techniques and equipment of advertising photography. Activities include the use of large format camera, equipment, professional lighting, environmental and studio product photography, professional printing and print finishing techniques. 5 hours lab.

**ART 455B. Advertising Photography II (3)**

*Prerequisite:* ART 455A. Advanced projects in advertising photography. Emphasis on problems of large product and exterior photography, portrait and figure studies and uses of complex lighting. 5 hours lab.

**ART 455C. Advanced Advertising Photography (3-3)**

*Preparatory:* Art 455B. Investigation of advanced advertising problems in photography exploring both the technical and conceptual challenges of visual communication. Advanced projects in portraiture, fashion, table-top, photo-illustration and editorial will be addressed. Computer imaging introduced as an important area of investigation. May be repeated once for credit. 5 hours lab.

**ART 458. Graphics Seminar (2)**

*Prerequisites:* ART 344; Six additional units of Upper Division advertising graphics; Senior standing. Review of career options that relate to advertising graphics. Study of particular problems faced by the graduate in selecting, planning and becoming established in a profession. Discussions and assignments are designed to aid the student in meeting professional requirements. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation.

**ART 461. History of Graphic Arts (3)**

History of the development of the original print as a work of art from the 15th century to the present, including relief, intaglio and planographic media. (Offered Spring semester.)

**ART 462. History of Photography (3)**

Emphasizes the aesthetics of photography and its emergence and acceptance as a fine art. In addition to slide lectures and discussions, students are required to attend several photography exhibitions and lectures at galleries and museums in the area.

**ART 463. Animation III (3-3)**

*Prerequisite:* ART 363B. Advanced level development and production of an original animation project. Students may utilize 3-D computer animation or 2-D methods. May be repeated once for credit. 5 hours lab.

**ART 467. Ceramics IV (3-3-3-3)**

*Prerequisite:* ART 367. Advanced investigation of the use of clay as it relates to a personal direction. Advanced refinement of ideas, technical processes and approaches as they relate to a unified body of work and to contemporary visual art. Continued experimentation with technical processes, clay bodies, glaze formulation and surface treatments. Development of portfolio materials and documentation of the unified body of work. (Portfolio review is required to be eligible for enrollment for 3rd and 4th semester repeat credit). 5 hours lab. Course fee.

**ART 468. History of Women in the Visual Arts (3)**

*Prerequisite:* Upper Division standing. *Preparatory:* WS 200. Covers the history of women as artists in the European and American traditions. Art by women in non-Western cultures also is studied, together with related issues such as images of women and feminist art analysis.

**ART 479/L. Art Education Across Cultures and Lab (2/1)**

*Prerequisite:* Junior standing. *Corequisite:* 479L. Provides knowledge and practice in planning and relating art experiences and increases teacher effectiveness in cross-cultural teaching of the arts. Meets requirement for multicultural education for Multiple and Single Subject Credentials; Category B for the Clear Credential. 2 hours discussion, 2 hours studio.

**ART 480/L. Art Experiences for Exceptional Children and Lab (2/1)**

*Corequisite:* ART 480L. Significance of art for exceptional children, including the deaf, blind, emotionally disturbed, learning handicapped, hospitalized children and the gifted. Meets the Special Education re-

quirement for a Clear Credential for Single Subject Credential; Art only. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation. 2 hours discussion, 2 hours studio.

**ART 485/L. Studio Problems in Teaching Crafts and Lab (1/2)**

*Prerequisite:* Junior standing. *Corequisite:* 485L. Required for a Single Subject Credential in Art. Emphasis on the development of basic skills in a variety of crafts, such as: weaving, textiles, ceramics, wood and paper. Introduction to principles of design and craftsmanship. Discussions of aesthetics, criticism and cultural heritage related to the crafts accompany the studio component. Develops strategies for integrating these skills and understandings into a variety of education and recreational settings. 1 hour discussion, 4 hours studio.

**ART 486/L. Studio Problems in Teaching Art and Lab (2/1)**

*Prerequisite:* Junior standing. *Corequisite:* ART 486L. Required for a Single Subject Credential in Art. Skills and understandings related to organizing and developing strategies for teaching art in a variety of educational settings. Emphasis upon 2-dimensional media such as drawing, watercolor painting, poster painting and printmaking. (Offered spring semester.) 2 hours discussion, 2 hours studio.

**ART 487. Puppetry (3)**

*Prerequisite:* Junior standing. Examines the art of the puppet in its various forms: rod, string, hand and shadow. Application to schools, libraries, hospital, recreation, special education and other settings. 2 hours discussion, 2 hours studio.

**ART 488CS. Public Art (3-3)**

Development and completion of art forms in the public realm. Public art investigated in a workshop format that includes speakers, demonstrations, field trips and art products. Emphasis on studio skills, proposal development and service learning activities. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation. 5 hours per week.

**ART 494. Internship in Arts (3-3)**

*Prerequisites:* Senior or Graduate standing; Portfolio review. Available for Art Major credit. Academic Internship course. Experiential education in appropriate aspects of specific area of interest. 6 units maximum. (Credit/No Credit only)

**ART 495A-Z. Extended Study (3-3)**

*Prerequisites:* Senior standing; Prerequisite course in selected study area (listed below); Consent of instructor, Advisor and Department Chair. Portfolio required by course instructor. Continued study in designated studio areas. Students attend the scheduled class of the prerequisite course. Only one Extended Study is permitted in each study area. Maximum of 6 units may be applied toward a degree requirement.

**Activity courses: 6 hours per week**

(A) Anatomy (Prerequisite ART 224A); (B) Portraiture (Prerequisite ART 224B); (D) Watercolor (Prerequisite ART 328); (F) Exhibition Design (Prerequisite ART 342); (I) Animation Drawing (Prerequisite ART 443).

**Lab courses: 9 hours per week**

(N) Large Format Photography (Prerequisite ART 355); (P) Animation III (Prerequisite ART 463).

**ART 496A-Z. Experimental Topics Courses in Art (1-3)**

Experimental courses in Art with course content to be determined.

**ART 499. Independent Study (1-6)**

Enrollment in Independent Study is by Department Chair's consent and instructor's consent to act as sponsor. Admission based on evidence of ability to pursue in-depth Independent Study and approval of a project submitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required before credit may be received. No more than 6 units of credit in 499 may be earned toward the Bachelor's Degree in Art. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course.

## Graduate

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Note: 300-level courses in Art do not carry credit for a Master's in Art; 400-level courses in Art carry credit for a Master's in Art only if they are approved by the Department and Graduate Advisor. Qualified undergraduate seniors may take 500-level courses with consent of the instructor. Previous successful completion of units in the same studio specialization are required prior to graduate-level studio course enrollment.

**ART 500. History of Art Museums and Collecting in Western Civilization (3)**

*Prerequisites: ART 110, 111; two 400-level courses in art history.* Study of how the museum concept has developed through the centuries. Survey of the world's most important public museums and their content. Importance of art collecting since the 19th century and problems in museology.

**ART 502. Gallery and Museum Practices (3)**

Introduction to problems in gallery and museum organization, management and administration, including preparatorial and curatorial functions.

**ART 520. Studio Problems Video/ Digital Art (3-3-3-3)**

Investigation into artistic studio problems in video/digital art. Explorations lead to resolution of personal artistic statements. Increasing complexity in concept, media and presentation is required in the sequence of course work. Available for repeat credit. 6 hours per week in supervised studio work.

**ART 521. Studio Problems: Painting (3-3-3-3)**

*Prerequisites: Graduate standing; Instructor consent.* Investigation of artistic problems in painting, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar; 5 hours per week in supervised studio work.

**ART 522. Studio Problems: Illustration (3-3-3-3)**

*Prerequisites: Graduate standing; Instructor consent.* Investigation of artistic problems in illustration with exploration leading to concrete resolutions. Problems of increased complexity and greater depth of practical problem solving required in the sequence of course work. 5 hours lab.

**ART 524. Studio Problems: Drawing (3-3-3-3)**

*Prerequisite: ART 424.* Investigation of advanced problems in drawing or in drawing and related art disciplines. Projects of increasing complexity that require evidence of greater depth and skill in the resolution of visual statements. 1 hour per week in seminar; 5 hours per week in supervised studio work.

**ART 525. Studio Problems: Printmaking (3-3-3-3)**

*Prerequisites: Graduate standing; Instructor consent.* Investigation of artistic problems in printmaking, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar; 5 hours per week in supervised studio work.

**ART 535. Studio Problems: Sculpture (3-3-3-3)**

*Prerequisites: Graduate standing; Instructor consent.* Investigation of advanced problems in sculpture.

**ART 539. Advanced Figure Study (3-3-3-3)**

*Prerequisite: ART 339.* Advanced sculptural problems dealing with the human figure. Large-scale sculpture from the model emphasizing expressive content. 5 hours lab.

**ART 542CS. Advanced Exhibition Design (3)**

*Prerequisite: Graduate standing.* Advanced study of the primary components of exhibition design, including curating, budgeting, installation and promotion. Focuses on public relations, education, community service, tours, publicity and publication as they pertain to the CSUN and/or community galleries and their functions. Several class meetings held in each of the art galleries, as well as other venues. Offers a community service opportunity with activities relating to concepts and theories presented. 5 hours per week.

**ART 544. Studio Problems: Graphic Design (3-3-3-3)**

*Prerequisites: ART 444 or equivalent; Graduate standing; Instructor consent.* Investigation of advanced problems in graphic design exploring both the technical and conceptual challenges of visual communication. Projects of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 5 hours lab.

**ART 550. Studio Problems: Photography (3-3-3-3)**

*Prerequisites: Portfolio review; Graduate standing; Instructor consent.* Investigation of advanced problems in photography exploring both the technical and conceptual challenges of visual communication. Projects of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 5 hours lab.

**ART 560. Studio Problems in Ceramics Design (3-3-3-3)**

*Prerequisites: Graduate standing; Instructor consent.* Investigation of artistic problems in ceramics and/or glass design, exploration and experimentation leading to resolution in artistic statements. Problems in increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar; 5 hours per week in supervised studio work.

**ART 588. Studio Problems in Public Art (3-3-3-3)**

*Prerequisites: ART 488; 400-level Art course; Instructor consent.* Development and completion of art forms planned for placement in the public realm. Increasing complexity and evidence of greater depth required in the sequence of course work. Public art investigated in a workshop format that includes speakers, demonstrations and field trips. Emphasis on studio activities, proposal development and service learning. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented in the course. Check the schedule of classes for the CS designation. 5 hours per week.

**ART 590. History and Philosophy of Art Education (3)**

*Prerequisite: Junior standing.* Required for Single Subject Credential in Art. May be used as Upper Division Art elective for B.A. degree. Intensive study of the historical and chronological development of Art Education in America and abroad. Emphasis on significant trends and movements that have affected its growth and present structure.

**ART 611. History and Philosophy of Art (3)**

*Prerequisites: Minimum 1 year Art History (2 years recommended); Graduate standing.* Seminar examining the development of movements and ideas in 20th century art. Research in modern art and artists. (Offered Fall semester.)

**ART 615. Art Analysis and Criticism (3)**

*Prerequisites:* Minimum 1 year of Art History; Graduate standing. Seminar exploring the critical approach to the work of art in terms of form, content and expression. Aesthetic and methodological problems will be treated in particular relationship to contemporary art and its criticism. (Offered Spring semester.)

**ART 619. Seminar in Art History (3-3-3)**

*Prerequisites:* ART 311 or equivalent; Classified graduate standing; Instructor consent. Restricted to graduate students in Art History. In-depth research on specific problems of art history. May be repeated twice for credit.

**ART 620. Advanced Studio Problems: Video/Digital Art (3-3-3-3)**

*Prerequisite:* ART 502 or equivalent. Investigation into advanced concepts involved in the production of video/digital art forms. Explores resolution of problems dealing with media, technique and presentation. Increasing complexity and evidence of conceptual depth is required in the sequence of coursework. 5 hours per week in supervised studio work.

**ART 621. Advanced Studio Problems: Painting (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of artistic problems in painting, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of coursework. May be repeated 3 times for credit. 1 hour per week in seminar, 5 hours per week in supervised studio work.

**ART 622. Advanced Studio Problems: Illustration (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of advanced problems in illustration, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar, 5 hours per week in supervised studio work.

**ART 624. Advanced Studio Problems: Drawing (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of advanced problems in drawing and related art disciplines. Projects of increasing complexity that require evidence of greater depth and skill in the resolution of visual statements. 1 hour per week in seminar; 5 hours per week in supervised studio work.

**ART 625. Advanced Studio Problems: Printmaking (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of artistic problems in printmaking, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar; 5 hours per week in supervised studio work.

**ART 635. Advanced Studio Problems: Sculpture (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of advanced problems in sculpture.

**ART 644. Advanced Studio Problems: Graphic Design (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of advanced problems in graphic design, exploration leading to resolution in artistic statements. Problems of increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar, 5 hours per week in supervised studio work.

**ART 650. Advanced Studio Problems: Photography (3-3-3-3)**

*Prerequisites:* 6 unites of ART 550; Classified graduate standing; Portfolio review. Investigation of advanced problems in photography exploring both the technical and conceptual challenges of visual communication. Projects of increasing complexity with evidence of greater depth of artistic concept and proficiency required in the sequence of course work. 5 hours lab.

**ART 660. Advanced Studio Problems in Ceramics Design (3-3-3-3)**

*Prerequisites:* Classified graduate standing; Instructor consent. Investigation of artistic problems in ceramics, exploration and experimentation leading to resolution in artistic statements. Problems in increasing complexity and evidence of greater depth of artistic concept required in the sequence of course work. 1 hour per week in seminar, 5 hours per week in supervised studio work.

**ART 681A. Seminar in Art Education (3)**

*Prerequisite:* Classified graduate standing. Graduate students from outside the Department of Art permitted with consent of instructor. Study of the nature of creativity in art, place of art in the curriculum, improving teaching methods and inquiry into other disciplines for related implications. Identification of areas of greatest need for research.

**ART 681B. Seminar in Art Education (3)**

*Prerequisite:* Classified graduate standing. *Recommended Corequisite or Preparatory:* ART 681A. Investigation and identification of areas in greatest need of research in art education. Special emphasis on selection of projects most appropriate for development and for advanced research.

**ART 686. Research in Art Education (3-3)**

*Prerequisites:* Graduate standing; Restricted to M.A. Art candidates. *Recommended Corequisite:* ART 681B. Current experiments and studies in art education; problems of conducting research unique to the area of investigation. Development of research studies with emphasis on design, criteria, measurement and standards of proof.

**ART 688. Advanced Studio Problems: Public Art (3-3-3-3)**

*Prerequisites:* ART 588; Classified graduate standing; Instructor consent. Participation and leadership required in the development and completion of public art projects that are planned for the public realm. Increasing complexity and evidence of greater depth required in the sequence of course work. Public art investigated in a workshop format that includes speakers, demonstrations and field trips. Emphasis on studio activities, proposal development and service learning activities. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented in the course. Check the schedule of classes for the CS designation. 6 hours per week.

**ART 696A-C. Directed Graduate Research (1-3)**

*Prerequisites:* Classified status; Advisor consent.

**ART 698C M.A. Thesis/Artistic Performance (3)**

*Prerequisites:* Classified graduate standing; Completion of or current enrollment in all required Area of Concentration courses for the M.A. Degree in Art; Consent of Graduate Advisor and Thesis Committee; Conformance to University standards for graduate thesis. Provides the M.A. degree candidate with a culminating experience, approved and supervised by the student's Thesis Committee, to be undertaken only with the Thesis Committee's consent after all other requirements have been met. Encompasses the preparation, completion and formal presentation of the culminating work for the degree. Within the M.A. in Art program, there are three areas of study: Art Education, Art History and Visual Arts. Each of these areas of study follows its own specific department-approved procedures. The final form of the thesis must adhere to University regulations for thesis presentation and be approved by the Office of Graduate Research and International Programs.



**ART 698F. M.A. Thesis/Artistic Performance (6)**

*Prerequisites: Classified graduate standing; Completion of or current enrollment in all required courses.*

**ART 699A-C. Independent Study (1-3)**

Enrollment limited to qualified classified graduate students with the consent of the department, Graduate Advisor and the departmental graduate committee. Intensive independent investigation into that area of the fine arts in which the graduate student is specializing.

**Master of Fine Arts****ART 690A-Z. M.F.A. Studio (3-3-3-3)**

*Prerequisites: M.F.A.; Classified status; Instructor's and Graduate Advisor's consent.* Investigation of advanced artistic problems leading to a highly specialized and personal aesthetic. 5 hours per week.

**ART 691A-Z. M.F.A. Seminar (3-3-3-3)**

*Prerequisites: M.F.A.; Classified status.* Orientation to the procedures and requirements of the MFA professional degree programs in Studio or Visual communication Arts. Exploration into career development, professional issues and writing about art. Philosophies pertaining to disciplines in the visual arts are examined through a series of guest lectures. 3 hours per week.

**ART 698MFA. MFA Thesis/ Artistic Performance (3)**

*Prerequisites: M.F.A.; Classified status; Completion of or current enrollment in all required Area of Concentration courses for the M.F.A. Degree; consent of Graduate Advisor and Thesis Committee; Conformance to University standards for graduate thesis.* Provides the M.F.A. candidate with a culminating experience, approved and supervised by the degree committee, which presents the artistic endeavors pursued during the graduate program. Consists of an exhibition and/or performance of the student's work, photographic documentation and a written statement addressing the aesthetic, philosophical and, when appropriate, technical aspects of the work. The final form of the thesis must adhere to University regulations for thesis presentation and be approved by the Office of Graduate Research and International Programs.

# Asian American Studies

## College of Humanities

**Chair: Gina Masequesmay**  
**Jerome Richfield Hall (JR) 340**  
**(818) 677-4966**  
[www.csun.edu/aas](http://www.csun.edu/aas)

### Faculty

Allan Aquino, Tracy Buenavista, Edith Chen, Tomo Hattori, Phil Hutchison, Hye-Young Kwon, Clement Lai, Dennis Lee, Doyoung Lee, Gina Masequesmay, Glenn Omatsu, Eunai Shrake, Satoko Shao-Kobayashi, Lalita Singhasri, David Song, Maria Turnmeyer, Laura Uba, Teresa Williams-Leon

### Emeritus Faculty

Enrique de la Cruz

### Staff

Janaki Bowerman, Molly Nguyen

## Programs

Undergraduate:

- B.A., Asian American Studies
- Standard Major Option
- Double Major Option
- Minor in Asian American Studies

## Department Programs

The Asian American Studies Department provides an interdisciplinary liberal arts program. The department offers a Bachelor of Arts major with two options and a minor in Asian American Studies designed to develop student skills in critical analysis, writing, communication and reasoning, while retrieving, documenting and analyzing the literary, artistic, economic, social, political and historical experiences of Asians in the United States. The department also participates in the CSUN General Education Program. Many courses in the major and minor meet the General Education requirements and may be used for both purposes.

## Credential Information

Students interested in applying for Asian American Studies courses toward requirements for various teaching credentials should consult the Credential Office at (818) 677-2586 for more information.

## Careers

Students interested in careers in business, government, education, journalism, human services, urban planning, law and other related fields may find the major, double major or minor in Asian American Studies a suitable field of study. Students interested in the major or minor in Asian American Studies may consult with the Department Chair and process their paperwork with the Student Services Center in JR 240. The Asian American Studies Department supports international education and encourages students to investigate opportunities for overseas and foreign language study. Of particular interest to Asian American Studies majors are study abroad opportunities throughout the Pacific Rim. For overseas studies, students should consult an advisor in the Office of International and Exchange Programs and a department advisor to coordinate their studies.

## Academic Advisement

The Asian American Studies Department helps students select the program and courses that best satisfy their individual needs and interests. Contact Gina Masequesmay (Chair) at (818) 677-4966 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements

of a major or minor in Asian American Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP."

## Student Learning Outcomes of the Undergraduate Program

1. Students will develop a core competency in the history, culture and experience of Asian Pacific American communities in the United States.
2. Working from a social justice approach to race, class, ethnicity, gender and sexuality, students will develop and apply their critical-thinking skills as demonstrated through written assignments, oral presentations, class discussion and examinations.
3. Students will acquire and develop effective communication skills.
4. Students will develop and demonstrate basic research skills as they learn about the particular dynamics of working with Asian Pacific American communities.
5. Students will demonstrate an applied knowledge and practical application of their acquired skills through student and community work, learning in the process the value and importance of community service.

## Requirements for the Bachelor of Arts Degree

### A. Standard Major Option

#### 1. Core Courses (18 units):

|     |       |   |
|-----|-------|---|
| AAS | 100   | Introduction to Asian American Studies (3)      |
| AAS | 201   | Race, Racism and Critical Thinking (3)          |
| AAS | 210   | History of Asians in America (3)                |
| AAS | 220   | Survey of Asian American Literature (3)         |
| AAS | 311   | Research Methods in Asian American Studies (3)  |
| AAS | 390/F | Asian American Communities: Field Practicum (3) |

#### 2. Community Studies

##### Select two of the following (6 units):

|     |        |   |
|-----|--------|---|
| AAS | 345    | Contemporary Issues in Asian American Studies (3) |
| AAS | 347    | Asian American Legal and Political History (3)    |
| AAS | 360    | Asian American Immigration-Global Perspective (3) |
| AAS | 361A-Z | Asian American Experience of Selected Groups (3)  |
| AAS | 440    | Urbanization and Asian American Communities (3)   |

#### 3. Cultural and Literary Studies

##### Select two of the following (6 units):

|     |         |  |
|-----|---------|--|
| AAS | 230     | Asian Americans and the Media (3)                |
| AAS | 321     | Asian American Fiction (3)                       |
| AAS | 325A-B* | Asian American Creative Studies Workshop (3)     |
| AAS | 420     | Asian American Literary Self-Representations (3) |
| AAS | 430     | Asian Americans and Popular Culture (3)          |

\*Only one course in the AAS 325A-B series may be applied to the above Cultural and Literary Studies Section.

#### 4. Social Relations, Family and Gender Studies

##### Select two of the following (6 units):

|     |     |  |
|-----|-----|--|
| AAS | 340 | Asian American Women (3)                         |
| AAS | 350 | Asian American Personality and Mental Health (3) |
| AAS | 355 | Biracial and Multiracial Identity (3)            |
| AAS | 453 | Asian American Families (3)                      |
| AAS | 455 | Asian American Sexuality (3)                     |

#### 5. Electives (3 units)

Select 3 units of electives either in Asian American Studies or, with permission from the Department Chair, from another department. Intermediate language study in an appropriate Asian or Pacific Island language is highly recommended and would qualify under this section.

#### 6. Senior Capstone

##### Select one of the following (3 units):

|     |     |   |
|-----|-----|---|
| AAS | 495 | Selected Topics in Asian American Studies (3) |
| AAS | 497 | Senior Seminar in Asian American Studies (3)  |

|  |            |
|--|------------|
| <b>Total Units in the Major</b>            | <b>37</b>  |
| <b>General Education Units</b>             | <b>48</b>  |
| <b>Additional Units</b>                    | <b>30</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

## B. Double Major Option

This option is designed for students who choose to double major in Asian American Studies as their second field of study.

### 1. AAS Core Courses: (9 units)

|         |  |
|---------|--|
| AAS 100 | Introduction to Asian American Studies (3) |
| AAS 210 | History of Asians in America (3)           |
| AAS 220 | Survey of Asian American Literature (3)    |

### 2. Community Studies

Select two of the following (6 units):

|            |   |
|------------|---|
| AAS 311    | Research Methods in Asian American Studies (3)    |
| AAS 347    | Asian American Legal and Political History (3)    |
| AAS 360    | Asian American Immigration-Global Perspective (3) |
| AAS 361A-Z | Asian American Experience of Selected Groups (3)  |
| AAS 390/F  | Asian American Communities: Field Practicum (3)   |
| AAS 440    | Urbanization and Asian American Communities (3)   |

### 3. Cultural and Literary Studies

Select two of the following (6 units):

|             |   |
|-------------|---|
| AAS 321     | Asian American Fiction (3)                      |
| AAS 325A-B* | Asian American Creative Studies Workshop (3)    |
| AAS 420     | Asian American Literary Self-Representation (3) |
| AAS 430     | Asian Americans and Popular Culture (3)         |

### 4. Social Relations, Family and Gender Issues

Select two of the following (6 units):

|         |                                       |
|---------|---------------------------------------|
| AAS 340 | Asian American Women (3)              |
| AAS 355 | Biracial and Multiracial Identity (3) |
| AAS 455 | Asian American Sexuality (3)          |
| AAS 453 | Asian American Families (3)           |

### 5. Senior Capstone

Select one of the following (3 units):

|         |   |
|---------|---|
| AAS 495 | Selected Topics in Asian American Studies (3) |
| AAS 497 | Senior Seminar in Asian American Studies (3)  |

Note that 3 to 6 units of intermediate study of an Asian or Pacific Island language are highly recommended and may be substituted for courses in Option A or B with the approval of the Department Chair. Experimental topics courses and/or Independent Study in Asian American Studies may be substituted for required courses in either major option with the permission of the Department Chair.

|   |            |
|---|------------|
| <b>Total Units in Major</b>                   | <b>30</b>  |
| <b>General Education Units</b>                | <b>48</b>  |
| <b>Additional Units</b>                       | <b>42</b>  |
| <b>Total Units Required for a B.A. Degree</b> | <b>120</b> |

## Minor in Asian American Studies

### 1. Core Courses (9 units)

|         |  |
|---------|--|
| AAS 100 | Introduction to Asian American Studies (3) |
| AAS 210 | History of Asians in America (3)           |
| AAS 220 | Survey of Asian American Literature (3)    |

### 2. Upper Division Requirements

Select five of the following (15 units):

|             |  |
|-------------|--|
| AAS 311     | Research Methods in Asian American Studies (3) |
| AAS 321     | Asian American Fiction (3)                     |
| AAS 325A-B* | Asian American Creative Studies Workshop (3)   |
| AAS 340     | Asian American Women (3)                       |

|            |   |
|------------|---|
| AAS 345    | Contemporary Issues in Asian American Studies (3) |
| AAS 350    | Asian American Personality and Mental Health (3)  |
| AAS 360    | Asian American Immigration-Global Perspective (3) |
| AAS 361A-Z | Asian American Experience of Selected Groups (3)  |
| AAS 450    | Asian American Child and the Schools (3)          |
| AAS 495    | Selected Topics in Asian American Studies (3)     |
| AAS 497    | Senior Seminar in Asian American Studies (3)      |

\*Only one course in the AAS 325A-B series may be applied to the minor. Elective in Asian American Studies or related fields may be substituted for the above required courses with prior approval of the Department Chair.

## General Education Overlap

**Critical Thinking;** AAS 201

**Arts and Humanities;** AAS 220, AAS 321

**Social Sciences;** AAS 210, AAS 350 (IC)

**Title 5;** AAS 347

**Lifelong Learning;** AAS 230, AAS 390/F

**Comparative Cultural Studies;** AAS 100, AAS 340, AAS 345, AAS 360

## Course List

### AAS 100. Introduction to Asian American Studies (3)

Survey of research on Asian Pacific American experiences, including: history, community life, language experience, arts, education, politics and economics. Emphasizes research on Americans of Chinese, Filipino, Japanese, Korean, Southeast Asian, South Asian and Pacific Island ancestry. Available for Section B of the Multicultural Requirement for Credential Candidates. (Available for General Education, Comparative Cultural Studies.)

### AAS 113A. Approaches to University Writing A (3)

*Prerequisite:* EPT score of 120-141 or higher. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Students are required to also enroll in UNIV 060 (1 credit) or equivalent. Individual tutoring is available through the Asian American Studies Activities Center or the Learning Resource Center.

### AAS 113B. Approaches to University Writing B (3)

*Prerequisite:* Successful completion of AAS 113A. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Students are required to also enroll in UNIV 060 (1 credit) or equivalent. Individual tutoring is available through the Asian American Studies Activities Center or the Learning Resource Center. (Available for General Education, Analytical Reading / Expository Writing.) (IC)

### AAS 114A. Approaches to University Writing A (3)

*Prerequisite:* EPT score of 142-150. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Individual tutoring is available through the Asian American Studies Activities Center or the Learning Resource Center.

**AAS 114B Approaches to University Writing B (3)**

*Prerequisites:* Successful completion of AAS 114A. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Individual tutoring is available through the Asian American Studies Activities Center or the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC).

**AAS 115 Approaches to University Writing (3)**

*Prerequisite:* EPT score of 151 or higher. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Individual tutoring is available through the AAS Activities Center, Chicana/o Writing Lab, Pan African Studies Lab, or Learning Resource Center. (Available for General Education, Analytical Reading / Expository Writing.) (IC)

**AAS 151. Fundamentals of Public Speaking (3)**

*Prerequisites:* EPT score of 151 or better or EPT; Successful completion of 113A or 114A or equivalent. This course is an introduction to public speaking and oral communications processes, with particular emphasis on issues related to Asian American Studies and Asian Pacific American communities. In addition to basic skills, students will be introduced to Asian Pacific American figures who have used oral communication as a way to address issues related to race, ethnicity, gender, sexuality, identity and community. Students will be required to deliver a variety of speeches. The course will include intensive practice in public speaking, logical reasoning and critical reasoning. Students are required to attend 15 hours of public speaking events outside of the classroom. Crosslisted with CHS 151, PAS 151 and COMS 151/L. (Available for General Education, Oral Communication.)

**AAS 201. Race, Racism and Critical Thinking (3)**

*Preparatory:* Completion of the GE sections Analytical Reading/Expository Writing and Mathematics. Introduction to the process of critical thinking through the lens of race-based theories and selected historical and contemporary discourse of African Americans, Asian Americans, European Americans and Latinos on race relations and multiculturalism in American society. Examines contemporary social issues through the use of scholarly studies and a range of cultural “texts” in order to explore the effects of race and racism on the relationship between language and logic, processes and form of reasoning and practices of critical reflection. Also examines intersection of race, gender and class. (Available for General Education, Critical Thinking.)

**AAS 210. History of Asians in America (3)**

Introduction to the history of Asian Americans in the United States from the 1800s to the present. Students review the historical forces affecting immigration of the following communities: Chinese, Japanese, Filipino, Korean, South Asian, Southeast Asian and Pacific Islander. Analysis of problems resulting from limited access to the social, political and economic institutions of American society. (Available for General Education, Social Sciences.)

**AAS 220. Survey of Asian American Literature (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of Asian American literature from the late 19th century to the present. Introductory study of prose fiction and non-fiction, poetry and drama written by Americans of Chinese, Japanese, Korean, Filipino, Southeast Asian, South Asian and Pacific Islander ancestry. Regular writing assignments required. (Available for General Education, Arts and Humanities.)

**AAS 230. Asian Americans and the Media (3)**

Study of the effects of mass media on the history and development of Asians in America. Particular attention to Asian American images in film, television, the internet and advertisements. (Available for General Education, Lifelong Learning.)

**AAS 296A-Z. Experimental Topics Courses in Asian American Studies (1-3)**

Experimental courses in Asian American Studies with course content to be determined.

**AAS 311. Research Methods in Asian American Studies (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* Completion of an AAS course. This course is designed to introduce students to the fundamentals of developing qualitative community-based research projects within Asian American communities. Students will learn theories used in Asian American Studies, develop a short-term research project, practice data collection methods, analyze qualitative data and present their findings on contemporary issues affecting Asian American communities. This course will provide students basic research skills, as well as demonstrate that community-based research can be a collaborative process.

**AAS 321. Asian American Fiction (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of Asian American fiction written by Americans of Chinese, Japanese, Korean, Filipino, South Asian and Southeast Asian ancestry. Regular writing assignments required. (Available for General Education, Arts and Humanities.)

**AAS 325A. Asian American Creative Studies Workshop: Literary Arts (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Intensive practice in the writing of poetry and prose fiction. Includes analysis of published Asian American writings and a series of writing exercises and/or writing assignments that culminate in a portfolio of no fewer than 4,000 words. Offers perspectives on the shifting definitions of “Asian American” and on the Populist/Activist and Academic/Literary approaches that have helped shape the contours of Asian American creative writing. Students participate in the written and oral critiques of each other’s work.

**AAS 325B. Asian American Creative Studies Workshop: Performance Arts (3)**

Involves the study and practice of Asian American performance with particular emphasis on adapting, scripting and performing personal, family and community-based narratives. Students gain competencies in the analysis, performance and criticism of Asian American dramatic and non-dramatic, non-traditional texts, including (auto) biographies, memoirs, diaries, oral histories and narrative accounts drawn from everyday life.

**AAS 340. Asian American Women (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Multidisciplinary analysis of women in the diverse Asian Pacific American communities. Study of the historical, social, political and economic factors that have impacted the role and status of Asian Pacific American women in U.S. society. Regular writing assignments required. Available for Gender and Women’s Studies Minor, Ethnic Studies and Diversity. (Available for General Education, Comparative Cultural Studies.)

**AAS 345. Contemporary Issues in Asian American Studies (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Critical analysis of contemporary issues confronting Asian Americans in the U.S. Emphasis placed on social and economic issues such as immigration, education, employment, health and inter-ethnic and intra-Asian conflict. Regular writing assignments required. Available for Section B, Multicultural Requirement for Credential Candidates. (Available for General Education, Comparative Cultural Studies.)

**AAS 347. Asian American Politics and the Law (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Recommended:* Prior completion of an AAS course. Advanced course on the legal and political history and contemporary struggles of Asian Americans. Overview of American political system through the examination of basic texts, including the U.S. Constitution. Examines the history and formation of Asian communities in the U.S., the evolution of their participation in the political process through the lens of immigration, citizenship policies and laws, civil rights reform laws, state laws and municipal ordinances and contemporary legal and political issues. (Meets GE Title 5 requirements in areas (2) and (3) covering the Constitution and California state and local governments.)

**AAS 350. Asian American Personality and Mental Health (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Analysis of psychological issues from an Asian American perspective. Specific topics include the impact of minority status on personality development, cross-cultural comparisons of Asian Americans and introduction to problems in the assessment, diagnosis and treatment of mental health problems in Asian Americans. Available for Section B of the Multicultural Requirement for Credential Candidates. (Available for General Education, Social Sciences.) (IC)

**AAS 355. Biracial and Multiracial Identity (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Interdisciplinarily studies the socio-historical realities, identities and political maintenance of people with multiple racial and ethnic heritages; examines the binary racial structure of the U.S., social and legal customs of racial designation and membership; focuses on multiracial populations such as Creoles, mulattos, mestizos, Black-Indians, Eurasians, Afroasians, Amerasians, etc.

**AAS 360. Asian American Immigration-Global Perspective (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Examines Asian immigration to the U.S. from a world systems perspective. Examines immigration process and the implication of this process for contemporary interest in the Pacific Rim. Topics include origins of Asian immigration, major U.S. immigration legislation, demographic structure of contemporary Asian immigration and cross-cultural comparisons of other world groups. Regular writing assignments required. (Available for General Education, Comparative Cultural Studies.)

**AAS 361 A-Z. Asian American Experience of Selected Groups (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Intensive study of the immigration/incorporation history and experience of a specific Asian Pacific American sub-group. Each course examines the nexus between historical events and contemporary issues facing a particular Asian Pacific American community and their experiences in various sectors of U.S. society: labor, family, politics, education and cultural preservation and community formation. (A) Filipino American Experience; (B) Vietnamese American Experience; (C) Chinese American Experience; (D) Korean American Experience; (E) Japanese American Experience; (F) South Asian American Experience. For courses on other groups, please consult with department office.

**AAS 390/E. Asian American Communities: Field Practicum (2/1)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Recommended Corequisite or Preparatory:* Concurrent enrollment in AAS 345 or other related course. A seminar on field study, observation and participation in selected community institutions and agencies. This course will also offer a community service opportunity with activities relating to concepts and theories presented. 15 hours of supervised field experience. May be repeated once for credit. (Available for General Education, Lifelong Learning.)

**AAS 396A-Z. Experimental Topics Courses in Asian American Studies (1-3)**

Experimental topics in Asian American Studies with course content to be determined.

**AAS 417. Equity and Diversity in School (3)**

Prepares teacher candidates to examine principles of educational equity, diversity and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique and reflect on their personal biases regarding children of color. (Cross listed with ELP, PAS, CHS and ARMN 417.)

**AAS 420. Asian American Literary Self-Representations (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* AAS 100. Examines self-representations in Asian American literary studies. Addresses how self-representations in Asian American literature commonly work within and across a variety of literary genres. Attention paid to the aesthetic, cultural, socio-historical and publishing factors that have shaped non-fictional self-representations.

**AAS 430. Asian American Popular Culture (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* AAS 100. Critical analysis of representations and images of Asian Americans and popular culture, emphasizing the production, consumption and use of popular culture by and about Asian Americans in the U.S. Surveys theories and methods for studying popular culture, especially in terms of the differential impact of race, gender, ethnicity and sexual orientation.

**AAS 440. Urbanization and Asian American Communities (3)**

*Preparatory:* Completion of the Lower Division writing requirements and AAS 100. Examination of the development of Asian American communities in the U.S. from 1850 to present. Particular attention to the impact of Asian American communities on the economic, social, cultural and political development of urban Southern California and on the relationship between Asian American communities and other ethnic communities.

**AAS 450. Asian American Child and the Schools (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of the development of the Asian American child with particular emphasis on bicultural and bilingual issues that may influence educational progress. Culturally relevant socialization patterns of children from Chinese, Japanese, Korean, Filipino and Southeast Asian backgrounds examined. Intended for students interested in teaching and human services. Regular writing assignments required. Available for Section A of the Multicultural Requirement for Credential Candidates.

**AAS 453. Asian American Families (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Overview of the demographic, social cultural, structural and historical aspects of Asian American families in the United States. Examines comparative family features among Asian American ethnic groups and other cultural and ethnic groups in the U.S. Parenting styles, communication styles, values, traditions and beliefs examined across ethnic

backgrounds, class and immigration histories. Available for Section B of the Multicultural Requirement for Credential Candidates.

**AAS 455. Asian American Sexuality (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Explores the personal, social and political identities of Asian Americans as expressed from the lens of sexuality; interdisciplinarily examines current topics in Asian American sexuality, such as gender roles, cultural beliefs and sexual mythology, sexual practices, media images, literary representations, sexual violence and abuse, sex-related health, sex work and commodification, and sexual orientation.

**AAS 495A-Z. Selected Topics in Asian American Studies (3)**

*Preparatory: AAS 100 or 210 or instructor consent.* Intensive study of selected themes and issues in Asian American Studies. Topics change from semester to semester. May be repeated for credit with instructor consent.

**AAS 496A-Z. Experimental Topics Courses in Asian American Studies (1-3)**

Experimental topics in Asian American Studies with course content to be determined.

**AAS 497. Senior Seminar in Asian American Studies (3)**

*Prerequisite: Senior standing or instructor's consent.* An integrative seminar serving as a capstone to the degree major in Asian American Studies. Provides a general review of the theories, methods and substantive conclusions covered in Asian American Studies courses and provides guidance and assistance in the writing of the senior thesis.

**AAS 499A-C. Independent Studies (1-3)**

*Prerequisite: Limited to Upper Division students with written permission from the Department Chair and the sponsoring faculty person.* No more than 3 units of Independent Study may be applied to the Minor in Asian American Studies.

# Asian Studies

College of Social and Behavioral Sciences

**Coordinator: Phyllis Herman**

**Santa Susana Hall 230**

**(818) 677-3925**

**www.csun.edu/csbs**

## Program Committee

Phyllis Herman (Religious Studies), Richard Horowitz (History), Gina Masequesmay (Asian American Studies), Weimin Sun (Philosophy), Kenneth Lee (Religious Studies), Linda Lam-Easton (Religious Studies), Sheena Malhotra (Gender and Women's Studies), Yifei Sun (Geography),

## Interdisciplinary Program

### Minor in Asian Studies

## Program

Asian Studies is an interdisciplinary program designed to provide an integrated approach to the study of the history, culture and current problems of this increasingly important region of the world. The program includes courses that involve the areas of East Asia, South Asia and Southeast Asia. Graduates from this program may either pursue their studies in graduate schools or apply their knowledge and training in various governmental and private agencies interacting with Asian countries.

A minor in Asian Studies is of particular interest and value to students majoring in Anthropology, Business, Geography, History, Political Science, Economics or Religious Studies.

The minor in Asian Studies consists of 18 units with no more than 6 Lower Division units. The student must consult with an Asian Studies advisor to develop an approved program from the courses listed that best suits his/her individual needs. The student will be able to choose a broad program, which will provide a background in several regions of Asia, or he/she will be able to specialize in East Asia, South Asia or Southeast Asia.

## Academic Advisement

All Asian Studies minors are required to see an advisor to work out a program of study that will meet his/her specific needs and interests. A student's program must include courses that involve at least two of the three Asian areas. The Program Coordinator and all Program Committee members are available for advisement.

The coordinator and/or a designee are on duty during orientation and are available by appointment during the summer. In addition, the program office publishes an informational brochure that can be picked up in the office and also obtained by mail or phone request.

## Requirements for the Minor

### 1. Lower Division Courses (6 units)

|      |     |                                       |
|------|-----|---------------------------------------|
| HIST | 191 | History of Eastern Civilization I (3) |
| HIST | 192 | History of Modern East Asia (3)       |

Students who expect to pursue work in Asian Studies beyond the undergraduate level should be aware that competence in an Asian language is a common requirement for advanced degrees.

Consequently, those students minoring in Asian Studies may substitute a maximum of 6 units of an Asian language (e.g., Chinese, Japanese, Hindi or a Southeast Asian language), as electives in their Lower Division program.

### 2. Upper Division (12 units)

Select from the following:

#### Social Sciences:

|      |      |  |
|------|------|--|
| ANTH | 339  | Peoples of South Asia (3)                      |
| ANTH | 347  | Peoples of the Pacific (3)                     |
| GEOG | 324  | China (3)                                      |
| GEOG | 325  | Southeast Asia (3)                             |
| GEOG | 334  | Southwest Pacific (3)                          |
| HIST | 438  | Traditional India from Antiquity to 1526 (3)   |
| HIST | 439  | Modern India since 1526 (3)                    |
| HIST | 490  | Traditional China (3)                          |
| HIST | 491A | Modern China (3)                               |
| HIST | 491B | The Rise of Communist China (3)                |
| HIST | 493  | Modern Japan (3)                               |
| POLS | 434A | Governments and Politics of South Asia (3)     |
| POLS | 434B | Governments and Politics of Southeast Asia (3) |
| SOC  | 333  | Chinese Society (3)                            |

#### Humanities:

|      |     |  |
|------|-----|--|
| ENGL | 479 | Asian Literature in Translation (3)                      |
| PHIL | 343 | Indian Philosophy (3)                                    |
| PHIL | 344 | Chinese Philosophy (3)                                   |
| RS   | 380 | Asian Religions: Communal Traditions and Transitions (3) |
| RS   | 383 | Asian Religious Texts (3)                                |
| RS   | 385 | Hinduism (3)   |
| RS   | 390 | Buddhism (3)   |
| RS   | 426 | Religions of China: Taoism (3)                           |

#### Business and Economics:

|      |     |                          |
|------|-----|--------------------------|
| ECON | 370 | Economic Development (3) |
|------|-----|--------------------------|

#### Arts, Media and Communication:

|      |      |   |
|------|------|---|
| ART  | 114  | World Arts: Asia (3)                    |
| ART  | 412  | History of Korean Art (3)               |
| ART  | 413  | History of Chinese Art (3)              |
| ART  | 415  | History of the Art of India (3)         |
| ART  | 416  | History of Ancient Near Eastern Art (3) |
| CTVA | 415C | International Cinema-China (3)          |
| CTVA | 415J | International Cinema-Japan (3)          |

#### Independent Study with the consent of an advisor:

|      |        |                         |
|------|--------|-------------------------|
| ANTH | 499A-C | Independent Study (1-3) |
| ART  | 499    | Independent Study (1-6) |
| ECON | 499    | Independent Study (1-3) |
| GEOG | 499A-C | Independent Study (1-3) |
| HIST | 499A-C | Independent Study (1-3) |
| POLS | 499    | Independent Study (1-3) |
| RS   | 499    | Independent Study (1-3) |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>18</b> |
|---------------------------------|-----------|

## Athletics, Intercollegiate

**Director of Athletics: Rick Mazzuto**  
**Intercollegiate Athletics Building (IA)**  
**(818) 677-3208**  
**www.GoMatadors.com**

### *Coaching Faculty*

Head Coaches: Jim Bracken, Bobby Braswell, Jeff Campbell, Terry Davila, Jeff Stork, Gary Victor, Keith West, Avery Anderson, Matt Curtis, Jason Flowers, Tairia Flowers, Marcelo Leonardi

### Athletics Program

Cal State Northridge Athletics is a diverse and broad-based sports program which exists to provide highly skilled students with the opportunity to further develop their athletic talents while obtaining a college education and degree. We provide the highest level of amateur athletic entertainment for the campus community and seek to develop campus spirit and pride for students, faculty, staff and alumni.

Eight men's and 10 women's intercollegiate sports are offered at CSUN. Approximately 350 students are directly participating on these teams. Currently, CSUN Athletics offers the following sports: women's basketball, cross country, golf, indoor track, outdoor track and field, soccer, softball, tennis, volleyball and water polo; and men's baseball, basketball, cross country, golf, indoor track, outdoor track and field, soccer and volleyball.

CSUN Athletics is affiliated with the Big West Conference and Mountain Pacific Sports Federation which are National Collegiate Athletic Association (NCAA) Division I conferences.

The programs must function within the regulations relative to academics and amateurism set forth by the NCAA.

Students designated as intercollegiate athletes must be enrolled full-time and are subject to mandates for degree progress established by the NCAA. Members of athletic squads must officially register to receive credit.

Enrollment in Athletics courses is restricted to students who meet NCAA eligibility requirements. Students may receive a maximum of 3 Athletic units per academic year.

## Course List

### **ATHL 197A-Z. Off-Season Conditioning (1-1-1-1)**

Conditioning exercises and drills for varsity sports in the off season. May be repeated for 4 units credit. (Credit/No Credit)

### **ATHL 200-Level Series Varsity Athletics (2-2-2-2)**

In season practice and competition. May be repeated for 8 units credit. (Credit/No Credit)

#### **Team Number and Title**

|      |     |                           |
|------|-----|---------------------------|
| ATHL | 200 | Varsity Baseball—M        |
| ATHL | 201 | Varsity Basketball—M      |
| ATHL | 202 | Varsity Basketball—W      |
| ATHL | 204 | Varsity Cross Country—M   |
| ATHL | 205 | Varsity Cross Country—W   |
| ATHL | 208 | Varsity Golf—W            |
| ATHL | 210 | Varsity Golf—M            |
| ATHL | 215 | Varsity Soccer—W          |
| ATHL | 216 | Varsity Soccer—M          |
| ATHL | 217 | Varsity Softball—W        |
| ATHL | 220 | Varsity Water Polo—W      |
| ATHL | 222 | Varsity Tennis—W          |
| ATHL | 223 | Varsity Track and Field—M |
| ATHL | 224 | Varsity Track and Field—W |
| ATHL | 226 | Varsity Volleyball—M      |
| ATHL | 227 | Varsity Volleyball—W      |



# Biology

## College of Science and Mathematics

**Chair: Dr. Larry Allen**  
**Chaparral Hall (CR) 5101**  
**(818) 677-3356**  
**[www.csun.edu/biology](http://www.csun.edu/biology)**

### *Faculty*

Larry Allen, Lisa Banner, Larry Baresi, Chhandak Basu, Maria Elena de Bellard, David Bermudes, Robert Carpenter, Randy Cohen, Steve Dudgeon, Peter Edmunds, Robert Espinoza, Michael Franklin, David Gray, Fritz Hertel, Ray Hong, Cheryl Hogue, Timothy Karels, Ernest Kwok, Rachel Mackelprang, Cindy Malone, Jennifer Matos, Rheem Medh, Aida Metzberg, Stan Metzberg, Sean Murray, Daniel Odom, Steven Oppenheimer, Jeanne Robertson, Paula Schiffman, Mark Steele, Mary-Pat Stein, Michael Summers, Paul Tomasek, Cheryl Van Buskirk, Virginia Vandergon, Paul Wilson, Maria Elena Zavala

### *Emeritus Faculty*

Nancy Bishop, Linda Caren, Mary Corcoran, Kevin Daly, Jim Dole, William Emboden, George Fislser, Warren Furumoto, Anthony Gaudin, Kenneth Jones, John Kontogiannis, Daisy Kuhn, Joyce Maxwell, Joseph Moore, Edward Pollock, O. Tacheeni Scott, Phillip Sheeler, Mary Sparling, Charles Spotts, Richard Swade, Charles Weston, Kenneth Wilson

### *Adjunct Faculty*

Jack Barrett, Maurie Beck, Christy Brigham, Kerry Clegg, Daniel Darvish, Peter Eggena, Norman Glover, Alan Holtzman, Rehwa Lee, Joyce Maxwell, Daniel Pondella, Craig Rudolph, Ken Tachiki, Yadira Valles-Ayoub, Thomas Vandergon

### Programs

Undergraduate:

- B.A., Biology**
- B.S., Biology**
- Minor in Biology**

Graduate:

- M.S., Biology**

### Credential Information

Admission to a CSU credential program or University intern program requires demonstration of subject matter competence in biological science, and there are several ways of completing that requirement. The most common is passage of a set of state-administered California Subject Examinations for Teachers (CSET), with six testing dates per year ([www.cset.nesinc.com](http://www.cset.nesinc.com)). The exact subtests to be taken depend on the teaching authorizations desired, but for grade 9-12 classroom teaching the requirements usually include general science (subtests 118 and 119) as well as biological sciences (subtest 120). Completion of a B.A. degree in Biology should be adequate preparation for the exams, but candidates may wish to speak to the Biology Credential Advisor to discuss course options. A course-based waiver from one or more of the CSET is possible for certain students who completed a degree in Biology prior to July 1, 2009. Current students who have an undergraduate degree in the field and at least 30 post-baccalaureate units in the field, or a post-baccalaureate degree in the field, should also consult the Biology Credential Advisor about a "Specialized" waiver of the CSET through the California Commission on Teacher Credentialing. Students interested in becoming public school science teachers should discuss their plans with the CSUN Credential Office ([www.csun.edu/education/cred](http://www.csun.edu/education/cred)), as it is sometimes possible to combine preliminary credential coursework with a baccalaureate degree program.

### Academic Advisement

Advisement is required of Biology undergraduate and graduate students annually. Undergraduate advisement can be obtained at the Biology Student Advisement Center or from any Biology faculty member in the student's option. The Biology Student Advisement Center is located in Chaparral Hall 5104 and can be reached at (818) 677-2675 or by email at [biologyadvisors@csun.edu](mailto:biologyadvisors@csun.edu). For graduate students seeking advisement, contact Graduate Coordinator Tim Karels (email: [biograd.coordinator@csun.edu](mailto:biograd.coordinator@csun.edu)).

Contact Jim Dole, Daniel Odom or Terri Richardson for undergraduate advisement and Graduate Coordinator Tim Karels for questions about graduate study.

Contact the following option advisors: Stan Metzberg (Biotechnology), Daisy Kuhn and Terri Richardson (Medical, Dental, Pharmacy, Optometry, Physician Assistant, Veterinary and Podiatry), Sean Murray (Medical Technology), and Jennifer Matos and Stan Metzberg (Teacher Preparation).

### Pre-Medical and Pre-Professional Information

The B.A. degree is recommended for all pre-professional students; however, any of the B.S. options may be followed by students with special interests. Pre-medical, pre-dental and other students pursuing health-associated professional careers should consult with the Pre-Professional advisors, Terri Richardson or Daisy Kuhn.

### The Major

Biology is the study of life, its variety and processes. The discipline is dynamic and its intellectual framework is expanding rapidly. In one direction, the study of organisms is the basis for the understanding of how populations of organisms interact among themselves and with their environment. This includes a consideration of the distribution and abundance of organisms, change in organisms over time, energy flow among organisms and cycling of inorganic and organic resources. In another direction, the study of biological molecules is the basis for understanding cell structure and function, including metabolism, growth, development and reproduction in organisms. Additional information about the Biology program, faculty interests and the like can be found at: [www.csun.edu/biology](http://www.csun.edu/biology).

### Student Learning Outcomes of the Undergraduate Program

The Biology Department has identified five learning outcomes to be achieved by its students as a result of completing one of its baccalaureate degree programs.

1. Students will demonstrate knowledge of a) the structure and metabolism of cells; b) the transmission and expression of genetic information; and c) the immediate and long-term (evolutionary) consequences of interactions between organisms and their environment.
2. Students will demonstrate specialized knowledge in one or more disciplines of biology.
3. Students will be aware of and/or capable of using new and existing methods and technologies in these disciplines.
4. Students must demonstrate facility in applying the methods of scientific inquiry, including observation, hypothesis testing, data collection and analysis.
5. Students will have the ability to engage the biology literature and to communicate scientific information verbally and/or in writing.

### Careers

Many career opportunities are available to the student majoring in biology. The undergraduate program provides an excellent background for further work in medicine, dentistry, pharmacy, optometry, veterinary medicine, biotechnology, clinical laboratory science and graduate programs. It also can serve for direct entry into teaching and

a variety of positions in industrial, research and governmental organizations. Graduates of our program have been very successful in gaining admission and to successfully completing advanced degrees at high-quality universities.

### Bachelor of Arts Program

The B.A. degree is designed for students seeking a broad foundation in biology as part of a liberal education in the arts and sciences. Provided that careful attention is paid to the requirements for advanced (post-baccalaureate) and professional programs, the B.A. degree is appropriate for those students (1) preparing for dentistry, medicine, optometry, pharmacy or veterinary medicine; (2) seeking a teaching credential (see above); or (3) intending to enter a graduate program. The B.A. degree is also suitable for careers in such areas as pharmaceutical sales and medical illustration (see Pre-Medical and Pre-Professional Information).

### Bachelor of Science Programs

**Cell and Molecular Biology (Option I)** of the B.S. degree prepares students for work in private or government labs where modern cellular and molecular techniques are used. This option also prepares the student for advanced graduate study.

**Environmental Biology (Option II)** of the B.S. degree prepares graduates for employment in positions such as ecologist or wildlife preserve manager; for positions with the U.S. Department of Agriculture, Bureau of Land Management, National or State Parks and other government agencies and private organizations; or for consulting positions in formulating environmental impact reports. A modified version of this option is appropriate for students seeking a teaching credential. This option also prepares the student for advanced graduate study.

**Microbiology (Option III)** of the B.S. degree prepares students for employment in microbiology labs, both government and private, and meets the requirements of the California Department of Health Services. This option also prepares the student for advanced graduate study.

**Biotechnology/Medical Technology (Option IV)** of the B.S. degree is designed to (1) meet the state academic requirements for Clinical Lab Science (Medical Technology) or Public Health Microbiology; or (2) prepare a student for a career in biotechnology. Students who complete the course sequence for Medical Technology will be prepared to apply for the clinical year of training in Clinical Lab Science or to begin a career in industry or government. Students completing the Biotechnology course sequence will be well prepared for an entry-level biotechnology position in industry or government or for graduate programs in biotechnology. Students choosing either track of this option should consult an advisor as early as possible concerning the proper course sequence to be followed and other requirements in each field.

**Marine Biology (Option V)** of the B.S. degree prepares graduates for advanced graduate study and for employment in the marine sciences.

### Requirements for the Bachelor of Arts Degree

Each student is required to complete the Core Program plus all of the requirements in the Selective Program.

#### A. Core Program

##### 1. Lower Division Courses (26 units)

|      |        |  |
|------|--------|--|
| BIOL | 106/L  | Biological Principles I and Lab (3/1)  |
| BIOL | 107/L  | Biological Principles II and Lab (3/1) |
| CHEM | 101/L  | General Chemistry I and Lab (4/1)      |
| CHEM | 102/L  | General Chemistry II and Lab (4/1)     |
| PHYS | 100A/L | General Physics I and Lab (3/1)        |
| PHYS | 100B/L | General Physics II and Lab (3/1)       |

##### 2. Upper Division Courses (17 units)

|      |       |  |
|------|-------|--|
| BIOL | 322   | Evolutionary Biology (3)                         |
| BIOL | 360   | Genetics (3)                                     |
| BIOL | 380   | Cell Biology (3)                                 |
| CHEM | 333/L | Principles of Organic Chemistry I and Lab (3/1)  |
| CHEM | 334/L | Principles of Organic Chemistry II and Lab (3/1) |

##### 3. Mathematics Requirement

All biology B.A. students are required to demonstrate proficiency in mathematics equivalent to a passing grade in MATH 105 (or MATH 102 and 104). They may do this by receiving a passing score on the Math Placement Test sufficient for admission to MATH 255A.

#### B. Selective Program (20 units)

Students must take a minimum of 20 units of specialized coursework in addition to the Core courses. With the approval of a faculty advisor and the concurrence of the Department Curriculum Committee, students may create their own program. Approval for such individualized programs must be obtained before enrollment in the last 12 units of Biology courses. By appropriate choice of courses, students may obtain the equivalent of a traditional degree in Botany or Zoology.

##### 1. Molecular, Cellular and Physiological Biology

Take at least 7 units from the following, including at least one course that has a bench lab designated by an "L" and at least one course that is at the 400-level or above:

|      |         |  |
|------|---------|--|
| BIOL | 281/282 | Human Physiology and Lab (3/1)                 |
| BIOL | 315/L   | Principles of Microbiology and Lab (2/2)       |
| BIOL | 316/L   | Plant Biology and Lab (3/1)                    |
| BIOL | 381     | Cell Biology Lab (1) (not an "L" course)       |
| BIOL | 408/L   | Applied Microbiology and Lab (2/2)             |
| BIOL | 411/L   | Animal Histology and Lab (2/2)                 |
| BIOL | 417/L   | Microbial Physiology and Lab (2/2)             |
| BIOL | 441/L   | Embryology and Lab (2/2)                       |
| BIOL | 468     | Human Genetics (3)                             |
| BIOL | 470     | Biotechnology (3)                              |
| BIOL | 476     | Topics in Stem Cell Biology (3)                |
| BIOL | 481/L   | Plant Physiology and Lab (2/2)                 |
| BIOL | 482/L   | Animal Physiology and Lab (2/2)                |
| BIOL | 485/L   | Immunology with Serology Lab (2/2)             |
| BIOL | 487/L   | Hematology and Lab (2/2)                       |
| BIOL | 536     | Medical Mycology (3)                           |
| BIOL | 542/L   | Developmental Biology and Lab (3/1)            |
| BIOL | 544     | Biology of Viruses (3)                         |
| BIOL | 551/L   | Computer Modeling in Biology and Lab (2/2)     |
| BIOL | 561     | Molecular Genetics of Microorganisms (3)       |
| BIOL | 562     | Molecular Genetics of Eukaryotic Organisms (3) |
| BIOL | 563     | Cytogenetics (3)                               |
| BIOL | 564     | Human Biochemical Genetics (3)                 |
| BIOL | 566     | Genetics of Bacteria and Their Viruses (3)     |
| BIOL | 567     | Medical Genetics (3)                           |
| BIOL | 568     | Clinical Cytogenetics and Cancer Genetics (3)  |
| BIOL | 571     | Molecular Diagnostics (3)                      |
| BIOL | 572/L   | Recombinant DNA Techniques and Lab (2/2)       |
| BIOL | 575/L   | Biological Imaging and Lab (2/2)               |
| BIOL | 577/L   | Cell and Tissue Culture and Lab (2/2)          |
| BIOL | 580/L   | Cellular Physiology and Lab (2/2)              |
| BIOL | 581     | Endocrinology (3)                              |
| BIOL | 582/L   | Principles of Neurophysiology and Lab (3/1)    |
| BIOL | 585     | Mechanisms of Bacterial Pathogenesis (3)       |
| BIOL | 589     | Cellular Immunology (3)                        |

This requirement assures that the student will study 2 examples of the molecular and functional mechanisms that occur within individual organisms.

## 2. Systematics and Comparative Biology

Choose one from the following list. Either the course chosen here in List 2 (Systematics and Comparative Biology) or the one chosen in List 3 (Ecology and Environmental Biology) must have a field studies component, as designated by an asterisk (\*).

|      |                    |  |
|------|--------------------|--|
| BIOL | 312/L/392F         | Vertebrate Biology (2/1/1)*                                |
| BIOL | 313/L/392B         | Invertebrate Zoology (2/1/1) *                             |
| BIOL | 403/L              | Plant Morphology and Lab (2/2)                             |
| BIOL | 406/L/492K         | Flowering Plant Systematics (2/1/1)*                       |
| BIOL | 409/L/492J         | Non-Flowering Plants (2/1/1)*                              |
| BIOL | 410/L              | Medical Microbiology (2/2)                                 |
| BIOL | 415/L/492M         | Mammalogy (2/1/1)*   |
| BIOL | 418/L              | Bacterial Diversity (2/2)                                  |
| BIOL | 432/L              | Comparative Anatomy and Lab (2/2)                          |
| BIOL | 433/L              | Biology of Marine Tetrapods and Lab (2/1)                  |
| BIOL | 435/L              | Parasitology (2/2)   |
| BIOL | 504/L/592P         | Phycology (2/1/1)*   |
| BIOL | 506/L/592R or 492R | Tropical Botany (2/1/2)*                                   |
| BIOL | 508/L/592T or 492T | Biology of Tropical<br>Vertebrates (2/1/2)*                |
| BIOL | 509/592U           | Tropical Biodiversity<br>and Field Studies (2/1)*          |
| BIOL | 511/L              | Molecular Markers in Evolutionary<br>Studies and Lab (2/2) |
| BIOL | 512/L/592E         | Herpetology (2/1/1)*                                       |
| BIOL | 513/L/592F         | Entomology (2/1/1)*  |
| BIOL | 530/L/592J         | Ichthyology (2/1/1)*                                       |

This requirement assures that the student will have the opportunity to study biodiversity closely in one group of organisms from the points of view of adaptive diversification, phylogeny, biogeography and classification.

## 3. Ecology and Environmental Biology

Choose one from the following list. Either the course chosen here in List 3 (Ecology and Environmental Biology) or the one chosen in List 2 (Systematics and Comparative Biology) must have a field studies component, as designated by an asterisk (\*).

|      |                       |   |
|------|-----------------------|---|
| BIOL | 407/L/492N            | Plant Ecology* (2/1/1)                                  |
| BIOL | 419/L/492C            | Microbial Ecology and Lab and<br>Field Studies* (2/1/1) |
| BIOL | 421/L/492B            | Marine Biology* (2/1/1)                                 |
| BIOL | 422/L                 | Physiological Ecology (2/2)                             |
| BIOL | 423/492F              | Field Ecology* (2/2)                                    |
| BIOL | 424/L/492G            | Ecological Modeling (2/1/1)                             |
| BIOL | 426/L/492P            | Biology of Deserts* (2/1/1)                             |
| BIOL | 427/L/492H            | Principles of Ecology* (2/1/1)                          |
| BIOL | 428/L/492W            | Wildlife Ecology and Management (2/1/1)                 |
| BIOL | 507/L/592S<br>or 492S | Tropical Ecology and Conservation* (2/1/2)              |
| BIOL | 514/L/592A            | Avian Ecology* (2/1/1)                                  |
| BIOL | 524/326               | Tropical Biology/Regional Excursions* (3/1)             |
| BIOL | 525/592D              | Animal Behavior with Field Studies* (3/1)               |
| BIOL | 527/L/592L            | Biology of Pelagic Organisms* (2/1/1)                   |
| BIOL | 528/L/592B            | Behavioral Ecology* (2/1/1)                             |
| BIOL | 529/L/592I            | Marine Ecology* (2/1/1)                                 |
| BIOL | 531/L/592Q            | Ecology of Marine Fishes* (2/1/1)                       |
| BIOL | 533/592C              | Conservation Biology* (3/1)                             |

This requirement assures that the student will study some aspect of the interactions between organisms and their environment.

## 4. Elective Requirement

Electives should be taken to bring the total beyond the Core courses to 20 units, including at least 17 Upper Division units. No more than 3 units of BIOL 490, 495, 499 and 526 combined may be used, and they may not be used to satisfy either lab or field requirements. Electives may include any Upper Division biology course (except those explicitly excluded in their description) or the following:

|      |                    |  |
|------|--------------------|--|
| MATH | 255A               | Calculus for the Life Sciences I (3)             |
| CHEM | 461                | Biochemistry I (4)                               |
| CHEM | 464                | Principles of Biochemistry (4)                   |
| GEOL | 322/L              | Introductory Oceanography and Lab (3/1)          |
| GEOL | 351/L              | Fundamentals of Paleontology and Lab (3/1)       |
| BIOL | 310/L              | Functional Human Anatomy and Lab (3/1)           |
| BIOL | 330/L              | Design and Analysis of Experiments and Lab (2/1) |
| BIOL | 431/L              | Food Microbiology and Lab (2/2)                  |
| BIOL | 447/L              | F.I.R.E. and Lab (2/2)                           |
| BIOL | 490, 495, 499, 526 | (no more than 3 units combined)                  |
| BIOL | 502/L              | Biometry and Lab (3/1)                           |
| BIOL | 503/L              | Bioinformatics and Lab (3/1)                     |
| BIOL | 510                | Seminar in Tropical Biology (3)                  |
| BIOL | 560                | Advanced Topics in Evolution (3)                 |

This requirement gives additional opportunity for student choices in the program while guaranteeing that students are exposed to biological concepts and practices.

|   |            |
|---|------------|
| <b>Total Units in the Option</b>              | <b>63</b>  |
| <b>General Education Units</b>                | <b>39</b>  |
| <b>Additional Units</b>                       | <b>18</b>  |
| <b>Total Units Required for a B.A. Degree</b> | <b>120</b> |

## Requirements for the Bachelor of Science Degree

Each student pursuing a Bachelor of Science degree must complete the designated Core program plus all required courses and the selective program of one of the options.

### Core Program for All B.S. Options

#### 1. Lower Division Courses (27 units)

|      |       |  |
|------|-------|--|
| BIOL | 106/L | Biological Principles I and Lab (3/1)  |
| BIOL | 107/L | Biological Principles II and Lab (3/1) |
| CHEM | 101/L | General Chemistry I and Lab (4/1)      |
| CHEM | 102/L | General Chemistry II and Lab (4/1)     |
| PHYS | 100A  | General Physics I (3)                  |
| PHYS | 100B  | General Physics II (3)                 |
| MATH | 255A  | Calculus for the Life Sciences I (3)   |

#### 2. Upper Division Courses (9 units)

|      |     |                          |
|------|-----|--------------------------|
| BIOL | 322 | Evolutionary Biology (3) |
| BIOL | 360 | Genetics (3)             |
| BIOL | 380 | Cell Biology (3)         |

#### A. Option I: Cell and Molecular Biology

The Cell and Molecular option prepares students for graduate programs or careers as research associates in a variety of fields (e.g. medical, pharmaceutical, agricultural or biotechnology) in academic, governmental or industrial labs or a variety of similar settings.

#### 1. Required Courses (11 units)

|      |       |  |
|------|-------|--|
| BIOL | 381   | Cell Biology Lab (1)                               |
| PHYS | 100AL | General Physics I Lab (1)                          |
| PHYS | 100BL | General Physics II Lab (1)                         |
| CHEM | 333/L | Principles of Organic Chemistry I<br>and Lab (3/1) |

CHEM 334/L Principles of Organic Chemistry II and Lab (3/1)

(MATH 255B is highly recommended)

## 2. Selective Program

Select courses from the Biochemistry, Cells and Tissue, Molecular Genetics and Elective sections below for a total of at least 30 units. You must take at least 7 units of lab courses (designated with an "L") within the Selective Program.

### Biochemistry (3-8 units)

#### Choose from the following:

CHEM 464 Principles of Biochemistry (lab may be taken  
or for credit in Elective section) (3)  
CHEM 461 and 462 Biochemistry I and II (includes two  
lab units) (8)

### Cells and Tissues (6-8 units)

#### Choose two courses from the following:

BIOL 410/L Medical Microbiology and Lab (2/2)  
BIOL 411/L Animal Histology and Lab (2/2)  
BIOL 417/L Microbial Physiology and Lab (2/2)  
BIOL 441/L Embryology and Lab (2/2)  
BIOL 476 Topics in Stem Cell Biology (3)  
BIOL 481/L Plant Physiology and Lab (2/2)  
BIOL 482/L Animal Physiology and Lab (2/2)  
BIOL 485/L Immunology with Serology Lab (2/2)  
BIOL 487/L Hematology and Lab (2/2)  
BIOL 536 Medical Mycology (3)  
BIOL 575/L Biological Imaging and Lab (2/2)  
BIOL 577/L Cell and Tissue Culture and Lab (2/2)  
BIOL 580/L Cellular Physiology and Lab (2/2)  
BIOL 581 Endocrinology (3)  
BIOL 582/L Principles of Neurophysiology and Lab (3/1)  
BIOL 585 Mechanisms of Bacterial Pathogenesis (3)  
BIOL 589 Cellular Immunology (3)

### Molecular Genetics (6-7 units)

#### Choose two courses from the following:

BIOL 468 Human Genetics (3)  
BIOL 470 Biotechnology (3)  
BIOL 542/L Developmental Biology and Lab (3/1)  
BIOL 544 Biology of Viruses (3)  
BIOL 561 Molecular Genetics of Microorganisms (3)  
BIOL 562 Molecular Genetics of Eukaryotic Organisms (3)  
BIOL 563 Cytogenetics (3)  
BIOL 564 Human Biochemical Genetics (3)  
BIOL 566 Genetics of Bacteria and their Virus (3)  
BIOL 567 Medical Genetics (3)  
BIOL 568 Clinical Cytogenetics and Cancer Genetics (3)  
BIOL 571 Molecular Diagnostics (3)  
BIOL 572/L Recombinant DNA Techniques and Lab (2/2)

**Electives. Select additional courses from the Biochemistry, Cells and Tissue and Molecular Genetics sections above, or from the courses listed below for a total of at least 30 units:**

BIOL 310/L Functional Human Anatomy and Lab (3/1)  
BIOL 315/L Principles of Microbiology and Lab (2/2)  
BIOL 330/L Design and Analysis of Experiments and Lab (2/1)  
BIOL 435/L Parasitology and Lab (2/2)  
BIOL 447/L F.I.R.E. and Lab (2/2)  
BIOL 490, 495, 499, 526 (no more than 3 units combined)  
BIOL 502/L Biometry and Lab (3/1)  
BIOL 503/L Bioinformatics and Lab (3/1)  
BIOL 551/L Computer Modeling in Biology (2/2)  
CHEM 464L Biochemistry Lab (1)

MATH 255B Calculus II (3)

**General Education (36 units)** The entire section of Natural Sciences is fulfilled by required courses in the Biology major. Basic Skills, Mathematics is satisfied by MATH 255A.

|   |     |
|---|-----|
| <b>Total Units in Option I</b>                | 77  |
| <b>General Education Units</b>                | 36  |
| <b>Additional Units</b>                       | 7   |
| <b>Total Units Required for a B.S. Degree</b> | 120 |

## B. Option II: Environmental Biology

The Environmental Biology Option prepares graduates for positions such as ecologist or wildlife manager with government agencies and private organizations. In modified form, this option also meets the requirements for a teaching credential. (See Credential Programs section of this catalog).

**Areas of interest:** Before electing Upper Division courses in the Selective Program, each student should consult an advisor in his/her area of interest to select a program of courses appropriate to the student's goals.

### 1. Required Courses (7-12 units)

BIOL 330/L Design and Analysis of Experiments and Lab (2/1)  
or BIOL 502/L Biometry and Lab (3/1)  
CHEM 235/L Introductory Organic Chemistry and Lab (3/1)  
or CHEM 333/L/334/L Principles of Organic Chemistry I and II and Labs (3/1) and (3/1)

### 2. Selective Program (32 units) Select 32 additional Upper Division units from the following lists.

#### Ecology (11-13 units) Choose three from the following:

BIOL 407/L/492N Plant Ecology† (2/1/1)  
BIOL 422/L Physiological Ecology and Lab (2/2)  
BIOL 423/492F Field Ecology (2/2)  
BIOL 424/L/492G Ecological Modeling (2/1/1)  
BIOL 426/L/492P Biology of Deserts (2/1/1)  
BIOL 427/L/492H Principles of Ecology and Lab (2/1/1)  
BIOL 428/L/492W Wildlife Ecology and Management (2/1/1)  
BIOL 507/L/592S or 492S Tropical Ecology and Conservation (2/1/2)  
BIOL 509/592U Tropical Biodiversity (2/1)  
BIOL 514/L/592A Avian Ecology† (2/1/1)  
BIOL 528/L/592B Behavioral Ecology (2/1/1)  
BIOL 529/L/592I Marine Ecology (2/1/1)  
BIOL 533/592C Conservation Biology (3/1)

#### Botany (4-5 units) Choose one from the following:

BIOL 316/L Plant Biology and Lab (3/1)  
BIOL 403/L Plant Morphology and Lab (2/2)  
BIOL 406/L/492K Flowering Plant Systematics (2/1/1)\*  
BIOL 409/L/492J Non-Flowering Plants (2/1/1)\*  
BIOL 407/L/492N Plant Ecology (2/1/1) †  
BIOL 481/L Plant Physiology and Lab (2/2)  
BIOL 504/L/592P Phycology (2/1/1)  
BIOL 506/L/592R or 492R Tropical Botany (2/1/2)

#### Zoology (3-5 units) Choose one from the following:

BIOL 312/L/392F Vertebrate Biology (2/1/1)  
BIOL 313/L/392B Invertebrate Zoology (2/1/1)  
BIOL 415/L/492M Mammalogy (2/1/1)  
BIOL 433/L Biology of Marine Tetrapods and Lab (2/1)  
BIOL 508/L/592T or 492T Biology of Tropical Vertebrates (2/1/2)  
BIOL 512/L/592E Herpetology (2/1/1)  
BIOL 513/L/592F Entomology (2/1/1)

- BIOL 514/L/592A Avian Ecology† (2/1/1)
  - BIOL 525 Animal Behavior (3)
- (Note: An optional field course in animal behavior, BIOL 592D, is listed under Electives.)

BIOL 530/L/592J Ichthyology (2/1/1)

†Note that Plant Ecology (BIOL 407/L/492N) may be used to fulfill the Botany requirement or the Ecology requirement, but not both. Avian Ecology (BIOL 514/L/592A) may be used to fulfill the Zoology requirement or the Ecology requirement, but not both.

**3. Electives (9-14 units)**

- a. Select 1 additional course from the Botany or Zoology sections above.
  - b. Select additional courses from the Ecology, Botany or Zoology sections above, or from the courses listed below for a total of 32 Upper Division units in the Selective Program. Other courses may be substituted with the approval of an Environmental Biology advisor.
- BIOL 315/L Principles of Microbiology and Lab (2/2)
  - BIOL 419/L/492C Microbial Ecology (2/1/1)
  - BIOL 421/L/492B Marine Biology (2/1/1)
  - BIOL 435/L Parasitology and Lab (2/2)
  - BIOL 490, 495, 499, 526 (no more than 3 units combined)
  - BIOL 510 Seminars in Tropical Biology (3)
  - BIOL 511/L Molecular Markers in Evolutionary Studies and Lab (2/2)
  - BIOL 527/L/592L Biology of Pelagic Organisms (2/1/1)
  - BIOL 560 Advanced Topics in Evolution (3)
  - BIOL 592D Animal Behavior Field Studies (1)\*
  - GEOL 508/L Invertebrate Paleontology and Lab (3/1)
  - or GEOL513/L Micropaleontology and Lab (2/2)

\*Note that BIOL 592D requires concurrent enrollment in BIOL 525; see listing under Zoology.

**General Education** (36 units): Basic Skills Mathematics and the entire Natural Sciences section are fulfilled by required courses in the major.

|  |       |
|--|-------|
| Total Units in Option II               | 75-79 |
| General Education Units                | 36    |
| Additional Units                       | 5-9   |
| Total Units Required for a B.S. Degree | 120   |

**C. Option III: Microbiology**

The Microbiology Option prepares students for graduate programs or careers as research associates in a variety of fields (e.g. medical, pharmaceutical, agricultural or environmental biotechnology; medical device, cosmetic, food- and water-quality assurance) in academic, governmental or industrial labs or a variety of similar settings.

**1. Required Courses (26 units)**

- BIOL 315/L Principles of Microbiology and Lab (2/2)
  - BIOL 410/L Medical Microbiology and Lab (2/2)
  - BIOL 417/L Microbial Physiology and Lab (2/2)
  - BIOL 418/L Bacterial Diversity and Lab (2/2)
  - or BIOL 419/L/492C Microbial Ecology (2/1/1)
  - CHEM 333/L Principles of Organic Chemistry I and Lab (3/1)
  - CHEM 334/L Principles of Organic Chemistry II and Lab (3/1)
  - PHYS 100AL General Physics I Lab (1)
  - PHYS 100BL General Physics II Lab (1)
- (MATH 140 and 255B are highly recommended.)

**2. Selective Program (16 units)**

Choose any courses from the following list or other courses with advisor approval.

- BIOL 381 Cell Biology Lab (1)
- BIOL 408/L Applied Microbiology and Lab (2/2)
- BIOL 418/L Bacterial Diversity and Lab (if not used to meet required course units) (2/2)
- BIOL 419/L/492C Microbial Ecology and Lab and Field Studies (if not used to meet required course units) (2/1/1)
- BIOL 431/L Food Microbiology and Lab (2/2)
- BIOL 435/L Parasitology and Lab (2/2)
- BIOL 470 Biotechnology (3)
- BIOL 476 Topics in Stem Cell Biology (3)
- BIOL 485/L Immunology with Serology Lab (2/2)
- BIOL 487/L Hematology and Lab (2/2)
- BIOL 490, 495, 499, 526 (no more than 3 units combined)
- BIOL 536 Medical Mycology (3)
- BIOL 544 Biology of Viruses (3)
- BIOL 551/L Computer Modeling in Biology (2/2)
- BIOL 561 The Molecular Genetics of Microorganisms (3)
- BIOL 566 Genetics of Bacteria and Their Viruses (3)
- BIOL 572/L Recombinant DNA Techniques and Lab (2/2)
- BIOL 575/L Biological Imaging and Lab (2/2)
- BIOL 577/L Cell and Tissue Culture and Lab (2/2)
- BIOL 585 Mechanisms of Bacterial Pathogenesis (3)
- BIOL 589 Cellular Immunology (3)
- CHEM 321/L Chemical Analysis I and Lab (2/2)
- CHEM 464 Principles of Biochemistry and Lab (3/1)

Note that completion of CHEM 101/L, 102/L, 321/L, 333, 334 and 464 satisfies the course requirements for a minor in Chemistry; see Chemistry Department for evaluation.

**General Education** (36 units): Basic Skills Mathematics and the entire Natural Sciences section are fulfilled by required courses in the major.

|  |     |
|--|-----|
| Total Units in Option III              | 78  |
| General Education Units                | 36  |
| Additional Units                       | 6   |
| Total Units Required for a B.S. Degree | 120 |

**D. Option IV: Biotechnology/Medical Technology**

This option has two tracks. The Biotechnology track prepares students for graduate programs or careers in biotechnology or cellular and molecular biology in medical, industrial, agricultural or other applications. The Medical Technology track prepares students for the clinical year of training and the California License exam in Clinical Laboratory Science or for training and Certification in Public Health Microbiology. Students in either track should consult the appropriate faculty advisor.

**1. Required Courses For Both Biotechnology and Medical Technology (19 units)**

- PHYS 100AL General Physics I Lab (1)
- PHYS 100BL General Physics II Lab (1)
- BIOL 315/L Principles of Microbiology and Lab (2/2)
- BIOL 381 Cell Biology Lab (1)
- CHEM 333 Principles of Organic Chemistry I and Lab (3/1)
- CHEM 334 Principles of Organic Chemistry II and Lab (3/1)
- CHEM 365 Introduction to Biochemistry and Lab (3/1)
- or CHEM 464/L Principles of Biochemistry and Lab (3/1)

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**2. Biotechnology Additional Required Courses (11 units)**

|            |  |
|------------|--|
| BIOL 470   | Biotechnology (3)                        |
| BIOL 572/L | Recombinant DNA Techniques and Lab (2/2) |
| BIOL 577/L | Cell and Tissue Culture and Lab (2/2)    |

**3. Biotechnology Selective Program (6-8 units)**

Choose two from the following list:

|                 |   |
|-----------------|---|
| BIOL 330/L      | Design and Analysis of Experiments and Lab (2/1)    |
| BIOL 408/L      | Applied Microbiology and Lab (2/2)                  |
| BIOL 417/L      | Microbial Physiology and Lab (2/2)                  |
| BIOL 418/L      | Bacterial Diversity and Lab (2/2)                   |
| BIOL 419/L/492C | Microbial Ecology and Lab and Field Studies (2/1/1) |
| BIOL 431/L      | Food Microbiology and Lab (2/2)                     |
| BIOL 468        | Human Genetics (3)                                  |
| BIOL 476        | Topics in Stem Cell Biology (3)                     |
| BIOL 481/L      | Plant Physiology and Lab (2/2)                      |
| BIOL 482/L      | Animal Physiology and Lab (2/2)                     |
| BIOL 485/L      | Immunology with Serology Lab (2/2)                  |
| BIOL 503/L      | Bioinformatics and Lab (3/1)                        |
| BIOL 542/L      | Developmental Biology and Lab (3/1)                 |
| BIOL 544        | Biology of Viruses (3)                              |
| BIOL 551/L      | Computer Modeling in Biology (2/2)                  |
| BIOL 561        | Molecular Genetics of Microorganisms (3)            |
| BIOL 562        | Molecular Genetics of Eukaryotic Organisms (3)      |
| BIOL 564        | Human Biochemical Genetics (3)                      |
| BIOL 566        | Genetics of Bacteria and Their Viruses (3)          |
| BIOL 568        | Clinical Cytogenetics and Cancer Genetics (3)       |
| BIOL 571        | Molecular Diagnostics (3)                           |
| BIOL 575/L      | Biological Imaging and Lab (2/2)                    |
| BIOL 580/L      | Cellular Physiology and Lab (2/2)                   |
| BIOL 581        | Endocrinology (3)                                   |
| BIOL 582/L      | Principles of Neurophysiology and Lab 3/1           |
| BIOL 589        | Cellular Immunology (3)                             |
| CHEM 321/L      | Chemical Analysis I and Lab (2/2)                   |

Note that completion of CHEM 101/L, 102/L, 321/L, 333, 334 and 464 satisfies the course requirements for a minor in Chemistry; see Chemistry Department for evaluation.

**4. Medical Technology Additional Required Courses (20 units)**

|            |                                    |
|------------|------------------------------------|
| BIOL 410/L | Medical Microbiology and Lab (2/2) |
| BIOL 435/L | Parasitology and Lab (2/2)         |
| BIOL 485/L | Immunology with Serology Lab (2/2) |
| BIOL 487/L | Hematology and Lab (2/2)           |
| CHEM 321/L | Chemical Analysis I and Lab (2/2)  |

Note that completion of CHEM 101/L, 102/L, 321/L, 333, 334 and 464 satisfies the course requirements for a minor in Chemistry; see Chemistry Department for evaluation.

Note that the following courses are recommended but not required in the Medical Technology track: BIOL 536 Medical Mycology; BIOL 544 Biology of Viruses; BIOL 571 Molecular Diagnostics; BIOL 577 Cell and Tissue Culture; and BIOL 589 Cellular Immunology.

**General Education** (36 units): Basic Skills Mathematics and the entire Natural Sciences section are fulfilled by required courses in the major.

|  |            |
|--|------------|
| <b>Total Units in the Medical Technology Track</b> | <b>75</b>  |
| <b>General Education Units</b>                     | <b>36</b>  |
| <b>Additional Units</b>                            | <b>9</b>   |
| <b>Total Units Required for a B.S. Degree</b>      | <b>120</b> |

**E. Option V: Marine Biology**

The Marine Biology Option prepares graduates for employment in the marine sciences and for advanced graduate study. Advisement is mandatory and a course program must be approved by an advisor by the beginning of the student's junior year.

**1. Required Courses (13-18 units)**

|                     |   |
|---------------------|---|
| BIOL 330/L          | Design and Analysis of Experiments and Lab (2/1)                  |
| or BIOL 502/L       | Biometry and Lab (3/1)  |
| BIOL 421/L/492B     | Marine Biology (2/1/1)  |
| PHYS 100AL          | General Physics I Lab (1)   |
| PHYS 100BL          | General Physics II Lab (1)  |
| CHEM 235/L          | Introductory Organic Chemistry and Lab (3/1)                      |
| or CHEM 333/L/334/L | Principles of Organic Chemistry I and II and Labs (3/1) and (3/1) |

**2. Selective Program (27 units)**

Select three additional courses from Section 1 (Marine Biology) below and 15 units from Section 2 (Electives), for a total of 27 units.

**Marine Biology (12 units)**

|                 |                                      |
|-----------------|--------------------------------------|
| BIOL 313/L/392B | Invertebrate Zoology (2/1/1)         |
| BIOL 504/L/592P | Phycology (2/1/1)                    |
| BIOL 527/L/592L | Biology of Pelagic Organisms (2/1/1) |
| BIOL 529/L/592I | Marine Ecology (2/1/1)               |
| BIOL 530/L/592J | Ichthyology (2/1/1)                  |
| BIOL 531/L/592Q | Ecology of Marine Fishes (2/1/1)     |

**Electives (15 units)**

|                         |  |
|-------------------------|--|
| BIOL 312/L/392F         | Vertebrate Biology (2/1/1)                               |
| BIOL 316/L              | Plant Biology and Lab (3/1)                              |
| BIOL 403/L              | Plant Morphology and Lab (2/2)                           |
| BIOL 406/L/492K         | Flowering Plant Systematics and Lab (2/1/1)              |
| BIOL 407/L/492N         | Plant Ecology (2/1/1)                                    |
| BIOL 409/L/492J         | Non-Flowering Plants and Lab (2/1/1)                     |
| BIOL 415/L/492M         | Mammalogy (2/1/1)  |
| BIOL 422/L              | Physiological Ecology and Lab (2/2)                      |
| BIOL 423/492F           | Field Ecology (2/2)                                      |
| BIOL 424/L/492G         | Ecological Modeling (2/1/1)                              |
| BIOL 427/L/492H         | Principles of Ecology and Lab (2/1/1)                    |
| BIOL 428/L/492W         | Wildlife Ecology and Management (2/1/1)                  |
| BIOL 433/L              | Biology of Marine Tetrapods and Lab (2/1)                |
| BIOL 481/L              | Plant Physiology and Lab (2/2)                           |
| BIOL 490, 495, 499, 526 | (no more than 3 units combined)                          |
| BIOL 502/L              | Biometry (3/1)<br>(if not used to meet required courses) |
| BIOL 511/L              | Molecular Markers in Evolutionary Studies and Lab (2/2)  |
| BIOL 514/L/592A         | Avian Ecology (2/1/1)                                    |
| BIOL 525                | Animal Behavior (3)                                      |
| BIOL 592D               | Animal Behavior Field Studies (1)                        |
| BIOL 528/L/592B         | Behavioral Ecology (2/1/1)                               |
| BIOL 532/L              | Advanced Ichthyology (2/2)                               |
| BIOL 533/592C           | Conservation Biology (3/1)                               |
| BIOL 560                | Advanced Topics in Evolution (3)                         |
| GEOL 322/L              | Introductory Oceanography and Lab (3/1)                  |

**General Education** (36 units): Basic Skills Mathematics and the entire Natural Sciences section are fulfilled by required courses in the major.

|   |              |
|---|--------------|
| <b>Total Units in Option V</b>                | <b>76-80</b> |
| <b>General Education Units</b>                | <b>36</b>    |
| <b>Additional Units</b>                       | <b>4-8</b>   |
| <b>Total Units Required for a B.S. Degree</b> | <b>120</b>   |

### Minor in Biology

Take one course or sequence of courses from each category.

#### 1. (8 or 10 units)

|      |              |   |
|------|--------------|---|
| CHEM | 101/L, 102/L | General Chemistry I and II with Labs (4/1, 4/1) |
| CHEM | 103, 104     | Introductory Chemistry I and II (4, 4)          |

#### 2. (4 or 8 units)

|      |              |   |
|------|--------------|---|
| BIOL | 101/L        | General Biology with Lab (3/1)                      |
| BIOL | 106/L, 107/L | Biological Principles I and II with Labs (3/1, 3/1) |

#### 3. BIOL 322

Evolutionary Biology (3)

#### 4. BIOL 360

Genetics (3)

#### 5. (4 units)

|      |            |  |
|------|------------|--|
| BIOL | 215/L      | Introductory Microbiology and Lab (2/2)  |
| BIOL | 312/L/392F | Vertebrate Biology (2/1/1)               |
| BIOL | 313/L/392B | Invertebrate Zoology (2/1/1)             |
| BIOL | 315/L      | Principles of Microbiology and Lab (2/2) |
| BIOL | 316/L      | Plant Biology and Lab (3/1)              |
| BIOL | 513/L/592F | Entomology (2/1/1)                       |

#### 6. (3 units)

|      |     |                                    |
|------|-----|------------------------------------|
| BIOL | 241 | Human Pregnancy and Embryology (3) |
| BIOL | 281 | Human Physiology (3)               |
| BIOL | 380 | Cell Biology (3)                   |

#### 7. One or more Upper Division Biology courses, if needed, for a minimum total of 26 units, including at least 8 Upper Division units in Biology.

|   |              |
|---|--------------|
| <b>Total Units Required for the Minor</b> | <b>26-31</b> |
|---|--------------|

### Honors Program

This program provides an opportunity for outstanding Biology majors to gain research experience with individual faculty guidance and may be of value for research-minded Pre-Medical students. The designation "Honors" will be added to the academic record of any student who completes the program.

Admission to the program is granted by approval of the Department Honors Committee. Students in the B.A. degree program or in any of the B.S. options are eligible provided they have: 1) completed 90 units of college work; 2) maintained a 3.50 GPA overall and in the Biology major; and 3) obtained the approval of a faculty sponsor who will supervise their research. Interested students should contact the Biology Department office.

#### Graduation with Honors requires:

1. Completion of the following courses.

|      |       |  |
|------|-------|--|
| BIOL | 330/L | Design and Analysis of Experiments and Lab (2/1) |
| BIOL | 495   | Directed Research (3)                            |
| BIOL | 498   | Senior Thesis (2)                                |

All 8 units must be in addition to those completed for the major.

2. Maintenance of a GPA of 3.50 overall and in all courses in the Biology major completed at CSUN.

3. Approval of a senior thesis by the Honors Committee, including a presentation of the research.

### Graduate Program

The purpose of the Graduate Program is to provide students an opportunity for advanced study in specialized areas of Biology and to develop the skills required to do independent research.

### Requirements for the Master of Science Degree

#### A. For Admission to the Department

Students may be admitted as either Classified or Conditionally Classified Graduate students. In addition to University requirements, the Biology Department requires:

1. Submission of a Biology Department Graduate Program application. This is a separate application in addition to the University application and is available at [www.csun.edu/biograd](http://www.csun.edu/biograd)

#### Departmental Application Deadlines:

**Fall semester:** March 15 preceding entry into program.

**Spring semester:** October 15 preceding entry into program.

2. Consent of a faculty member to serve as research advisor.  
3. Demonstrated proficiency in basic biology.\*  
4. General Graduate Record Examination (GRE), scoring at or above the 50th percentile on at least one section of the general test.  
5. TOEFL and TWE (foreign students only): Minimum score acceptable by the University.

#### \* Requirement 3 can be met in the following ways:

For students whose undergraduate degree is in Biology, either:

a. An undergraduate Biology GPA at or above 3.0; or,  
b. A subject GRE score at or above the 50th percentile.

For students whose undergraduate degree is not in Biology:

c. a subject GRE score is required at or above the 50th percentile.

#### B. For Classified Status

The requirements for admission to Classified Status in Biology are the following:

1. General University requirements for Classified Status, which include passing the University Upper Division Writing Proficiency Exam.  
2. Completion of any prerequisite coursework specified by Biology Graduate Committee upon admission (often the equivalent of BIOL 322, 360, 380, CHEM 235, etc.)

#### C. Conditionally Classified Status:

If a student meets the Department admission requirements but does not meet the requirements for Classified status, Conditional Classification is given. Students accepted to the program with deficiencies in Biology core courses are expected to complete those courses before proceeding with 600-level courses. No more than 12 units of graduate work prior to attaining fully classified status will be applied to a master's program.

#### D. For the Degree:

First semester graduate students in Biology must meet with the graduate coordinator during their first semester in the program. In addition, every graduate student must present and defend a formal proposal of their thesis research by the end of their second semester.

1. Completion of a minimum of 30 units of grade A, A-, B+ or B work in all approved courses applied towards the Master's degree:

a. Seminars (12 units):

BIOL 691 Graduate Proseminar (3 units) and 600-level seminar or lecture courses (9 units).

b. BIOL 502/L Biometry or BIOL 503/L Bioinformatics (an equivalent 3-unit Upper Division course may be substituted) (4 units).

c. Additional courses: Any 400-, 500- or 600-level biology courses except BIOL 490, 495, 497EE, 499, 692, 696, 698 and 699. A maximum of 9 units of 400-level courses may be applied toward the degree. No more than 6 units from other disciplines such as

Chemistry, Psychology, etc., may be counted.

d. Thesis courses:

|      |     |  |
|------|-----|--|
| BIOL | 696 | Directed Graduate Research (0-6 units) |
| BIOL | 698 | Thesis (3-6 units)                     |

2. Enrollment and attendance in at least 1 semester of Biology Colloquium, BIOL 692 (1) (Credit/No Credit only)
3. Completion and successful oral defense of a thesis.
4. Formal approval by the Thesis Committee.

|  |    |
|--|----|
| Total Units Required for the M.S. Degree | 31 |
|--|----|

## Course List

### BIOL 100. Introductory Biology (3)

Not for credit in Biology major. May not be taken for credit by students who have completed BIOL 101, 102, 106 or 107. Analysis of selected topics illustrating major biological concepts, including ecology, evolution, heredity and organismal and cellular structure and physiology. Primarily designed for non-science majors. Lecture 3 hours. (Students using this course to satisfy the Natural Sciences requirement in General Education may satisfy the corresponding lab requirement by completing BIOL 100L.)

### BIOL 100L. Introductory Biology Lab (1)

*Recommended Corequisite:* BIOL 100. Not for credit in Biology major. Observations, experiments, demonstrations and required field trips to augment Introductory Biology. Emphasis on the methods of science, basic biological principles, the natural environment and the effects of human activity on the environment. Lab 3 hours. (May be used to satisfy the Natural Sciences lab requirement in General Education provided BIOL 100 is also completed.)

### BIOL 101/L. General Biology and Lab (3/1)

*Corequisite:* BIOL 101L. Not for credit in Biology major and may not be taken for credit by students who have completed BIOL 106 or 107. Analysis of selected topics illustrating major concepts in biology, including evolution, environmental relationships, heredity, the cell, energetics and functions of living systems, and development. Available for General Education, Natural Sciences, if required in the major. Lecture 3 hours, lab 3 hours. (Available for General Education, Natural Sciences if required by student's major.)

### BIOL 102/L. Biological Concepts and Lab (3/1)

*Prerequisite:* For Liberal Studies majors only or instructor consent. *Corequisite:* BIOL 102L. Not open for credit in the Biology major or for students who have already completed BIOL 100, 101, 106 or 107. Analysis of selected topics illustrating major biological concepts, including ecology, evolution, heredity, organismal and cellular structure, presented in the context of the Science Content Standards for California Public Schools. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for the CS designation. Lecture 3 hours, lab 3 hours.

### BIOL 106/L. Biological Principles I and Lab (3/1)

*Corequisite:* BIOL 106L. Primarily for Biology majors. Half of a two-semester sequence that includes BIOL 107/L. Selected topics illustrating major concepts in biology, including the scientific process, heredity, evolution, taxonomy and systematics, ecology and animal behavior. Observations, experiments and demonstrations. Emphasis on unifying biological concepts and methods in science. (Available for General Education, Natural Sciences, if required in a student's major.) Lecture 3 hours, lab 3 hours.

### BIOL 107/L. Biological Principles II and Lab (3/1)

*Corequisite:* BIOL 107L. *Recommended Corequisite or Preparatory:* CHEM 102/L. Half of a two-semester sequence that includes BIOL 106/L. Selected topics illustrating major concepts in biology, including biological chemistry, cells, molecular genetics, animal development and plant and animal physiology. Observations, experiments and demonstrations. Emphasis on unifying biological concepts and methods in science. (Available for General Education, Natural Sciences, if required in a student's major.) Lecture 3 hours, lab 3 hours.

### BIOL 211. Human Anatomy (2)

*Prerequisites:* BIOL 101/L or 106/L and 107/L. *Corequisite:* BIOL 212. Not for credit in Biology major. Survey of the gross anatomy and histology of the major human organ systems, including the muscle, skeletal, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Lecture 2 hours.

### BIOL 212. Laboratory Studies in Human Anatomy (1)

*Prerequisites:* BIOL 101/L or 106/L and 107/L. *Corequisite:* BIOL 211. Not for credit in Biology major. Examination of the anatomy and histology of the major organ systems by dissection and microscopic study. Lab three hours.

### BIOL 215/L. Introductory Microbiology and Lab (2/2)

*Prerequisites:* BIOL 101/L or 106/L and 107/L; CHEM 102/L or 104. *Corequisite:* BIOL 215L. *Preparatory:* BIOL 281 or CHEM 235. Introduction to the biology of major groups of microorganisms, including their role in infectious diseases, their role in nature and their relationship to humankind. Lecture 2 hours, lab 6 hours.

### BIOL 241. Human Pregnancy and Embryology (3)

*Prerequisites:* BIOL 100 or 101/L or 102/L or 106/L or 107/L. Available for Biology minor credit but not for Biology major. Description of biological events leading up to ovulation, emission, conception, implantation and pregnancy, and the resulting stages of human development, including placenta development and birth, with a discussion of biological aspects of genetic counseling, birth defects, miscarriage and abortion. Lecture 3 hours. (Students using this course to satisfy the Natural Sciences requirement in General Education may satisfy the corresponding lab requirement by completing BIOL 241L.)

### BIOL 241L. Human Pregnancy and Embryology Lab (1)

*Prerequisites:* BIOL 100/L or 101/L or 102/L or 106/L or 107/L. *Recommended Corequisite:* BIOL 241. Not for credit in Biology major. Observation of slides, preserved specimens and plastic models demonstrating male and female gamete production; changes of uterus and ovary during menstrual cycle and pregnancy; normal and abnormal human chromosomes; human blood groups leading to problem pregnancies; pregnancy tests; human development with emphasis on nervous system, eyes, heart, skeleton, external genitalia and internal sex organs. Lab 3 hours. (May be used to satisfy the lab requirement in Natural Sciences of General Education provided BIOL 241 is also completed.)

### BIOL 281. Human Physiology (3)

*Prerequisites:* BIOL 101/L or 106 and 107/L. Survey of the physiology of nerve and muscle, as well as the digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Lecture 3 hours.

### BIOL 282. Lab Experiments in Human Physiology (1)

*Prerequisites:* BIOL 101/L or 106/L and 107/L. *Recommended Corequisite:* BIOL 281. Selected lab experiments in human physiology. Lab three hours.

### BIOL 285. Biology of Cancer (2)

Not for credit in Biology major. Study of the disease of cancer from a biological viewpoint, emphasizing the cellular, biochemical and envi-



ronmental aspects of the disease with discussion on the types of cancer, their diagnosis and treatment. Lecture 2 hours. (Available for General Education, Lifelong Learning.)

### **BIOL 299A-C. Introduction to Biological Research (1-3)**

*Prerequisite: Instructor Consent.* Not for credit in Biology major. Introduction to original biological literature and the use of the scientific method in investigating biological problems. Under the guidance of a faculty mentor, students take part in individual lab or field studies, including the reading and discussion of the literature pertinent to the study. May be repeated, but no more than 3 units may be counted toward degree requirements. (Credit/No Credit only)

#### Upper Division

### **BIOL 310/L. Functional Human Anatomy and Lab (3/1)**

*Prerequisites: BIOL 101/L or 106/L and 107/L passed with grades of C or better. Recommended Corequisite: BIOL 310L.* Designed for students who desire a more complete study of the gross and microscopic anatomy of the organ systems of the human body than is presented in BIOL 211. Functional relationships between the organ systems are stressed. Cadaver dissection is included in lab. (Students taking this course will not receive credit for BIOL 211) Lecture 3 hours, optional lab 3 hours.

### **BIOL 312/L. Vertebrate Biology and Lab (2/1)**

*Prerequisites: BIOL 101/L or 106/L and 107/L passed with grades of C or better. Corequisites: BIOL 312L, 392F* Introduction to the biology of vertebrates, including aspects of their evolution, ecology, life history and behavior. Lecture 2 hours, lab 3 hours.

### **BIOL 313/L. Invertebrate Zoology and Lab (2/1)**

*Prerequisites: BIOL 101/L or 106/L and 107/L passed with grades of C or better. Corequisites: BIOL 313L, 392B.* Biology and classification of the invertebrate animals, with emphasis on marine forms. Evolutionary and adaptive implications of form and function will be considered. Lecture 2 hours, lab 3 hours.

### **BIOL 315/L. Principles of Microbiology and Lab (2/2)**

*Prerequisites: BIOL 106/L, 107/L passed with grades of C or better; CHEM 102/L. Corequisite: BIOL 315L. Preparatory: CHEM 333.* Credit will not be allowed for both BIOL 215 and 315. Introduction to the biology of microorganisms with emphasis on the bacteria. General course designed for Biology majors and students who wish to pursue further study in microbiology or bacteriology. Lecture 2 hours, lab 6 hours.

### **BIOL 316/L. Plant Biology and Lab (3/1)**

*Prerequisite: BIOL 101/L or 106/L and 107/L passed with grades of C or better. Corequisite: BIOL 316L.* Survey course covering those aspects of cytology, physiology, systematics, anatomy, morphology and ecology unique to plants. Lecture 3 hours, lab 3 hours.

### **BIOL 317/L. Microbes and Society and Lab (3/1)**

*Prerequisites: BIOL 100/L or 101/L or 102/L or 106/L or 107/L; Completion of Lower Division writing requirement. Corequisite: BIOL 317L.* Introduces microorganisms and how they influence all life on Earth. Students will explore the workings of microbes and their influence on history, medicine, economics, the environment and human lives through lectures, assigned readings, videos, writing assignments, internet activities, discussions and lab activities. This course cannot be substituted for credit for either BIOL 215/L or BIOL 315/L. Lecture 3 hours, lab 3 hours. (Available for General Education, Natural Sciences.) (IC)

### **BIOL 322. Evolutionary Biology (3)**

*Prerequisites: BIOL 101/L or 106/L and 107/L passed with grades of C or better.* Introduction to the mechanisms of evolution, drawing heavily on relevant principles in ecology, population genetics and systematics. Lecture 3 hours.

### **BIOL 323. Plants and Animals of Southern California (3)**

*Prerequisite: Completion of Lower Division writing requirement. Corequisite: BIOL 392E.* For non-science majors to acquaint them with the classification, behavior, ecology and distribution of the more important plants and animals of Southern California. Lecture 3 hours. (Students using this course to satisfy a General Education requirement in Natural Sciences will satisfy the corresponding lab requirement by completing BIOL 392E.)

### **BIOL 325/L. Life in the Sea and Lab (3/1)**

*Prerequisite: Completion of Lower Division writing requirement. Not for credit in Biology major.* From the shore to the depths, analysis of the diversity of life in the world's oceans with emphasis on the Southern California biota. (Lecture and Lab available for General Education, Natural Sciences.) (IC)

### **BIOL 326A-Z. Regional Excursions (1-4)**

*Prerequisite: Upper Division standing.* Extended field excursions during vacation periods to selected regions of the world, emphasizing the United States and Mexico, for the study of the natural history of these regions.

### **BIOL 327. Ecology and People (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Our influence on the environment and the influence of the environment on us. Lecture 3 hours. (Available for General Education, Lifelong Learning.) (IC)

### **BIOL 330/L. Design and Analysis of Experiments and Lab (2/1)**

*Prerequisites: BIOL 106/L, 107/L passed with grades of C or better; One of the following: MATH 105, 140 or 255A. Corequisite: BIOL 330L.* Structuring biological experiments to maximize useful results and presenting the results graphically and quantitatively. Although emphasis is placed on data collected during ecological field trips, other kinds of biological experiments are also analyzed. Lecture 2 hours, lab 3 hours.

### **BIOL 360. Genetics (3)**

*Prerequisites: BIOL 101/L or BIOL 106/L and 107/L passed with grades of C or better; CHEM 102/L or CHEM 104; MATH 105 or (MATH 102+104) or MPT2A; Completion of the Lower Division writing requirement.* Role of genes in heredity, development, cellular metabolism and function of organisms; introduction of cytogenetics, genomics and molecular genetics; genetic basis of human disease, including cancer. Lecture 3 hours.

### **BIOL 362/L. Genetics and Society Lab (3/1)**

*Prerequisites: BIOL 100/L or 101/L or 102/L or 106/L or 107/L; Completion of the Lower Division writing requirement. Corequisite: BIOL 362L.* Introduction to current topics in genetics and their impact on society and life, in language that is non-technical. Learn about the application of genetics to agriculture, environment, human health and medicine. Understand issues pertaining to genetic engineering, cloning, gene therapy, stem cells etc. Not for credit in Biology major. Lecture 3 hours, lab 3 hours. (Lecture and Lab available for General Education, Natural Sciences.) (IC)

### **BIOL 375 Emerging Issues in Regenerative Medicine (3)**

*Prerequisite: Completion of Lower Division writing requirement.* Basic concepts, experimental approaches and the therapeutic potential of human embryonic stem cells, human adult stem cells and induced pluripotent stem cells in regenerative medicine will be discussed in this course. The politics and ethics of this emerging field of medicine and how these will affect you will be a major component of this course. This course emphasizes active student participation. (Available for General Education, Lifelong Learning.) (IC) (WI)

**BIOL 380. Cell Biology (3)**

*Prerequisites:* Either BIOL 101/L or BIOL 106/L and 107/L passed with grades of C or better; CHEM 102/L or 104. *Preparatory:* CHEM 235 or 333. Study of the organization of cells with emphasis on structure, chemical composition, bioenergetics, metabolism, regulation of the metabolism, cell differentiation and special cell functions. (BIOL 381 is required of Biology majors in B.S. Options I and IV.) Lecture 3 hours.

**BIOL 381. Cell Biology Lab (1)**

*Prerequisites:* Either BIOL 101/L or 106/L and 107/L passed with grades of C or better; CHEM 102/L or 104. *Preparatory:* CHEM 235 or 333. *Recommended Corequisite:* BIOL 380. Basic lab techniques in cell biology, including calorimetry and spectrophotometry, centrifugation, enzymological assays, respirometry, cell counting and molecular methods. Lab 3 hours. (Required of Biology majors in B.S. Options I and IV.)

**BIOL 392B-F. Field Studies in Biology (1)**

(B) Invertebrate Zoology Corequisite: BIOL 313/L; (E) Plants and Animals of Southern California Corequisite: BIOL 323; and (F) 392F. Vertebrate Zoology Corequisite: BIOL 312/L. 3 hours per week or equivalent. Course Fee.

## Courses Acceptable for the M.S. Degree

Note that 300-level courses and BIOL 490, 495, 497EE and 499 do not carry graduate credit for a Master's degree in Biology. A maximum of nine units of 400-level courses may be applied toward the Master's degree.

**BIOL 403/L. Plant Morphology and Lab (2/2)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisite:* BIOL 403L. Structure and evolution of plants; comparative lifecycles and reproductive mechanisms in the major phyla. Lecture 2 hours, lab 6 hours.

**BIOL 406/L. Flowering Plant Systematics and Lab (2/1)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisites:* BIOL 406L, 492K. Classification, identification and evolutionary relationships of flowering plants. Lecture 2 hours, lab 3 hours.

**BIOL 407/L. Plant Ecology and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* BIOL 407L, 492N. Examination of plants and their habitats from an ecological and evolutionary perspective. Concepts of adaptation, species diversity and biological change over time are stressed. Lecture 2 hours, lab 3 hours.

**BIOL 408/L. Applied Microbiology and Lab (2/2)**

*Prerequisites:* BIOL 101/L or 106/L and 107/L passed with grades of C or better, 215/L or 315/L. *Corequisite:* BIOL 408L. Examination of the role of microbes and their control in the production and deterioration of foods, in industry, in agriculture, in waste disposal and in the production of energy. Lecture 2 hours, lab 6 hours.

**BIOL 409/L. Non-Flowering Plants and Lab (2/1)**

*Prerequisite:* BIOL 106/L passed with grades of C or better. *Corequisites:* 409L, 492J. The diversity of land plants other than angiosperms (mosses, ferns, conifers, etc.): their phylogeny, life cycles, ecological niches, biogeography, identification and comparative biology. Lecture 2 hours, lab 3 hours.

**BIOL 410/L. Medical Microbiology and Lab (2/2)**

*Prerequisites:* BIOL 315/L, 380; CHEM 333. *Corequisite:* BIOL 410L. Study of bacterial pathogens with emphasis on mechanisms of pathogenicity, diagnosis, chemotherapy and host interaction. Lecture 2 hours, lab 6 hours.

**BIOL 411/L. Animal Histology and Lab (2/2)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisite:* BIOL 411L. *Preparatory:* CHEM 334. Microscopical and histochemical analysis of mammalian cells as organized into tissue and organ systems. Lecture 2 hours, lab 6 hours.

**BIOL 415/L. Mammalogy and Lab (3)**

*Prerequisite:* BIOL 322. *Corequisite:* BIOL 492M. Classification, ethology and ecology of mammals. Adaptive and evolutionary significance of form and function are considered. Lecture 2 hours, laboratory 3 hours.

**BIOL 417/L. Microbial Physiology and Lab (2/2)**

*Prerequisite:* BIOL 215/L or 315/L. *Corequisite:* BIOL 417L. *Preparatory:* CHEM 333; BIOL 380. Metabolism and special physiology of microbial forms of life, with special emphasis on the bacteria. Lecture 2 hours, lab 6 hours.

**BIOL 418/L. Bacterial Diversity and Lab (2/2)**

*Prerequisite:* BIOL 315/L. *Corequisite:* BIOL 418L. Analysis of evolution, diversity and relationships among the bacteria, as illustrated by a detailed study of the more specialized groups of bacteria with regard to cell form, habitat and developmental abilities. Lecture 2 hours, lab 6 hours.

**BIOL 419/L. Microbial Ecology and Lab (2/1)**

*Prerequisites:* BIOL 315/L. *Corequisites:* BIOL 419L, 492C. Examination of the natural distribution of bacteria, fungi, algae and protozoa in the biosphere and a study of the physical, chemical and biological factors that govern their distribution. Inquiry into the role of microbes as they interact directly and indirectly with higher organisms in the ecosystem. Lecture 2 hours, lab 3 hours.

**BIOL 421/L. Marine Biology and Lab (2/1)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisites:* BIOL 421L, 492B. *Preparatory:* BIOL 322. Marine life of the world with special emphasis on the shore and shallow sea. Identification, distribution, physiological and morphological adaptation of marine forms. Lecture 2 hours, lab 3 hours.

**BIOL 422/L. Physiological Ecology and Lab (2/2)**

*Prerequisite:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisite:* BIOL 422L. *Preparatory:* BIOL 322. Study of physiological, morphological and behavioral responses of organisms to physical environmental factors such as temperature, light and water salinity. Lecture 2 hours, lab 6 hours.

**BIOL 423. Field Ecology (2)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisite:* BIOL 492F. Techniques used in studying population dynamics, the development and functioning of biological communities and the interaction among organisms in the natural environment. Lecture 2 hours.

**BIOL 426/L. Biology of Deserts and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* BIOL 426L, 492P. Study of life in deserts with emphasis on the organisms of the deserts of Southwestern U.S.; structural, physiological and behavioral adaptations for survival; identification and ecology of desert organisms; techniques for studying desert ecology. Lecture 2 hours, lab 3 hours.

**BIOL 427/L. Principles of Ecology and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* BIOL 427L, 492H. Lectures summarize the major concepts and controversies of ecology. Discussions and activities focus on case studies from the classic and recent original literature. Lecture 2 hours, lab 3 hours.

**BIOL 428/L. Wildlife Ecology and Management and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* BIOL 428L, 492W. *Recommended Preparatory:* BIOL 330/L. Study and application of ecological principles used in the management of wildlife. Practical examination of management techniques and tools used in monitoring and managing wildlife populations, include censusing techniques, measurement and analysis of vital rates, and population modeling techniques. Course is computationally and writing intensive. Lecture 2 hours, lab 3 hours.

**BIOL 431/L. Food Microbiology and Lab (2/2)**

*Prerequisites:* BIOL 215/L, 315/L or equivalent. *Corequisite:* BIOL 431L. The biology, ecology and physiology of microorganisms associated with food and beverage production, preservation, spoilage, food borne illness and contamination control. Procedures and techniques for isolation, detection, identification and enumeration of food microorganisms. Methods and principles for controlling microbial contamination and preventing growth of undesirable microorganisms in raw and processed food. Lecture 2 hours, lab 6 hours. Available for graduate credit.

**BIOL 432/L. Comparative Anatomy and Lab (2/2)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisite:* BIOL 432L. Evolution of vertebrate structure. Comparative morphology and function of vertebrate systems. Lecture 2 hours, lab 6 hours. Available for graduate credit.

**BIOL 433/L. Biology of Marine Tetrapods (2/1)**

*Prerequisite:* BIOL 106/L passed with grades of C or better. *Corequisite:* BIOL 433L. *Recommended preparatory:* BIOL 322. Several groups of reptiles, birds and mammals exhibit many specializations for living in the marine realm. These animals are secondarily adapted to the marine environment, having evolved from terrestrial ancestors. This course will explore the evolution, diversity, ecology and morphological and physiological adaptations of these animals. Lecture 2 hours, lab 3 hours. Available for graduate credit.

**BIOL 435/L. Parasitology and Lab (2/2)**

*Prerequisites:* BIOL 106/L, 107/L passed with grades of C or better. *Corequisite:* BIOL 435L. Study of the biology of parasites and other symbionts. Lecture 2 hours, lab 6 hours.

**BIOL 441/L. Embryology and Lab (2/2)**

*Prerequisite:* BIOL 360 or 380. *Corequisite:* BIOL 441L. Cellular, physiological and anatomical aspects of embryonic development with emphasis on vertebrates. Mechanisms of morphogenesis and differentiation. Lecture 2 hours, lab 6 hours.

**BIOL 447/L. Full Immersion Research Experience (FIRE) and Lab (2/2)**

*Prerequisites:* BIOL 380; CHEM 333, 334; PHYS 100A, 100B. *Corequisite:* BIOL 447L. Innovative undergraduate experience in creativity that invites participants to engage scientific research in its fullness as co-learners. Student-initiated ideas ascend through a system of collaborative and independent strategies involving peer review, recitation, tutorials, experimental work and oral and written communication. Lecture 2 hours, lab 6 hours.

**BIOL 468. Human Genetics (3)**

*Prerequisites:* BIOL 360; MATH 105 or 140 or score on Math Placement Test (MPT) sufficient for admission to MATH 255A. Study of variation and heredity in humans. Includes immunogenetics, polygenic inheritance and population genetics, as well as abnormalities of chromosomes and metabolism and their consequences. Lecture 3 hours.

**BIOL 470. Biotechnology (3)**

*Prerequisite:* BIOL 360. *Recommended Corequisite or Preparatory:* BIOL 380. Application of organisms, biological systems and processes to manufacturing and service industries. Role of microorganisms in industrial, agricultural and pharmaceutical processes, biologically pro-

duced sources of energy, single cell protein, waste management, mining and other areas. Impact of genetic engineering; enzyme biotechnology; recent advances in the genetics and physiology of industrial microorganisms for strain improvement. Lecture 3 hours.

**BIOL 476. Topics in Stem Cell Biology (3)**

*Prerequisites:* BIOL 360, 380. Student analyses of novel biological methods associated with emerging stem cell technologies. Topics will include types and development of stem cells, a detailed examination of relevant stem cell techniques and the ethical issues surrounding this technology. Not available for graduate credit.

**BIOL 481/L. Plant Physiology and Lab (2/2)**

*Prerequisites:* BIOL 380; CHEM 334. *Corequisite:* BIOL 481L. Plant functions: photosynthesis, respiration, cell mechanics, growth and water relationships. Lecture 2 hours, lab 6 hours.

**BIOL 482/L. Animal Physiology and Lab (2/2)**

*Prerequisite:* BIOL 380. *Corequisite:* BIOL 482L. *Preparatory:* PHYS 100A/L; 100B/L; CHEM 334. Examination of the processes and mechanisms by which organisms maintain themselves and interact with their environment. Adaptive significance of physiologic mechanisms is treated under certain topics. Lecture 2 hours, lab 6 hours.

**BIOL 485/L. Immunology with Serology Lab (2/2)**

*Prerequisite:* BIOL 380. *Corequisite:* BIOL 485L. *Preparatory:* BIOL 381. Study of the immune response examining humoral and cellular immunity, the nature, structure and reactions of antigens and antibodies, mediators of immunity, hypersensitivity and immuno-hematology. The lab emphasizes the principles and uses of serological methods for evaluation of the immune response. Lecture 2 hours, lab 6 hours.

**BIOL 487/L. Hematology and Lab (2/2)**

*Prerequisites:* BIOL 380; CHEM 334. *Corequisite:* BIOL 487L. Histological, biochemical and clinical diagnostic study of blood, blood cell formation, iron metabolism, blood pathology and practical lab technology. Lecture 2 hours, lab 6 hours.

**BIOL 490. Tutorial Studies (1)**

*Prerequisite:* With consent of instructor, open to senior Biology majors. Supervised individual projects involving reading and discussion, lab research or field studies in specific areas of biology. May be repeated for a maximum of 3 units. Does not carry graduate credit toward the M.S. degree in Biology.

**BIOL 492A-Z. Field Studies in Biology (1-2)**

The 400-level courses are available for graduate credit. Course fee.

**One unit each, 3 hours per week or equivalent:**

492B. Marine Biology (*Corequisite:* BIOL 421/L)

492C. Microbial Ecology (*Corequisite:* BIOL 419/L)

492G. Ecological Modeling (*Corequisite:* BIOL 424/L)

492H. Principles of Ecology (*Corequisite:* BIOL 427/L)

492J. Non-flowering Plants (*Corequisite:* BIOL 409/L)

492K. Flowering Plant Systematics (*Corequisite:* BIOL 406/L)

492M Mammalogy (*Corequisite:* BIOL 415/L)

492N. Plant Ecology (*Corequisite:* BIOL 407/L)

492P. Deserts (*Corequisite:* BIOL 426/L)

492W Wildlife Ecology and Management (*Corequisite:* BIOL 428/L)

**Two units each, 6 hours per week or equivalent:**

492F. Field Ecology (*Corequisite:* BIOL 423)

492R. Tropical Botany (*Corequisite:* BIOL 506/L)

492S. Tropical Ecology and Conservation (*Corequisite:* BIOL 507/L)

492T. Tropical Vertebrates (*Corequisite:* BIOL 508/L)

**BIOL 495A-E. Directed Undergraduate Research (3)**

Designed for students of advanced rank and proven competence in Biology. Program of original research, culminating in a written report,

to be carried out with one of the Biology faculty. May be repeated for credit but no more than 3 units may be applied to the elective section of options that allows its use.

495A. Cellular/Molecular/Physiology

495B. Ecology and Evolution

495C. Microbiology

495D. Genetics/Developmental Biology

495E. Marine Biology

**BIOL 496A-Z. Experimental Topics in Biology (2-4)**

Special studies in Biology with topics to be determined.

**BIOL 497EE. Supervised Off-Campus Experiential Education (1-6)**

Not for graduate credit toward M.S. Degree in Biology. Student work experiences that are planned, organized and evaluated by faculty in cooperation with organizations other than the University's academic departments. No remuneration for this work may be received in addition to academic credit. Academic/Internship course. (Credit/No Credit only)

**BIOL 498. Senior Thesis (2)**

*Prerequisites: Senior standing in Biology; Consent of instructor. Recommended Corequisite or Preparatory: BIOL 330, 499.* Student selects and does original research on a topic of current biological interest in consultation with a sponsoring faculty member. Results of this research are presented both orally and in a written report in scientific format.

**BIOL 499. Independent Study (1-3)**

Not for graduate credit toward M.S. Degree in Biology. Maximum of 3 units of Independent Study may be applied to satisfy unit requirements of Elective Areas for the baccalaureate degree in Biology.

## Graduate

Both graduate and advanced undergraduate students may take 500-level courses. Only graduate students are permitted to enroll in 600-level courses.

**BIOL 502. Biometry (3)**

Application of quantitative methods to variation patterns in biological systems, their analysis and interpretation. Lecture 3 hours.

**BIOL 502L. Biometry Lab (1)**

*Corequisite: BIOL 502.* Students have supervised time to work problem sets. Lab 3 hours.

**BIOL 503/L. Bioinformatics and Lab (3/1)**

*Prerequisites: BIOL 360, 322. Corequisite: BIOL 503L.* Bioinformatics tools (statistics and computer analysis) and their application to molecular data analysis. Lecture 3 hours, computer lab 3 hours.

**BIOL 504/L. Phycology and Lab (2/1)**

*Prerequisites: BIOL 106/L, 107/L passed with grades of C or better. Corequisites: BIOL 504L, 592P. Preparatory: BIOL 322.* Study of the algae with emphasis on their systematics, morphology, physiology and ecology. Lecture 2 hours, lab 3 hours.

**BIOL 506/L. Tropical Botany and Lab (2/1)**

*Prerequisite: BIOL 322. Corequisites: Students taking this course must also be enrolled in other linked courses that are part of the Tropical Biology semester. Preparatory: BIOL 312, 316, 330, 427.* Intensive, hands-on immersion into the biology of tropical plants, including tropical plant anatomy, architecture, morphology, biochemistry, reproduction, systematics and evolution. Lecture 2 hours, lab 3 hours.

**BIOL 507/L. Tropical Ecology and Conservation and Lab (2/1)**

*Prerequisite: BIOL 322. Corequisites: Students taking this course must also be enrolled in other linked courses that are part of the Tropical Biology semester. Preparatory: BIOL 312, 316, 330, 427.* Intensive, hands-on immersion in the ecology and conservation of tropical organisms and ecosystems. Lecture 2 hours, lab 3 hours.

**BIOL 508/L. Biology of Tropical Vertebrates and Lab (2/1)**

*Prerequisite: BIOL 322. Corequisites: Students taking this course must also be enrolled in other linked courses that are part of the Tropical Biology semester. Preparatory: BIOL 312, 316, 330, 427.* Intensive, hands-on immersion into the biology of tropical vertebrates, including morphology, behavior, ecology, systematics and evolution. Lecture 2 hours, lab 3 hours.

**BIOL 509/592U. Tropical Biodiversity and Field Study (2/1)**

*Prerequisite: BIOL 322. Corequisites: Students taking this course must also be enrolled in other linked courses that are part of the Tropical Biology semester. Preparatory: BIOL 312, 316, 330, 427.* Examination of the generation and maintenance of biodiversity, with particular reference to tropical groups of organisms. Lectures, discussions and intensive hands on field experience.

**BIOL 510. Seminar On Topics in Tropical Biology (3)**

*Prerequisite: BIOL 322. Corequisites: Students taking this course must also be enrolled in other linked courses that are part of the Tropical Biology semester. Preparatory: BIOL 312, 316, 330, 427.* Seminar addressing topics in tropical biology in the context of physical science, culture and politics.

**BIOL 511/L Molecular Markers in Evolutionary Studies and Lab (2/2)**

*Prerequisites: BIOL 322, 360. Corequisite: BIOL 511L.* The use of molecular data in ecology and evolutionary biology. Material will cover techniques and applications of molecular data in conservation, behavior, ecology, population biology, evolution and systematics. Lecture 2 hours, lab 6 hours

**BIOL 512/L. Herpetology and Lab (2/1)**

*Prerequisites: BIOL 106/L, 107/L passed with grades of C or better. Corequisites: BIOL 512L, 592E.* Biology, ecology and evolution of amphibians and reptiles. Adaptive significance of form and function is stressed. Lecture 2 hours, lab 3 hours.

**BIOL 513/L. Entomology and Lab (2/1)**

*Prerequisites: BIOL 106/L, 107L passed with grades of C or better. Corequisites: BIOL 513L, 592F.* Biology and classification of insects with emphasis on phylogeny and on adaptive implications of morphology. Lecture 2 hours, lab 3 hours.

**BIOL 514/L. Avian Ecology and Lab (2/1)**

*Prerequisite: BIOL 322. Corequisites: BIOL 514L, 592A.* Consideration of the interactions between birds and their environment, including such topics as habitat requirements, resource utilization, species interactions, territoriality and reproduction. Lecture 2 hours, lab 3 hours.

**BIOL 524. Tropical Biology (3)**

*Prerequisites: Biology major; BIOL 322 or equivalent. Preparatory: At least 1 course that deals with the evolution and ecology of a major group of organisms.* Examination of life functions and biotic interactions under conditions occurring in low latitude environments. Emphasis on characteristics and evolution of tropical biotas and their significance in relation to the total biosphere.

**BIOL 525. Animal Behavior (3)**

*Prerequisite: BIOL 322. Recommended Corequisite: BIOL 592D.* Ecology, genetics and evolution of behavior in vertebrates and invertebrates with emphasis on organisms in their natural environment. Lecture 3 hours.

**BIOL 526A-E. Extended Field Study (3)**

*Prerequisite: Consent of instructor, typically following prior course work on the topic. Preparatory: BIOL 322.* First-hand field work on a selected group of organisms at selected locations, to be complemented by readings on the evolution and ecology of the organisms and locations. Projects typically involve species identification, the application of censusing designs, data collection, statistical analysis, oral and

graphic presentations, written reports and often a collection to be deposited in a museum. (A) Botany; (B) Wildlife; (C) Fish Biology; (D) Entomology; and (E) Zoology.

**BIOL 527/L. Biology of Pelagic Organisms and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* BIOL 527L, 592L. Survey of organisms occupying the open ocean environment; ecological, morphological and physiological adaptations of selected groups; population dynamics, community structure and fisheries biology. Lecture 2 hours, lab 3 hours.

**BIOL 528/L. Behavioral Ecology and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* 528L, 592B. Study of the interactions between individuals and the environment. Emphasis placed on the behavioral adaptations of animals. Lecture 2 hours, lab 3 hours.

**BIOL 529/L. Marine Ecology and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* BIOL 529L, 592I. Marine community structure and dynamics. Study of the open seas, rocky and sandy shores, and bays are used to illustrate the basic features of marine communities. Lecture 2 hours, lab 3 hours.

**BIOL 530/L. Ichthyology and Lab (2/1)**

*Prerequisite:* BIOL 322. *Corequisites:* 530L, 592J. Biology, ecology and evolution of fish. Emphasis placed on adaptive significance of form and function. Lecture 2 hours, lab 3 hours.

**BIOL 531/L. Ecology of Marine Fishes and Lab (2/1)**

*Prerequisites:* BIOL 530/L, 592J. *Corequisites:* BIOL 531L, 592Q. Species assemblages, general ecology, adaptations and behavioral ecology of near shore marine fishes. Lecture 2 hours, lab 3 hours.

**BIOL 532/L. Advanced Ichthyology and Lab (3/1)**

*Prerequisites:* BIOL 530/L, 592J; *Graduate standing.* *Corequisite:* BIOL 532L. Advanced topics in ichthyology and fisheries biology. Advanced biosystematics of fishes; reproduction; age and growth; ecology, including feeding and community structure. Lecture 3 hours, lab 3 hours.

**BIOL 533. Conservation Biology (3)**

*Prerequisite:* BIOL 322. *Corequisite:* BIOL 592C. Application of ecological and evolutionary principles to problems in environmental biology. Factors affecting biodiversity and causes of species extinction receive particular attention. Lecture 3 hours.

**BIOL 536. Medical Mycology (3)**

*Prerequisites:* BIOL 315/L, 380. Study of mycotic pathogens; their morphology and pathogenicity, including diagnosis and treatment of fungal diseases. Lecture 3 hours.

**BIOL 542/L. Developmental Biology and Lab (3/1)**

*Prerequisites:* BIOL 360, 380. *Corequisite:* BIOL 542L. The mechanisms of cell and organ differentiation in animals (e.g., *Caenorhabditis*) and plants (e.g., *Arabidopsis*). The majority of topics involve working with mutants and wildtypes on the relationship between genetics and phenotypes. Some lab projects will use RNA-interference technologies

**BIOL 544. Biology of Viruses (3)**

*Prerequisites:* BIOL 360, 380. Comparative survey of the structure, gene expression and replication of viruses. Lecture 3 hours.

**BIOL 551/L. Computer Modeling in Biology and Lab (2/2)**

*Prerequisites:* BIOL 322, 360. *Corequisite:* BIOL 551L. Selected topics illustrating methods of computer modeling of biological systems. Students will be introduced in lecture and in computer laboratories to programming skills related to biological sciences and statistical analysis, including population genetics, cellular and molecular biology, physiological biology and ecology. Emphasis on understanding the role that computer modeling and analysis can play in research questions. Lecture 2 hours, lab 6 hours.

**BIOL 560. Advanced Topics in Evolution (3)**

*Prerequisites:* BIOL 322, 360. Critical discussion of selected topics in evolutionary biology such as adaptation, speciation, molecular evolution, key innovations, social evolution and coevolution. Lecture 3 hours.

**BIOL 561. The Molecular Genetics of Microorganisms (3)**

*Prerequisites:* BIOL 360, 380; *CHEM 333.* Discussion of the molecular structure of the gene, the chemistry of gene action, mutagenic agents and genetic control mechanisms in microorganisms. Emphasis placed on experimental basis for current concepts in molecular genetics. Lecture 3 hours.

**BIOL 562. Molecular Genetics of Eukaryotic Organisms (3)**

*Prerequisites:* BIOL 360, 380; *CHEM 333, 334.* Examination of the structure and function of chromatin, the structure of DNA and its associated proteins in chromosomes, replication of DNA and chromatin, transcription, RNA processing, recombination and the regulation of gene expression in eukaryotes. Lecture 3 hours.

**BIOL 563. Cytogenetics (3)**

*Prerequisite:* BIOL 360. Correlated study of genetics and cytology in which the genetic results of chromosomal changes are investigated. Lecture 3 hours.

**BIOL 564. Human Biochemical Genetics (3)**

*Prerequisites:* BIOL 360; *CHEM 461 and 462, or 464 or 365.* Focus on different sources of human biochemical defects, the detection of such disorders and their treatment. Lecture 3 hours.

**BIOL 566. Genetics of Bacteria and Their Viruses (3)**

*Prerequisites:* BIOL 315/L, 360. Study of the genetic systems found in bacteria, including transformation, conjugation and transduction. Viral replication, recombination and interaction with their bacterial hosts are investigated from a genetic perspective. Transposable elements, plasmids and other selected topics of current interest in this field are explored. Lecture 3 hours.

**BIOL 567. Medical Genetics (3)**

*Prerequisites:* BIOL 360; *MATH 105 or 140 or a score on the Mathematics Placement Test (MPT) sufficient for admission to MATH 255A.* Lecture and case presentations of the clinical, cytogenetic, biochemical, molecular and developmental aspects of human diseases and characters—knowledge that is necessary for the practice of medical genetics. Lecture 3 hours.

**BIOL 568. Clinical Cytogenetics and Cancer Genetics (3)**

*Prerequisite:* BIOL 468. Examination of the cytogenetics of human cancers and of hereditary predisposition to cancer, including rare and common familial cancer syndromes, risk assessment and surveillance, epidemiology and current research, ethics and genetic counseling in genetic risk assessment for cancer. Lecture 3 hours.

**BIOL 571. Molecular Diagnostics (3)**

*Prerequisites:* BIOL 360; *MATH 105 or 140 or score on the Math Placement Test (MPT) sufficient for admission to MATH 225A.* Survey of current techniques, applications and goals of molecular genetics research, including cloning strategies and techniques, genetic engineering techniques, progress in the Human Genome Project and related work, gene therapy and ethical ramifications. Lecture 3 hours.

**BIOL 572/L. Recombinant DNA Techniques and Lab (2/2)**

*Prerequisites:* BIOL 360; *CHEM 102/L.* *Corequisite:* BIOL 572L. *Preparatory:* BIOL 380. Handling and processing of recombinant DNA, including DNA isolation, use of restriction enzymes, gel electrophoresis, ligation, cloning, blots, hybridization and associated microbiological techniques. Lecture 2 hours, lab 6 hours.

**BIOL 575/L. Biological Imaging and Lab (2/2)**

*Prerequisite:* BIOL 380. *Corequisite:* BIOL 575L. Theoretical and practical aspects of imaging as applied to cellular and molecular biology, biotechnology and histology. Covers transmission and scanning electron microscopy, and light microscopy, including confocal microscopy, as well as MRI, PET and CAT scanning. Computer image processing and analysis, and the use of ultramicrotomy, fluorescent labels and immunochimistry to study macromolecules, cells and tissues will also be studied. Lecture 2 hours, lab 6 hours.

**BIOL 577/L. Cell and Tissue Culture and Lab (2/2)**

*Prerequisite:* BIOL 380. *Corequisite:* BIOL 577L. *Preparatory:* BIOL 315/L. Theoretical and practical studies of animal and plant cell cultures. Techniques for primary and continuous cultures and the production of hybridomas and monoclonal antibodies are covered. Other topics include cell culture storage, karyotyping, somatic embryogenesis, cytodifferentiation and application of cell cultures in solving biological problems. Lectures and labs are highly integrated. Lecture two hours, lab six hours.

**BIOL 580/L. Cellular Physiology and LAB (2/2)**

*Prerequisites:* BIOL 380; CHEM 334. *Corequisite:* BIOL 580L. In-depth consideration of cellular physicochemistry, including organelar structure, composition and function, macromolecular biosynthesis, metabolism, membrane transport and bioelectric phenomena. 8 class hours of integrated lecture and lab.

**BIOL 581. Endocrinology (3)**

*Prerequisite:* BIOL 380. *Preparatory:* BIOL 281 or BIOL 482. A comprehensive study of the organization and function of the major endocrine organs. Lectures will focus on the hormonal control mechanisms that regulate metabolism, reproduction, development and growth. Lecture 3 hours.

**BIOL 582/L. Principles of Neurophysiology and Lab (3/1)**

*Prerequisite:* BIOL 380. *Preparatory:* BIOL 482 or 580; CHEM 334; PHYS 100A, 100B. *Recommended Corequisite:* BIOL 582L. Examination of the structure, function and physiological principles of the nervous system. Surveys neuroanatomy, molecular neurobiology, sensory reception and relevant human neurological disorders. Lecture 3 hours, lab 3 hours.

**BIOL 585. Mechanisms of Bacterial Pathogenesis (3)**

*Prerequisite:* BIOL 315/L, 380. *Preparatory:* BIOL 410/L. Intensive study of the cellular and molecular mechanisms of bacterial pathogenesis, including the contribution of the host response, with emphasis on recent developments and comparative principles. Lecture 3 hours.

**BIOL 589. Cellular Immunology (3)**

*Prerequisite:* BIOL 485. Advanced studies on the cellular interactions and mechanisms of the immune response, including clinical aspects of cell-mediated reactions and immunologic disorders. Lecture 3 hours.

**BIOL 592A-T. Field Studies in Biology (1-2)**

Course Fee.

**One unit each, 3 hours per week or equivalent:**

- 592A Avian Ecology (*Corequisite:* BIOL 514/L)
- 592B Behavioral Ecology (*Corequisite:* BIOL 528/L)
- 592C Conservation Biology (*Corequisite:* BIOL 533)
- 592D. Animal Behavior (*Corequisite:* BIOL 525)
- 592E. Herpetology (*Corequisite:* BIOL 512/L)
- 592F. Entomology (*Corequisite:* BIOL 513/L)
- 592I. Marine Ecology (*Corequisite:* BIOL 529/L)
- 592J Ichthyology (*Corequisite:* BIOL 530/L)
- 592L Pelagic Organisms (*Corequisite:* BIOL 527/L)
- 592P Phycology (*Corequisite:* BIOL 504/L)
- 592Q Ecology of Marine Fishes (*Corequisite:* BIOL 531/L)

**Two units each, 6 hours per week or equivalent**

- 592R Tropical Botany (*Corequisite:* BIOL 506/L)
- 592S Tropical Ecology/Conservation (*Corequisite:* BIOL 507/L)
- 592T Tropical Vertebrates (*Corequisite:* BIOL 508/L)

**BIOL 595A-Z. Experimental Topics (1-3)****BIOL 615A-G. Seminar in Organismal and Population Biology (3)**

*Prerequisites:* BIOL 691; One or more 400-level courses in the area of specialization; Graduate status. Advanced study, including student preparation and presentation of reports, in one of the following areas of biology: (A) Systematics and Phylogeny; (B) Morphology; (C) Ecology; (D) Ethology; (E) Biogeography; (F) Evolution; and (G) Tropical Biology.

**BIOL 641. Biochemistry of Animal Development (3)**

*Prerequisite:* BIOL 441 or 542. Advanced study in the mechanistic approach to the study of development of animals. Topics include biochemical control mechanisms of metabolism, gene activity, cell motility and adhesion and pattern formation. Lecture 3 hours.

**BIOL 655A-J. Seminar in Cellular and Molecular Biology (3)**

*Prerequisites:* BIOL 691; One or more 400-level courses in the area of specialization; Graduate status. Advanced study, including student preparation and presentation of reports, in one of the following areas of biology: (A) Microbiology; (B) Cellular Biology; (C) Development; (D) Genetics; (E) Physiology; (F) Immunology; (G) Molecular Biology; (H) Biotechnology; (I) Molecular Evolution; and (J) Medical Genetics.

**BIOL 665. Colloquium in Human Genetics (2)**

*Prerequisite:* Acceptance into the Genetic Counseling program. Attendance at a series of lectures given by specialists in medical genetics and genetic counseling. Each presentation followed by a discussion involving student participation. (Credit/No Credit only)

**BIOL 690. Graduate Tutorial (1)**

Supervised individual projects involving reading and discussion, lab research or field studies in specific areas of biology. No more than 2 units may be credited toward the Master's degree and they may not be taken concurrently. (Under special circumstances, unclassified graduate students may be permitted to take the course)

**BIOL 691. Graduate Proseminar (3)**

Recommended to be taken early in the graduate program in preparation for further graduate course work and the presentation of papers at professional meetings. Preparation and presentation of seminars based on current literature in biology.

**BIOL 692. Biology Colloquium (1)**

Guest lecturers (contemporary researchers) presenting talks on a variety of topics in biological research. Each presentation will be followed by discussion involving student participation. (Credit/No Credit only)

**BIOL 695A-Z. Experimental Topics (1-3)****BIOL 696A-E. Directed Graduate Research (3)**

Designed for M.S. students conducting thesis research. May be repeated for credit but no more than 6 units may be applied to the M.S. Degree. (A) Cellular/Molecular/Physiology; (B) Ecology and Evolution; (C) Microbiology; (D) Genetics/Developmental; and (E) Marine Biology. May be repeated for graduate credit but no more than 6 units may be applied toward the M.S. Degree.

**BIOL 698. Thesis (3)**

*Prerequisites:* Classified status in Biology; Consent of instructor. Preparing and writing the Master's thesis. May be repeated for a maximum of 18 units.

**BIOL 699. Independent Study (1-6)**

## College of Business and Economics

**Dean: William Jennings**  
 Juniper Hall (JH) 3105  
 (818) 677-2455  
[www.csun.edu/busecon](http://www.csun.edu/busecon)

**Associate Dean: Judith Hennessey**  
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### Programs

#### Graduate Degrees:

Master of Business Administration  
 Master of Science in Accountancy  
 Master of Science in Taxation

#### Graduate Certificates:

Graduate Certificate in Business Administration

#### Undergraduate Degrees:

B.A., Economics  
 B.S., Accountancy  
 Option in Information Systems  
 Option in Professional Accountancy  
 B.S., Business Administration  
 Option in Business Law  
 Option in Global Supply Chain Management  
 Option in Insurance and Financial Services  
 Option in Real Estate  
 Option in Systems and Operations Management  
 B.S., Finance  
 B.S., Information Systems  
 Option in Business Systems  
 Option in Information Technology  
 B.S., Management  
 B.S., Marketing

#### Undergraduate Minors:

Business Law  
 Economics  
 Finance  
 Human Resource Management  
 Information Systems  
 Management  
 Marketing  
 Quality Management and Assurance

### Mission

The College of Business and Economics provides a high-quality education that prepares students from diverse backgrounds for leadership in today's complex, global economy. Our graduates are effective communicators and ethical decision makers who are proficient in the theory and practice of business. Our faculty members are excellent teachers who maintain academic and professional currency. Our college actively partners with business, government and community organizations to enhance its teaching and research mission.

### Vision

The College of Business and Economics aspires to be California's best regionally focused business and economics program. We want to be recognized for our faculty's research, our strong ties to the local community, the involvement of our alumni and our focus on building educational programs of excellence for both undergraduate and graduate business students.

### Core Values and Ethics

The College of Business and Economics at CSUN prepares students to be ethical decision makers. The college maintains high standards of ethical conduct that students are expected to maintain throughout their academic and professional careers. Students in the College of Business and Economics have identified the values of respect, honesty, integrity, commitment and responsibility as their guiding principles.

### Student Core Values

**Respect:** Treat our classmates, professors, staff and administrators with respect. We respect diversity and do not discriminate on the basis of race, color, ethnicity, religion, gender, disability, sexual orientation, age or other characteristics. We respect different points of view that add to our knowledge. We respect our learning opportunities by behaving professionally in the classroom and by making academic achievement an important priority.

**Honesty:** Communicate truthfully with our classmates, professors, staff and administrators in all academic matters while remaining respectful. We observe University policies on academic dishonesty in completing all academic work. In seeking employment, internships and other opportunities we represent ourselves truthfully, understanding that misrepresentation may not only harm our own reputation but that of our classmates and the college.

**Integrity:** Because we zealously integrate these core values into our academic work and preparation for our profession, our integrity enables us to reach our goals, overcome obstacles and successfully resolve ethical dilemmas.

**Commitment:** Strive for success as students, professionals and citizens. We keep our promises and adhere to our core values in all our activities both as students and alumni. We are committed to acting honestly, respectfully and responsibly in our effort to achieve our goals. We understand that commitment to our core values benefits both students and the community now and in the future.

**Responsibility:** Embrace the responsibility we have to ourselves and to each other to maintain high ethical standards. With each task at hand comes the responsibility to uphold the core values that unite us. We support each other in our adherence to these standards. We recognize that reporting unethical conduct is a responsibility we all share.

### Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. Accountancy, Finance, and Insurance and Financial Services are impacted majors with additional admission requirements. All Business majors share 27 units of common Lower Division core courses and 19 units of common Upper Division core courses.

### Economics Majors

Refer to the Economics section in this Catalog.

### College of Business and Economics Student Services Center and Educational Opportunity Program Satellite (COBAE SSC/EOP Satellite)

**Fariba Farzan, Director**  
 Juniper Hall 2113

The focus of the COBAE SSC/EOP satellite is on developmental advisement to help improve the retention and graduation rates of our students. The advisement team is dedicated to achieving the mission of assisting students with academic issues and guiding them toward graduation in a timely manner.

Services provided by the advisors in the COBAE SSC/EOP satellite office include orientations for new and transfer students, advisement by appointment, groups or walk-ins; and specialized services to EOP students. For more information visit [www.csun.edu/cobaessc](http://www.csun.edu/cobaessc) or call (818) 677-3537 for an appointment.

### Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

### Special Grade Requirements

Transfer students should be aware that no grade lower than a “C” will be accepted upon transfer from another institution to satisfy College of Business and Economics requirements.

### Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management and Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

### Graduate Programs

#### Deborah Cours, Director

#### Juniper Hall 3109

Prospective and current graduate students in the Master of Business Administration or Graduate Certificate in Business Administration programs should contact the Graduate Programs office at (818) 677-2467 for advisement.

Prospective and current graduate students in the M. S. in Taxation program should contact the program advisement office in JH 1111 or call (818) 677-3952.

Prospective and current graduate students in the M.S. in Accountancy program should contact the Department of Accounting and Information Systems office in JH 3123 or call (818) 677-2461.

### Business Honors Program

#### Tina Kiesler, Director

#### Juniper Hall 4264

The Business Honors Program is designed to recognize students who have demonstrated high academic standards and to encourage these students to continue their record of excellence as business majors at CSUN. The program is open to students who are declared majors in Accountancy; Economics; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management; meet all Honors Program admissions criteria; and are selected by the Business Honors Program Admissions Committee. The Business Honors Program offers rigorous courses that emphasize communication, critical reasoning, complex problem solving and teamwork skills.

Students accepted into the program are offered a variety of benefits, including Honors designated courses, small class-size, priority enrollment in business courses, the Business Honors Mentorship Program, the Seminar Series and Business Honors special events. For more information call (818) 677-3100 or visit [www.csun.edu/bhp](http://www.csun.edu/bhp).

## Business Honors Program Requirements

### 1. Required Courses (18 units)

Complete one of the following two tracks:

#### Track I

|     |          |                                     |
|-----|----------|-------------------------------------|
| BUS | 296BHA-Z | Business Honors Selected Topics (3) |
| BUS | 498      | Honors Mentorship (3)               |

Each student must successfully complete 12 additional units of designated Business Honors (BH) courses. These courses may be elective or core classes.

#### Track II

|     |          |                                     |
|-----|----------|-------------------------------------|
| BUS | 296BHA-Z | Business Honors Selected Topics (6) |
| BUS | 498      | Honors Mentorship (3)               |

Each student must successfully complete 9 additional units of designated as Business Honors (BH). These courses may be elective or core classes.

The following Upper Division core classes and electives are usually offered for honors students annually:

|      |       |   |
|------|-------|---|
| BUS  | 302BH | The Gateway Experience (3)                      |
| BUS  | 497BH | Capstone (either A or BCS) (3)                  |
| ECON | 308BH | Economics for Managers (3)                      |
| ECON | 309BH | The Use and Interpretation of Economic Data (3) |
| ECON | 310BH | Price Theory and Applications (3)               |
| ECON | 311BH | Money, Banking and the Federal Reserve (3)      |
| ECON | 409BH | Introduction to Econometrics (3)                |
| FIN  | 303BH | Financial Management (3)                        |
| FIN  | 352BH | Investment Analysis and Management (3)          |
| FIN  | 355BH | Problems in Corporate Financial Policy (3)      |
| FIN  | 437BH | Advanced Topics in Finance (3)                  |
| MGT  | 360BH | Management and Organizational Behavior (3)      |
| MGT  | 454BH | Leadership, Power and Politics (3)              |
| MKT  | 304BH | Introduction to Marketing Management (3)        |
| MKT  | 346BH | Marketing Research (3)                          |
| MKT  | 348BH | Consumer Behavior (3)                           |
| SOM  | 306BH | Operations Management (3)                       |

Additionally, students must maintain a 3.50 minimum cumulative GPA to fulfill the Business Honors Program requirements.

|  |           |
|--|-----------|
| <b>Total Units Required in the Business Honors Program</b> | <b>18</b> |
|--|-----------|

### Business PACE Program

#### Wendy Rivera, Director

#### Juniper Hall 3109

The Business Program for Adult College Education (PACE) provides Upper Division transfer students with an opportunity to pursue their Bachelor of Science in Finance or Marketing while maintaining a full-time work schedule or other daytime commitments. This is made possible by offering four 8-week courses per semester, as well as two 8-week courses during the summer, in an evening and weekend format. Students meet for class one night per week and four all-day Saturday sessions during the 8-week session. This allows for the completion of the degree in just two years.

The Program packages the Upper Division business curriculum required for the degree. Some scheduling to satisfy Upper Division general education courses and major specific courses is the responsibility of the student. Students interested in this program need to have completed a minimum of 60 transferable units (including the Lower Division business core courses), have achieved General Education (GE) Certification and meet a minimum GPA requirement. For more information please call (818) 677-2467 or visit [www.csun.edu/~buspace](http://www.csun.edu/~buspace).



## Internship Program

**Craig Oka, Director**

**Shannon Johnson, Associate Director**

**Juniper Hall 2236**

The College of Business and Economics offers students the opportunity to gain real-life work experience by completing an approved internship. Internship opportunities are available in a wide variety of organizations and cover all business disciplines. Not only does an internship provide students with an opportunity to obtain experience, but in many cases the internship leads to an employment opportunity with that organization. For more information please call (818) 677-4697 or visit [www.csun.edu/~businter](http://www.csun.edu/~businter).

## Ernst & Young Center for Careers in Accounting and Information Systems

**Luella Jones, Director**

**Juniper Hall 2224**

The Ernst & Young Center for Careers in Accounting and Information Systems provides specialized career and job search services to CSUN students and alumni. As a bridge from college life to the world of work, it's our mission to support the exploration of career and academic options, the development of job search skills and to facilitate connections between employers and students that lead to successful and satisfying futures. Services provided by the Center include career and job search counseling; a campus recruiting program; job listings; workshops on resume writing, interviewing, job offer and salary negotiation, internships and more; employer panels on topics such as interviewing and resume writing; a credential file service; and career fairs. For more information call (818) 677-2979 or visit [www.csunaiscareers.org](http://www.csunaiscareers.org).

## Institute for Business and Economics

**Judith E. Hennessey, Director**

**Juniper Hall 3109**

The Institute for Business and Economics facilitates the pursuit of scholarly projects and publications by faculty in the College. Centers, including the Bookstein Institute for Higher Education in Taxation, Center for China Finance and Business Research, Center for Financial Planning and Investment, Center for Quality and Productivity Education, Center for Real Estate, Center for Risk and Insurance, San Fernando Valley Economic Research Center, Wayne and Roberta Colmer Volunteer Income Tax Assistance Program, and Wells Fargo Center for Small Business and Entrepreneurship have been established within the Institute to carry out specific programs. For more information please call (818) 677-2466.

## Student Organizations

The College of Business and Economics houses a number of student organizations. Participation in these associations provides an opportunity for valuable social contact and organizational experience. Emphasis is placed on career planning and meetings with representatives from business organizations.

Beta Gamma Sigma is a national honor society for students majoring in Business. Undergraduate business students are elected on the basis of scholarship. Election to Beta Gamma Sigma is the highest scholastic honor an undergraduate or graduate business major can be awarded.

Student organizations associated with the College of Business and Economics include the Accounting Association, ALPFA, Alpha Kappa Psi, American Advertising Federation, American Marketing Association, American Society for Quality, Beta Alpha Psi, Beta Gamma Sigma, Business Honors Association, Delta Sigma Pi, Latino Business Association, Leaders in Alliance, Management Association,

Management Information Systems Association, Master of Business Alumni Association, Pre-Law Association, National Society of Leadership and Success, and Student Finance Association.

## Course List

### **BUS 302. The Gateway Experience (3)**

*Prerequisites:* ACCT 220, 230; BLAW 280; COMP v100; ECON 160, 161; ENGL 205; MATH 103; MATH 140 or SOM 120. (Lower Division Business Core courses). To be taken by all Business majors prior to, or concurrently with, the student's first Upper Division Business Core courses. Team-taught course integrating concepts from the Lower Division Core courses by using case studies. Students learn how to build an effective team and to become a valued team member as well as develop written and oral communication skills. Includes team analyses of case studies, exams and quizzes to review and integrate Lower Division Core material and individual writing assignments, including a term project aimed at helping students develop an effective, customized path to their desired career.

### **BUS 302L. The Gateway Experience Laboratory (1)**

*Prerequisites:* Junior standing; Completion of all Lower Division Business Core courses. To be taken by all Business majors prior to, or concurrently with, the student's first Upper Division Business Core courses. This laboratory class is designed to certify and solidify a student's knowledge of Lower Division Business Core course concepts. The laboratory includes instruction, practice quizzes, examinations and other activities designed to ensure that students moving into the Upper Division Business curriculum have the knowledge and ability to apply core concepts necessary for success in the program. (Credit/No Credit only)

### **BUS 480. The San Fernando Valley: Research on Local Issues (3)**

*Prerequisites:* BUS 302/L; Consent of instructor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Supervised research on topics of interest to business and community leaders in the San Fernando Valley. Taught in conjunction with the San Fernando Valley Economic Research Center in the College of Business and Economics. (Available for General Education, Lifelong Learning)

### **BUS 491CS. Small Business Consulting (3)**

*Prerequisites:* BUS 302/L; Instructor consent; Normally a minimum 3.0 GPA overall and in business courses; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. For senior-level Business Administration majors only. Perform situation analyses and develop business/marketing recommendations for actual clients. Mandatory client meetings several times within the semester. Present final recommendations to both the instructor and client. Offers a community service opportunity with activities relating to concepts and theories presented.

## Capstone Courses

### **BUS 497A. Capstone—Strategic Management (3)**

*Prerequisites:* BUS 302/L; FIN 303; MGT 360; MKT 304; Senior standing; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Integrates previous course work and introduces concepts and approaches for analyzing, formulating and implementing business interdependencies between the functional areas within organizations, and examining how these are impacted by external factors.

### **BUS 497B. Capstone—Small Business Planning and Growth (3)**

*Prerequisites:* BUS 302/L; FIN 303; MGT 360; MKT 304; Senior standing; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Seminar integrating a broad range of business disciplines, requiring students to apply them to actual problems facing local small businesses. Course reviews and integrates functional areas of business

as they relate to small business problems. Examines business strategy for effective small business management and growth. Using a consultancy approach, students assess business owner's situation and provide strategic, implementable recommendations in the form of a business plan. Offers a community service opportunity with service learning activities relating to concepts and theories presented.

## Business Honors Course List

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### **BUS 296BH A-Z. Business Honors Selected Topics (1-1-1-1-1)**

*Prerequisite: Admission to the Business Honors Program.* This course consists of individual seminars that vary in content and approach. Seminars may be interdisciplinary, spotlight cutting-edge ideas, or focus on specific business related disciplines. The goal of each seminar is to develop excellent communication skills, to participate in in-depth critical reasoning and problem solving approaches, and build successful teamwork and leadership skills. Maximum of 6 units may be applied toward degree requirement. (Credit/No Credit only)

### **BUS 498. Honors Mentorship (3)**

*Prerequisites: BUS 302/L; Junior standing; Admission to the Business Honors Program; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* Provides business honors students with the opportunity to work on a project within the University or a community organization. The range of possibilities is wide. Students may assist faculty members with research or teaching, tutoring or developing an original project. All mentorships involve careful guidance and training from faculty members who supervise the student's work. Proposed mentorships must be approved by the Business Honors Program Director. (Credit/No Credit only)

# College of Business and Economics

## Graduate Programs

### Master of Business Administration (MBA)

**Director: Deborah Cours, Ph.D.**

**Assistant Director: Wendy Rivera**

**Juniper Hall (JH) 3109**

**(818) 677-2467**

**www.csun.edu/mba**

#### Staff

Phillipa Avila

#### Graduate Faculty

David S. Ackerman, Can M. Alpaslan, Ardavan Asef-Vaziri, Mariam Beruchashvili, Michael E. Chaplin, Deborah A. Cours, Vicentiu M. Covrig, Daniel Degrauel, Oscar W. Deshields, Curt J. Dommeyer, James P. Dow, Rafi Efrat, Adam Gifford, Alan M. Glassman, Glen L. Gray, Deborah Heisley, Judith E. Hennessey, William P. Jennings, Christopher G. Jones, Rajabali Kiani-Aslani, Tina L. Kiesler, Robert C. Krol, Anton D. Lowenberg, Leah E. Marcal, Daniel L. McConaughy, David W. Miller, Richard W. Moore, Seung-Kuk Paik, Gerard L. Rossy, Cristina Rubino, Lois Shelton, Christa Wilkin, Melanie S. Williams, Deone Zell, Zhong-Guo Zhou

#### Graduate Emeritus Faculty

Thomas L. Wedel

Degree Program:

**Master of Business Administration (MBA)**

Certificate Program:

**Graduate Certificate in Business Administration (GCBA)**

#### Master of Business Administration (MBA)

The Master of Business Administration (MBA) is a professional evening program for students desiring an advanced degree in general business management. The mission of the MBA program is to prepare students for professional growth by integrating current business theory and practices with their own career experiences. Designed to be accessible to the fully employed student, the interdisciplinary program emphasizes analytical thinking, clear communication, effective teamwork, a global perspective and ethical practices. A spirit of collegiality among the students, faculty and business community is fostered through social and professional activities.

The average course load for MBA students is 6 units per semester (2 nights per week). With few exceptions, graduate courses are offered from 7-10 p.m. Monday through Thursday evenings along with occasional Saturdays in selected courses.

#### For admission applicants must:

1. Meet the requirements of the University as listed in the Catalog;
2. File formal application for admission and forward official transcripts of all undergraduate and graduate university work no later than May 1 if applying for the Fall semester and October 1 if applying for the Spring semester. (See Catalog for University requirements for applications);
3. Take the Graduate Management Admission Test by the application deadline and submit an original score report to the College of Business Graduate Office. Scores are normally valid for 5 years;
4. International students who do not have a bachelor's degree from a University within the U.S. must submit scores from an accepted English Language Exam. The University accepts the TOEFL (mini-

- imum score of 213 computer based), IELTS (minimum score of 6.0), or Pearson's Test of English (minimum score of 58);
5. Complete the MBA Supplemental Application at [www.csun.edu/mba](http://www.csun.edu/mba) by the application deadline;
  6. Provide a current resume with minimum professional post-baccalaureate work experience of at least one year

Admission to the CSUN MBA program is competitive. A typical successful applicant has a GMAT score of 600, an undergraduate GPA of 3.2 and 5 years of work experience.

#### MBA Classification Status

**To be admitted as Classified students, applicants must have:**

1. Satisfied the minimum MBA admission standards;
2. Completed the MBA Foundation courses (15 units) or their approved equivalents;
3. Earned a 3.0 or higher GPA in the undergraduate degree or scored at or above the 50th percentile on the Verbal or Quantitative section of the GMAT or completed the Graduate Certificate in Business Administration program with a grade of B or better in each course; *and*
4. Satisfied the CSU Graduate Writing Assessment Requirement by having passed the Upper Division Writing Proficiency Exam or receiving a score of 4.0 or higher on the Analytical Writing Assessment of the GMAT exam.

Students who are admitted to the MBA program but who require any of the MBA Foundation Courses and/or who do not satisfy the University requirements for Classification and/or who have deficiencies in program admission requirements (GPA, GMAT and/or work experience) will be admitted as Conditionally Classified Students. Students will be notified of the requirements for Classified Status in their letter of admission to the MBA program.

Students admitted as Conditionally Classified students must satisfy these requirements before completing more than 12 units of 600-level coursework in the MBA program. To meet the minimum requirements for Classified Status, MBA students must have a 3.0 or higher GPA for all work attempted since admission to the program.

#### Requirements for the Degree

1. Up to 15 units of Foundational course work may be required (see Section 1)
2. Minimum of 33 units in the Formal Program, including:
  - 24 units of Required Core course work (see Section 2)
3. 9 units of Electives (see Section 3), including GBUS 698A *or* 9 units of Electives (see Section 3) and 3 units in GBUS 697G

|   |              |
|---|--------------|
| <b>Total Units Required for the MBA</b> | <b>33-51</b> |
|---|--------------|

#### 1. Foundational Skills

Applicants who hold a bachelor's degree in business from an AACSB-accredited school may be waived of up to 15 units of Foundation courses. Other applicants may be required to complete some or all of the 15 units of prerequisite Foundation courses. Students must demonstrate proficiency in mathematics and statistics. Complete information is available from the Graduate Office. Applicants who apply to the MBA program will have their transcripts evaluated against the foundation courses listed below. Past course work may or may not have included the equivalents for the prerequisite courses. If there are any deficiencies, students may be admitted to the MBA program but the Foundation course work must be satisfactorily completed before the student will be advanced to Classified Graduate standing. Undergraduate course equivalents may be substituted only with the approval of the Director of Graduate Programs. The Foundation

course work also may be satisfied through the Graduate Certificate in Business Administration Program. (For more information about the certificate program, please visit <http://tsengcollege.csun.edu/gcba>)

#### Foundation Courses (15 units)

|      |     |   |
|------|-----|---|
| ACCT | 501 | MBA Financial Accounting (3)                      |
| BLAW | 508 | MBA Law in the Business Environment (3)           |
| ECON | 500 | MBA Survey of Economics (3)                       |
| GBUS | 502 | Seminar in Managerial Finance/Accounting (3)      |
| SOM  | 591 | Statistics and Stochastic Models for Managers (3) |

#### 2. Required Core Courses (24 units)

|      |     |  |
|------|-----|--|
| ECON | 600 | Economics of Strategy (3)  |
| FIN  | 635 | Financial Theory and Policy (3)                                  |
| GBUS | 600 | Analysis of Contemporary Organizations (3)                       |
| IS   | 628 | Computer Based Management Information Systems (3)                |
| MKT  | 640 | Marketing Management (3)   |
| MGT  | 620 | Behavior in Organizations (3)                                    |
| MGT  | 693 | Seminar in Strategic Management (3)                              |
| SOM  | 686 | Seminar in Internationally Competitive Operations Management (3) |

#### 3. Electives and Concentrations (9 units)

- A minimum 9 units of electives must be selected from the list of 600-level courses offered by the College of Business and Economics with approval of the Director of Graduate Programs. Students must satisfy prerequisite requirements for any courses selected
- Concentrations: Although not required within the 9 units of electives, an emphasis in one field of study may be completed by selecting 9 units from 600-level courses with approval from both the department and the Director of Graduate Programs. Concentrations are available in Information Systems, Finance, Management, Marketing, Sustainability, Systems and Operations Management, along with International Business and the Entertainment Industry. The MBA Consulting Graduate Project, GBUS 698A, will serve as one elective class in any concentration.

A complete list of courses available for each concentration is updated each semester and is available from the Graduate Office.

#### 4. Culminating Experience (3 units)

All master's degree candidates complete a thesis, project or exam that serves as a culminating experience and that demonstrates a comprehensive mastery of the program's content. Satisfactory completion of this requirement is necessary to earn the degree.

Most MBA students satisfy this requirement through a graduate project, which we call the MBA Consulting Graduate Project. Occasionally, students will opt to take the Comprehensive Exam (GBUS 697G). Rarely, students are granted permission to write a thesis; this is typically reserved for a student who plans to pursue doctoral study. The culminating experience must be completed within 10 semesters of beginning coursework in the program. GBUS 698A will also satisfy one elective course; GBUS 697G will not.

#### MBA Consulting Graduate Project: GBUS 698A

The MBA Consulting Project consists of small teams of students performing comprehensive consulting projects under faculty supervision. The clients are selected and screened by the MBA program. Students are not permitted to conduct projects for their own employer or new venture.

Students enroll in GBUS 698A, a 3-unit course that also can be included in the formal program to fulfill one elective, counting in all concentrations. Letter grades are awarded to the coursework. A grade of C+ or lower will constitute a failing grade, resulting in disqualification from the MBA program. Note that unlike the comprehensive exam, a student is not allowed to repeat the MBA Consulting Project.

Although the students will be presented with a general idea of the project's scope, it is the team's responsibility to interview the client and determine a scope of work, which will be approved by the faculty advisor(s), graduate director and client. The students must complete the work, resulting in a written document meeting the approval of the faculty advisor by the semester's deadline for submitting Graduate Theses and Projects (as stated in the Schedule of Classes).

#### MBA Comprehensive Exam: GBUS 697G

The exam is an individual take-home exam administered over a four-day period. The exam consists of a case study, which the students analyze. A written document consisting of strategic analysis with recommendations is submitted. Guidelines, requirements and technical information is presented each semester in an information session and delivered by mail to the enrolled students.

Students enroll in GBUS 697G, a 3-unit course that is not included in the formal program and is graded on a pass/fail basis. Candidates who fail the exam the first time are permitted a second attempt at the exam and must complete the exam within the subsequent two semesters. Failing the exam twice disqualifies the student from the MBA program.

#### GPA Requirements

Students must maintain a cumulative GPA of 3.0 or higher in all course work attempted after admission to the program and must also maintain a cumulative GPA of 3.0 or higher in the MBA Formal Program (600-level courses). Students who fail to complete the first 15 units with a minimum of 3.0 GPA will be disqualified from the program. Candidates who are on probation will not be permitted to enroll in the MBA Consulting Project or to sit for the Comprehensive Exam.

#### Conditional Classification

To be granted Classified status, students must meet the University requirements for Classification (see Graduate Programs). Completion of the GCBA program with a B or better in each course will satisfy one of the minimum requirements for classification. Some applicants will be admitted to the MBA program as Conditionally Classified students. These students will be notified of the requirements for classification, which may include satisfactory performance in Foundation course work, satisfactory performance in specific classes, completion of an Academic Internships and/or satisfactory completion of the Upper Division Writing Proficiency Exam (UDWPE). A score of 4.0 or better on the Analytical Writing Assessment (AWA) section of the Graduate Management Admission Test (GMAT) will satisfy the writing proficiency requirement. Students must satisfy requirements for Classification before completing more than 12 units of 600-level work. Failure to fulfill the requirements for Classification may result in dismissal from the program.

#### Time Limit for Completion

Consult the "Graduate Programs" section of this catalog for complete information. Please note that students must complete requirements for the degree within 5 calendar years from the date of admission.

#### The Graduate Certificate of Business Administration (GCBA) Program

The GCBA program enables holders of bachelor's or graduate degrees in fields other than business to prepare for career change or advancement in the area of business management. It is also an outstanding opportunity to experience Master of Business Administration (MBA)-level coursework without committing to an MBA program. For those who later decide to pursue an MBA, the CSUN GCBA curriculum provides excellent preparation for that degree. The GCBA program is offered by CSUN's College of Business and Economics in collaboration with CSUN's Tseng College of Extended Learning. For more information about the GCBA program, please visit the website at <http://tsengcollege.csun.edu/gcba>.

### About the Program's Cohort Format

Participants proceed through the program in a cohort (group) format, which means that all successful applicants in a given term will begin their course of study at the same time and move together with their cohort through the designated course sequence. Since all participants in a cohort take the same classes in sequence, the knowledge gained in one course can be built upon in those that follow. Cohort participants share a familiar, supportive on-going learning community and also enjoy the opportunity of networking together as a cohesive group with common career goals and life experiences.

### Courses for Graduate Certificate of Business Administration Program

The GCBA program is a cohort program. Students start the program and proceed through the course sequence together. Students who do not meet the TOEFL minimum requirements for the regular GCBA program can start an international GCBA program with intensive English preparation prior to the start of the regular GCBA cohort. The term in which students will start their course of intensive English study is dependent upon their TOEFL score. The GCBA includes the CSUN MBA Foundation Courses (15 units) and a capstone course (GBUS 593).

|      |     |  |
|------|-----|--|
| ACCT | 501 | MBA Financial Accounting (3)                       |
| BLAW | 508 | MBA Law in the Business Environment (3)            |
| ECON | 500 | MBA Survey of Economics (3)                        |
| GBUS | 502 | Seminar in Managerial Finance/Accounting (3)       |
| GBUS | 593 | Management/Marketing (3)                           |
| SOM  | 591 | Managerial Decision Support Models and Methods (3) |

## Course List

### Graduate Business Administration Courses

#### ACCT 501. MBA Financial Accounting (3)

*Prerequisite: Admission to a College of Business and Economics graduate program or consent of instructor.* Study of financial reporting principles, structure of the balance sheet, income statement and statement of cash flows. Measurement principles for assets; liabilities and stockholders' equity; revenue and expenses. Covers management's responsibility for full and fair disclosure of financial information.

#### ACCT 623. International Accounting (3)

*Prerequisite: ACCT 352 or instructor consent.* Examination of the environmental factors affecting accounting concepts and standards. Differences in the cultural, social, political, legal and economic conditions as they affect accounting concepts and standards.

#### ACCT 624. Advanced Auditing and Assurance Services (3)

*Prerequisites: Prerequisites: ACCT 352 and 460 or equivalents.* Auditing theory and practices; auditing standards; SEC (Securities and Exchange Commission) and stock exchange regulations; auditor's legal liability; statement trends and techniques. Concepts and principles governing independent professional services that provide assurance on the reliability and relevance of information, including financial statement information.

#### ACCT 626. Managerial Cost Accounting Seminar (3)

*Prerequisite: ACCT 380 or equivalent.* Focuses on how cost-management information helps managers make tactical and strategic decisions for profit planning and control. Emphasizes the topics of cost and management accounting that help firms compete more effectively.

#### ACCT 699. Independent Study-Accounting (3)

*Prerequisites: Permission of Graduate Advisor and Department Chair.* No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business and Economics without prior approval of the Dean. Only

those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course.

#### BLAW 508. MBA Law in the Business Environment (3)

*Prerequisite: Graduate standing.* Study of the role of law in business, including the study of legal institutions and their role in facilitating and regulating business. Includes a study of the legal system, civil litigation, torts, and the formation and performance of contract, agency and employment law, the various forms of business organizations and securities law.

#### BLAW 651. Entertainment Business Law (3)

*Prerequisites: BLAW 508 or 280; Graduate standing.* This course covers the recurring legal problems that arise in the business context of the entertainment industry and the legal relationships between the parties involved in the film, television, theater, music and online entertainment fields. In particular, the course will address tort law issues, including defamation, invasion of privacy and the right of publicity; intellectual property protection, including copyright and trademark law and the protection of ideas; contract law issues, including contract formation, contractual obligations and remedies; and government regulation of entertainment content and industry practices. International aspects of each of these areas will be emphasized.

#### BLAW 690. Seminar in Business Law (3)

*Prerequisite: BLAW 508.* Selected advanced topics in business law are analyzed by means of readings, analysis of cases and problems, case studies and class discussion.

#### BLAW 699. Independent Study-Business Law (3)

*Prerequisites: Permission of Graduate Advisor and Department Chair.* No more than 6 units of Independent Study may be taken in any single department, and no more than 6 units may be taken in the College of Business without prior approval of the Dean. Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course.

#### ECON 500. MBA Survey of Economics (3)

Survey course of the basic principles governing the allocation and utilization of resources. Microeconomic topics include wage and price determination, market mechanisms, efficiency and related issues concerning industry structure. Macroeconomic topics include financial markets and the determination of national income, employment and inflation.

#### ECON 600. Economics of Strategy (3)

*Prerequisite: ECON 500 or equivalent.* An economic analysis of the modern business organization, including its horizontal and vertical boundaries, industry-level competition and structure, competitive advantage and its short-term and long-term sustainability, and sources of productivity, especially human resources. Macroeconomic and international influences on business decisions are also covered.

#### ECON 606. Seminar in International Trade (3)

*Prerequisite: ECON 310 or 600.* Covers classical and modern theories of international trade, including the theory of comparative advantage as developed by Ricardo, Mill and Marshall, and the "Heckscher-Ohlin" factor endowments explanation of the basis for trade. Topics in the welfare effects of commercial policies such as tariffs, quotas and subsidies are covered.

#### ECON 609. Seminar in Applied Econometrics (3)

*Prerequisites: ECON 600; SOM 591.* Theory and applications of econometric analysis, estimation of relationships suggested by economic analysis. Topics include: estimating criteria, testing of economic hypotheses, single equation models and simultaneous equation models. Class members participate in a term project involving the construction and estimation of an econometric model.

**ECON 615. Seminar in Industrial Organization (3)**

*Prerequisite:* ECON 310 or 600. Critical examination of topics in industrial organization, such as concentration, mergers, the profit motive and multinational firms.

**ECON 616. Seminar in Antitrust and Regulation (3)**

*Prerequisite:* ECON 310 or 600. Investigation into the impact of existing public policies toward business with primary emphasis upon antitrust legislation and enforcement, regulation and government ownership.

**ECON 617. Seminar in International Finance (3)**

*Prerequisite:* ECON 310 or 600. Course covers the theory of exchange rates, the relation between transactions on current and national income and the causes and effects of international capital movements. The theory of balance of payments adjustments and policy will be examined in detail and some problems in contemporary international monetary arrangements will be discussed.

**ECON 633. Seminar in Public Economics (3)**

*Prerequisite:* ECON 310 or 600. Advanced analysis of the effects of governmental taxing and expenditure decisions on the economy in light of both positive and welfare economic theories; fiscal and monetary policies; analysis of "public debt" decision making in governmental bodies.

**ECON 699. Independent Study (3)**

*Prerequisite:* Permission of Graduate Advisor. Only those graduate students who have a current 3.0 GPA may register in a 600-level Independent Study course.

**FIN 634. Seminar in Financial Institutions (3)**

*Prerequisite:* GBUS 502. Seminar analyzing financial institutions with an emphasis on the determination of prices and yields of financial assets and the economic effects of financial intermediation.

**FIN 635. Seminar in Financial Theory and Policy (3)**

*Prerequisite:* GBUS 502. Examination of the theory of finance and its application to financial management of business enterprise.

**FIN 636. Seminar in Investment Analysis (3)**

*Prerequisite:* GBUS 502. Seminar in the fundamental and technical analysis of securities and capital markets. Applied financial analysis of firms and their securities; study of institutional forces in the security markets.

**FIN 637. Seminar in Corporate Real Estate (3)**

*Prerequisite:* GBUS 502. Seminar analyzing the role of real estate in corporate decision making. Topics include real estate, finance, site selection, real estate evaluation and the effect of real estate decisions on shareholder wealth.

**FIN 638. MBA Portfolio Management (3)**

*Prerequisite:* FIN 635 or consent of instructor. The course provides a select group of graduate students the opportunity to obtain real-world experience in the process of managing an investment portfolio. It will combine a comprehensive theoretical foundation with the challenge of managing a real stock portfolio. Students will take a team-oriented approach, with each group expected to research and formally present their investment ideas to the class. In addition, guest speakers from the industry will share their professional experiences with the class.

**FIN 639. Seminar in Financial Problems (3)**

*Prerequisite:* FIN 635. Selected topics in corporate finance are examined in the context of the managerial decision process. Emphasis is placed on the application of the theory of finance to problems facing entrepreneurs, investors and managers.

**FIN 699. Independent Study Finance (3)**

*Prerequisites:* Permission of Graduate Advisor and Department Chair. No

more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business without prior approval of the Dean. Only those graduate students who have a current GPA of 3.0 or higher may register in a 600-level Independent Study course. Note: See Graduate Business Interdepartmental Courses for GBUS 694B, 695B and 696B.

**GBUS 502. Seminar in Managerial Finance/Accounting (3)**

*Prerequisite:* ACCT 501. Interdisciplinary course dealing with the financial decision making process. Topics include the analysis and interpretation of financial statements, product costing, including activity based overhead cost allocations, financial planning and budgeting, working capital management, valuation, capital budgeting, sources of capital and capital structure, dividend policy and the management of risk and return in an international context.

**GBUS 593. Management/Marketing Seminar (3)**

The seminar integrates the fields of marketing and management and draws on previous course work to give students a basic understanding of business strategy. The course will provide an overview of marketing, management and business strategy theory. Business strategy cases and simulations will be used to help students apply the concepts taught in this course and those in their previous certificate courses.

**GBUS 598C. MBA Internship (3)**

*Prerequisite:* Graduate student in good standing. Individual study pertaining to future career and application of knowledge, skills and abilities gained in MBA coursework. Student must obtain an approved internship requiring MBA-level responsibilities. Faculty mentor and employer will determine scope of work. This academic internship course is available on a Credit/No Credit basis only. May not be used to fulfill formal program requirements in the MBA program.

**GBUS 599A-C. Independent Study (1-3)****GBUS 600. Analysis of Contemporary Organizations (3)**

Interdisciplinary course introducing new graduate students to the field of business. Focuses on the nature of organizations and the inter-relatedness of the functional areas. Explores intellectual and historic roots of management theories through readings of primary source materials. Students develop communication and research skills through individual and group projects that focus on organizations and their environment.

**GBUS 660. Special Topics Seminar: Training in Organizations (3)**

Analyzes the characteristics of effective training by exploring adult learning theories. Topics include conducting needs assessments and developing, implementing and evaluating training in organizations.

**GBUS 691. Small Business Consulting (3)**

*Prerequisites:* GBUS 600; Classified status. Under faculty advisement, students conduct consulting projects for local small business owners, entrepreneurs and not-for-profit organizations. Interdisciplinary course integrating a broad range of business disciplines and stresses their interactions with client companies. Provides students with the framework and experience needed for consulting. Students are responsible for evaluating clients' needs, determining the scope of work, conducting appropriate research and analysis and developing recommendations designed to achieve organizational goals. Critical thinking and problem-solving skills are improved and applied to evaluate alternative strategies and their effects on an organization's long-term survival and success. Requires preparation and presentation of final work project.

**GBUS 694A-G. Graduate Readings (3)**

*Prerequisite:* Permission of Department Chair and Director of Graduate Programs. Individual Departments may have specific course prerequisites. Supervised readings for graduate students desiring greater knowledge

not available in established courses. Provides opportunity to explore interdisciplinary approaches.

**GBUS 695A-Z. Experimental Topics Courses (3)**

*Prerequisites:* Permission of Department Chair and Director of Graduate Programs.

**GBUS 696A-G. Directed Graduate Research (1)**

*Prerequisites:* Permission of Department Chair and Director of Graduate Programs.

**GBUS 697A-G. Directed Comprehensive Studies (3)**

*Prerequisite:* Permission of Director of Graduate Programs. Not open to students writing a thesis. Open only to graduate students who have completed or are currently completing their course requirements and have only the Comprehensive Exam to take.

**GBUS 698A-G. Graduate Thesis (3-6)**

*Prerequisites:* Permission of Department Thesis Committee and Director of Graduate Programs. Number of units allowed depends upon the study undertaken.

**IS 628. Computer-Based Information Systems (3)**

*Prerequisite:* ACCT 501 or one year of undergraduate accounting. An introduction to computer-based information systems at a fairly sophisticated level. Emphasis will be on the understanding of computer concepts, computer applications in an organizational environment and the analysis and design of information systems.

**IS 655. Information Systems Theory and Practice (3)**

*Prerequisite:* IS 628 or 630. Comprehensive coverage of current trends and management issues associated with information systems (IS) to deliver business value within organizations at local, national and global levels. Topics include issues in information systems planning, administration, resource management and new information technology (IT) adoption to achieve the alignment between IT/IS and corporate functions.

**IS 656. Information Systems Audit and Control (3)**

*Prerequisite:* IS 628 or 630. Examines concepts, standards and frameworks associated with IS auditing. Topics include the post-Sarbanes Oxley IS audit environment, assessment of risks and controls, computer fraud, legal and ethical issues, and audit of the systems development process. Students work through audit simulations to develop IS audit expertise.

**IS 657. IS Governance and Risk Management (3)**

*Prerequisite:* IS 628 or 630. Provides an overview of information systems (IS) governance and information risk management. The course stresses the importance of the alignment of IS governance to business objectives and the role of IS in achievement of organizational strategy. Topics discussed include contemporary compliance initiatives; strategic IS decision making; IS performance assessment, control structure and accountability; IS project management; IS policy definition and enforcement; risk analysis and mitigation; and IS security management (i.e., security planning, policy and controls). Established frameworks and standards for IS governance and control are discussed.

**IS 699A-C. Independent Study (1-3)**

*Prerequisites:* Consent of instructor and approval of Program Chair. For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units.

**MGT 620. Behavior in Organizations (3)**

*Prerequisite:* GBUS 600 (may be taken concurrently with MGT 620). Covers the behavioral issues facing organizations and their managers, the

methods and systems for addressing them and the interpersonal and analytical knowledge and skill needed to apply these methods and systems effectively. Focuses on practical experience, skill-building and theory about motivation, leadership, interpersonal communication, group processes and team building, decision making, and job and organizational design.

**MGT 630. Human Resource Strategies (3)**

*Prerequisite:* GBUS 600. Examination of the interaction between organizations and their political, social, economic and technical environments. Issues of ethical and social responsibility are examined.

**MGT 635. Human Resource Management (3)**

*Prerequisites:* MGT 620. Provides students with a basic knowledge of the key aspects of managing an organization's most important resource—people. Covers major human resource theories, concepts, practices and related skills. Students will learn about the main employment practices of human resource management such as workforce planning, employment relations and employee retention.

**MGT 661. Organization Theory and Design (3)**

*Prerequisite:* GBUS 600. Innovative assessment of systems theory as a strategic approach to aligning an organization's strategies, structure, technology and human resource practices with its environment. Views the history of organization theory as a story that illustrates diverse and creative ways of analyzing organizations.

**MGT 662. Strategic Planning and Implementation (3)**

*Prerequisite:* GBUS 600. A pragmatic approach to strategy formulation and implementation from the vantage point of executive management. Requires students to conduct a strategic analysis of a firm and its lines of business, emphasizing the importance of strategic management and strategic thinking as ongoing processes.

**MGT 663. Global Strategic Management (3)**

*Prerequisite:* GBUS 600. Explores the environmental challenges for global businesses, examining both the traditional and emergent global strategic responses of business to different market conditions. Emphasis is on contextual factors and the need for innovative strategies in an increasingly complex and changing environment in order to attain and/or maintain a competitive advantage.

**MGT 664. Cross-Cultural Management (3)**

*Prerequisite:* GBUS 600. Examination of the impact of culture on managing within a global environment. Develops an appreciation for one's own culture, knowledge, awareness and sensitivity to cross cultural differences. The course develops the tools needed to handle the wide variety of situations challenging to the multinational manager.

**MGT 665. Management of Technology and Innovation (3)**

*Prerequisite:* GBUS 600. Explores the emerging literature regarding the integration of strategy, technology and innovation. Stresses the strategic management of technological resources in order to gain a competitive advantage in the marketplace through timely innovation. There is extensive focus on the evolution of high-tech industries and the factors contributing to their success.

**MGT 667. Leadership (3)**

*Prerequisite:* GBUS 600. This course concentrates on contemporary leadership theory and practice with an emphasis on self-assessment and development of participants' leadership skills. The course focuses on behavioral approaches to leadership, including gaining power and managing the political subsystem.

**MGT 668. Selected Topics (1-3)**

*Prerequisite: GBUS 600.* The exploration of a topic currently being debated by the management community or the study of management through alternative means (e.g., classical literature, film) or the practice of management in a specific industry (e.g. film). Check with department for specific offering.

**MGT 671. Change Management (3)**

*Prerequisite: GBUS 600.* Develops a conceptual framework and the personal skills that form the foundation for effective change management in organizations, whether in the role of manager or consultant. There is extensive use of structured role-plays, cases and analysis of incidents from students' current work experiences.

**MGT 693. Seminar in Strategic Management (3)**

*Prerequisite: Taken during last year of course work for MBA students.* An integrative seminar dealing with broad business policy problems via the case method. There will be definition and analysis of internal and external factors affecting the development of the objectives and policies of the firm. The course stresses the interrelationships of major functional areas and the pervasive adjustments that may result from changes in a specific policy. Students are expected to use their personal experience and apply the analytical tools obtained from specialized courses in the solution of organization-wide problems. Emphasis is placed on case study methodology.

**MGT 699. Independent Study-Management (3)**

*Prerequisites: Permission of Graduate Advisor and Department Chair.* No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business and Economics without prior approval of the Dean. Only those graduate students who have at least a current 3.0 GPA may register in a 600-level Independent Study course. Note: See Graduate Business Interdepartmental Courses for GBUS 694C, 695C, 696C, 697C and 698C.

**MKT 640. Marketing Management (3)**

*Prerequisites: ECON 500; SOM 591 or equivalent.* Advanced approach to marketing policy. Analysis of problems in marketing management. Emphasis on development of competence in adjusting marketing policies to changes in the general economic, competitive and social climate.

**MKT 641. Seminar in International Marketing (3)**

*Prerequisite: MKT 640.* Case studies in global marketing. International market assessment, methods of market entry, international market segmentation and development, global sourcing and distribution policy; global pricing, product and communications policy. Analysis of published cases and development of an original research project.

**MKT 642. Seminar in Marketing Communications and Market Stimulation (3)**

*Prerequisite: MKT 640.* Methods of research and theory in market stimulation and mass communication. Particular emphasis on attitude change and the factors affecting the processing of information.

**MKT 643. Seminar in Product Development and Management (3)**

*Prerequisite: MKT 640.* Current research pertaining to generating, analyzing, planning and controlling the organization's existing and new product efforts. Portfolio analysis, planning and development systems, and positioning and deletion decisions.

**MKT 644. Seminar in Consumer Behavior (3)**

*Prerequisite: MKT 640.* Study of recent contributions from the be-

havioral sciences that provide insight into consumer motivation and consumption behavior. Emphasis is on psychological and sociological models and current research from the literature.

**MKT 645. Seminar in Promotional Planning (3)**

*Prerequisite: MKT 640.* Case studies in the executive determination of promotional strategy, program planning, coordination and administration; issues in the optimal allocation of promotional resources and measurement of effectiveness. Special problems of ethics and government regulation.

**MKT 646. Seminar in Pricing Strategy and Policy (3)**

*Prerequisite: MKT 640.* Analysis of the issues underlying price decisions: economic, political, social and competitive. Price/quality relationships. Price forecasting. New product pricing and related problems through the product life cycle. Product line pricing. Stochastic bidding models. Antitrust considerations.

**MKT 647. Marketing Research Seminar (3)**

*Prerequisites: MKT 640; SOM 591 or equivalent.* The application of marketing research techniques to business problems. Emphasis is on research design, questionnaire development, data collection techniques and univariate and multivariate statistics.

**MKT 648. Seminar in Analytic Models of Market Behavior (3)**

*Prerequisite: MKT 640.* Examination of quantitative and behavioral models and recent mathematical developments pertaining to brand switching, new product introduction, distribution and channel structure, media selection, advertising response models and simulation of marketing processes.

**MKT 649. Seminar in Marketing Strategy and Policy (3)**

*Prerequisite: MKT 640.* Integrative seminar dealing with marketing management policy problems via the case method. Emphasis on the adjustment of marketing policy to changes in the economic and social environment. Application of background and analytic tools obtained from specialized courses to solve marketing policy problems.

**MKT 651. Customer Satisfaction (1)**

*Prerequisite: GBUS 600.* Customer satisfaction is at the very core of the classic "marketing concept" and of more recent managerial approaches, such as total quality management. Course emphasis is on critically evaluating the conceptualization, measurement and delivery of customer satisfaction.

**MKT 652. Direct Marketing (1)**

*Prerequisite: GBUS 600.* Direct marketing is a direct response marketing communications strategy used by manufacturers, suppliers, retailers, service companies, nonprofit organizations and others. Examines major tools of direct marketing such as: catalog marketing; direct mail marketing; telemarketing; TV shopping networks; radio, magazine and newspaper direct response marketing; electronic and computer shopping; and kiosk shopping. Emphasis is on evaluating and managing the role of direct marketing in the integrated marketing communications strategy of the organization.

**MKT 653. Integrated Marketing Communications (1)**

*Prerequisite: GBUS 600.* Emphasizes an understanding and appreciation of the effects of fully integrating the promotion mix elements in a marketing communications program: advertising, direct response marketing, personal selling, public relations and sales promotion.

**MKT 654. Qualitative Research Methods in Marketing (1)**

*Prerequisite: GBUS 600.* Emphasizes an understanding and critical evaluation



of qualitative marketing research methods such as focus groups, projective and indirect questioning, interpretive research and other nonquantitative approaches to understanding consumer behavior, motivation and values.

### **MKT 699. Independent Study-Marketing (3)**

*Prerequisites: Permission of Graduate Advisor and Department Chair.* Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course. No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College without prior approval of the Dean.

### **SOM 591. Statistics and Stochastic Models for Managers (3)**

*Prerequisite: Permission of the Director of Graduate Programs.* Statistical methods and stochastic models to support decision making by managers. Topics include: exploratory data analysis, probability distributions and assessment, expected value, variation, estimation of means and proportions, hypothesis testing for one and several populations, F test, chi square test, simple and multiple regression and correlation, time series and forecasting, decision trees, waiting lines and simulation. Applications in service organizations and small businesses are provided along with applications for production organizations and large businesses. A key element is a group project involving the application of one or more course topics to a current business problem.

### **SOM 666. Project Planning and Policy (3)**

*Prerequisite: SOM 591 or MSE 404 or 602.* The application of project planning methodology and modeling to problems in business. Extensive use will be made of the case method. Topics include project planning, scheduling, PERT/CPM, budgeting, Activity-Based Costing (ABC) and project management software. International issues will be explored.

### **SOM 667. Total Quality Management (3)**

*Prerequisite: SOM 591 or MSE 404 or 602.* Covers the meaning and the application of Total Quality Management (TQM) in production and service organizations. The underlying quality philosophies of Deming, Taguchi and others that have inspired the development of TQM are also covered. Application of these philosophies to current quality issues, namely responsibility for quality, role of inspection, supplier certification programs, ISO 9000, the Baldrige Award, just-in-time programs and ethical issues. Use of quality improvement tools such as control charts, Pareto charts, cause and effect diagrams, process capability and design of experiments. International differences in quality. Actual business examples are introduced throughout the course.

### **SOM 685. Decision Support and Applied Expert Systems (3)**

*Prerequisite: SOM 591 or MSE 404 or 602.* Survey of applications, scope and recent development of Decision Support Systems (DSS) and related management support systems (Executive Information Systems and Expert Systems). Conceptual framework, design process and managing the initiation, evolution and implementation of management support systems. User involvement, evaluation and organizational integration. Decision-oriented DSS with knowledge base enhancement addressing real-world application will be required as a class project.

### **SOM 686. Seminar in Internationally Competitive Operations Management (3)**

*Prerequisites: SOM 591, or both 306 and 307.* Subjects include: productivity and global competitiveness of modern enterprises, diagnostic studies of production strategies and managerial implications of advanced operations technologies of world-class organizations (Flexible Manufacturing Systems, Computer Integrated Manufacturing, Statistical Process Control

and Total Quality Management). Also covered are in-depth case analyses of progressive U.S. and international firms addressing these issues. A team case project is a key course requirement.

### **SOM 699. Independent Study Systems and Operations Management (3)**

*Prerequisites: Permission of Graduate Advisor and Department Chair.* No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business without prior approval of the Dean. Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course. Note: See Graduate Business Interdepartmental Courses for GBUS 696D, 697D and 698D.

# College of Business and Economics

## Graduate Programs

### Master of Science in Accountancy

**Director: Christopher G. Jones**

**Juniper Hall (JH) 3123**

**(818) 677-2461**

**[www.csun.edu/msacct](http://www.csun.edu/msacct)**

#### Staff

Ann Ward

#### Graduate Faculty

Michael Doron, Christopher G. Jones, Rajabali Kiani-Aslani, Dat-Dao Nguyen, Ronald Stone, Rishma Vedd, Richard Ye, Sung-Wook Yoon, Yue Jeff Zhang

#### Degree Program

##### Master of Science in Accountancy

#### Mission Statement

The Master of Science in Accountancy (MSA) is a one-year program designed to prepare students for successful careers in the field of accounting. Our students complete a rigorous program that develops their technical knowledge, ethical decision making ability, communication competence and research and critical-thinking skills. Students specialize in either Professional Accountancy or Information Systems.

#### Academic Advisement

Advisement materials are available from our website ([www.csun.edu/msacct](http://www.csun.edu/msacct)) and the Department of Accounting and Information Systems office in JH 3123, (818) 677-2461.

#### Careers

The field of accounting is dynamic and constantly evolving to meet the needs of a global marketplace. Career opportunities in auditing, advisory services and financial reporting exist in public accounting, private industry, government, not-for-profit institutions and other business-related organizations. In 2012, corporate accountants, with one to three years of work experience, earned \$38,000–\$57,250 annually; accountants in public practice, with the same experience, earned considerably more (\$49,000–\$69,250). Factors such as a graduate degree in accountancy or a CPA license can boost salaries another 5 to 10 percent. According to the U.S. Bureau of Labor Statistics, “employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018, which is much faster than the average for all occupations.”

#### Program Candidates

1. Students currently enrolled in the CSUN undergraduate B.S. in Accountancy program who need to comply with the 150-semester unit requirement for CPA licensure.
2. Students who already have an accounting degree from another university but have not yet taken the CPA exam and need to comply with the 150-semester unit requirement.
3. Other students who have already completed a degree in accounting and wish to earn a master's degree in accountancy and who wish to either work in industry or eventually enroll in a Ph.D. program.

#### Student Learning Outcomes of the Graduate Program

Our graduates will:

- Apply discipline-specific knowledge and skills in the field of accounting. (This learning outcome includes a working knowledge of accounting for external financial reporting, managerial applications, attest and

assurance, as well as an understanding of the strategic role of accounting and financial information systems in business and society.)

- Recognize and analyze ethical issues in accounting and business; select and defend a course of action.
- Effectively communicate complex accounting and business concepts both orally and in writing.
- Apply critical-thinking skills when analyzing and solving structured as well as unstructured problems.
- Understand international accounting standards.
- Research professional/academic literature and databases to analyze complex accounting issues and prepare for life-long learning in the field.

#### Admission Criteria

For admission, applicants must meet the requirements of the University as listed in the Graduate Studies, Research and International Programs sections of the Catalog. In addition, applicants must meet the following criteria:

##### 1. For CSUN B.S. in Accountancy students/graduates

- Overall GPA of 3.0 or higher
- Accounting GPA of 3.0 or higher
- GPA of 3.0 or higher in the last 60 units

##### 2. For students / graduates from other programs/institutions

- A bachelor's degree from an accredited college or university
- Be in good academic standing with last college or university attended
- Overall GPA of 3.0 or higher
- Accounting GPA of 3.0 or higher
- GPA of 3.0 or higher in the last 60 units
- GMAT (or GRE) required. (The overall GMAT (or GRE) score must be in 50th percentile or higher.)
- For applicants who earned a bachelor's degree at a school where English was not the principal language of instruction, the minimum TOEFL (Test of English as a Foreign Language) score of 79 (Internet-based)/213 (computer-based)/550 (paper-based) is required.

#### Prerequisites

1. Accounting Prerequisites (15 units: Five courses. The GPA from these courses should be at least 3.0)
  - a. 6 units of Intermediate Accounting (ACCT 351 and 352 or equivalents)
  - b. Cost Accounting (ACCT 380 or equivalent)
  - c. Auditing Principles (ACCT 460 or equivalent)
  - d. Taxation (ACCT 440 or equivalent)
2. Business Prerequisites (24 units: 12 units from the following 4 courses plus 12 units from other business areas: GPA from these Business Prerequisites should be at least 3.0)
  - a. Information Systems for Business (IS 312 or equivalents)
  - b. Business Law (BLAW 280 or equivalent)
  - c. Financial Management (FIN 303 or equivalent)
  - d. Business Statistics (SOM 120 or equivalent)

#### Requirements for the Degree

To earn the M.S. in Accountancy, candidates must complete the 30 units of course work as described below with a 3.0 or higher GPA. The maximum time allowable to complete the degree is five calendar years from the date of admission.

#### Core (Required) Courses (18 units)

These 6 courses provide the students with an in-depth knowledge in key areas in the field of accountancy. Each course integrates into its curriculum and pedagogy written communication skills, research skills and critical-thinking skills. Some courses also integrate analytical review, oral communication skills, as well as ethics and professional responsibility.

**Students must take all of the following 6 courses:**

1. ACCT 611 Ethics and Communications for Accounting Professionals (3)
2. ACCT 615 Contemporary Issues in Accounting (3)
3. ACCT 624 Advanced Auditing Seminar (3)
4. ACCT 626 Managerial Cost Accounting Seminar (3)
5. ACCT 628 Financial Statement Analysis and Valuation (3)
6. IS 630 Accounting Information Systems (3)

**Fields of Specialization: Elective Courses (9 units)**

Students may choose either of the two concentrations (Professional Accountancy or Information Systems). Students who concentrate on Professional Accountancy must complete at least 9 units from the following courses.

**Professional Accountancy (Minimum 9 units)**

1. ACCT 620 Seminar in Federal and State Taxation (3)
2. ACCT 632 Accounting Issues in Select Industries (3)
3. ACCT 634 Forensic Accounting (3)
4. ACCT 636 Accounting for Governmental and Non-Profit Entities (3)
5. ACCT 692 Selected Topics in Accounting (3)
6. ACCT 542 Introduction to Federal Tax Procedure (3)

Students who concentrate on Information Systems must complete at least 9 units from the following courses.

**Information Systems (Minimum 9 units)**

1. IS 655 IS Theory And Practices (3)
2. IS 656 IS Auditing (3)
3. IS 657 IS Governance and Risk Management (3)

**Culminating Experience (3 units)**

As part of their culminating experience, students have the option of participating in either a Graduate Thesis or a Graduate Project.

- ACCT 698C Graduate Thesis (3)  
ACCT 698D Graduate Project (3)

|                    |           |
|--------------------|-----------|
| <b>Total units</b> | <b>30</b> |
|--------------------|-----------|

**Course List****ACCT 542. Introduction to Federal Tax Procedure (3)**

*Prerequisite:* ACCT 440. This course provides students with an introduction to the procedural aspects of dealing with the Internal Revenue Service. The course will introduce the students to, among other things, the organization of the IRS, investigative authority of the IRS, tax audits, administrative penalties, administrative appeals, tax collection, federal tax crimes, refund claims, examination of returns, ethics in the practice of tax, tax practitioner privileges and statute of limitation and assessments. This course provides the students with the opportunity to apply the materials learned in the course through clinical exercises in the community.

**ACCT 611. Ethics and Communications for Accounting Professionals (3)**

*Prerequisite:* ENGL 205 or equivalent. Explores ethics in the accounting profession. Emphasizes theories of ethics and their applications; the California State Board of Accountancy's rules of ethics; the AICPA's Code of Professional Conduct; implications of the Sarbanes-Oxley Act; and ethical conditions required by the Securities and Exchange Commission. Through a series of cases, students develop their oral and written communication skills. Focus is on developing a functional approach to professional communication. Presents strategies for researching, organizing, analyzing and presenting information in an accounting context.

**ACCT 615. Contemporary Issues in Accounting (3)**

*Prerequisite:* ACCT 352 and 460 or equivalents. Examines contemporary issues confronting accountants, businesses and their stakeholders. Topics such as accounting theory, basic research methodology in accounting, issues in SEC reporting, segment reporting and issues in international accounting will be examined. Students are expected to achieve a thorough understanding of selected contemporary issues in accounting and will develop an ability to critically analyze these issues. Students are expected to be familiar with the concepts of theory development, theories of accounting policy choice, the measurement of income and the societal use of accounting information.

**ACCT 624. Advanced Auditing and Assurance Services (3)**

*Prerequisites:* ACCT 352 and 460 or equivalents. Auditing theory and practices; auditing standards; SEC (Securities and Exchange Commission) and stock exchange regulations; auditor's legal liability; statement trends and techniques. Concepts and principles governing independent professional services that provide assurance on the reliability and relevance of information, including financial statement information.

**ACCT 626. Managerial Cost Accounting Seminar (3)**

*Prerequisite:* ACCT 380 or equivalent. Focuses on how cost-management information helps managers make tactical and strategic decisions for profit planning and control. Emphasizes the topics of cost and management accounting that help firms compete more effectively.

**ACCT 628. Financial Statement Analysis and Valuation (3)**

*Prerequisite:* ACCT 352 and 460 or equivalents. Explores comprehensive financial statement analysis and the valuation framework that integrates strategy, financial reporting and financial analysis/valuation. This framework and tools are then used to do fundamental financial statement analysis. Topics include models of shareholder value, comparison of accounting and cash flow approaches to valuation and the analysis of profitability, growth and value generation in firms.

**ACCT 632. Accounting Issues in Select Industries (3)**

*Prerequisite:* ACCT 611, 615; IS 630. Examines financial accounting and reporting issues in select industries. The specific topics covered will depend on the industries selected for a particular semester. Regardless of specific industry, the course will contain a section addressing ethical issues in accounting for the industry.

**ACCT 634. Forensic Accounting (3)**

*Prerequisite:* ACCT 611, 615; IS 630. Explores the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for other assets irregularities, financial statement fraud, fraud examination reporting and the role of the accountant in litigation.

**ACCT 636. Accounting for Governmental and Non-Profit Entities (3)**

*Prerequisite:* ACCT 611, 615; IS 630. Provides comprehensive coverage of budgeting, accounting and financial reporting for governmental and not-for-profit entities. Covers the specialized accounting, reporting and auditing requirements applicable to governmental and not-for-profit organizations, performance evaluation and related ethical issues. Topics include governmental accounting, fund allocation, government-wide reporting, governmental performance measures and not-for-profit accounting.

**ACCT 692A-Z. Selected Topics in Accounting (3)**

*Prerequisite:* ACCT 611, 615; IS 630. The exploration of new/current topics being debated by the accounting profession or the study of accountancy through alternative means (e.g., systems theory, language and communication or literature/film). Selected topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**ACCT 698C. Graduate Thesis (3)**

*Prerequisites:* ACCT 611, 615; IS 630; *Approval of Department Chair or designee.* A culminating experience course in the M.S. in Accountancy program. Preparing and writing a Master's thesis under supervision of a faculty thesis advisor.

**ACCT 698D. Graduate Project (3)**

*Prerequisites:* ACCT 611, 615; IS 630; *Approval of Department Chair or designee.* A culminating experience course in the M.S. in Accountancy program. Planning and performing a graduate-level project under supervision of a faculty advisor.

**IS 630. Accounting Information Systems (3)**

*Prerequisite:* IS 312; ACCT 352, 460 or equivalents. Provides an understanding of requirements, design and control of major business processes/accounting cycles integrated in an enterprise system. Topics include Systems Analysis and Design methodologies and techniques for Accounting Information System development, issues in control and audit of systems fraud and abuse, and controls for systems reliability.

**IS 655. Information Systems Theory and Practice (3)**

*Prerequisite:* IS 628 or 630. Comprehensive coverage of current trends and management issues associated with information systems (IS) to deliver business value within organizations at local, national and global levels. Topics include issues in information systems planning, administration, resource management and new information technology (IT) adoption to achieve the alignment between IT/IS and corporate functions.

**IS 656. Information Systems Audit and Control (3)**

*Prerequisite:* IS 628 or 630. Examines concepts, standards and frameworks associated with IS auditing. Topics include the post-Sarbanes Oxley IS audit environment, assessment of risks and controls, computer fraud, legal and ethical issues, and audit of the systems development process. Students work through audit simulations to develop IS audit expertise.

**IS 657. IS Governance and Risk Management (3)**

*Prerequisite:* IS 628 or 630. Provides an overview of information systems (IS) governance and information risk management. The course stresses the importance of the alignment of IS governance to business objectives and the role of IS in achievement of organizational strategy. Topics discussed include contemporary compliance initiatives; strategic IS decision making; IS performance assessment, control structure and accountability; IS project management; IS policy definition and enforcement; risk analysis and mitigation; and IS security management (i.e., security planning, policy and controls). Established frameworks and standards for IS governance and control are discussed.

**IS 692 A-Z. Selected Topics in Information Systems (3)**

*Prerequisites:* IS 628 or 630. The exploration of a topic currently being debated by the information systems profession or the study of information systems through alternative means (e.g., cognitive science, language and communication, literature/film). Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

# College of Business and Economics

## Graduate Programs

### Master of Science in Taxation

**Director: Rafi Efrat**

**Juniper Hall (JH) 1111**

**(818) 677-3952**

**<http://csunais.org/mainmenu/students/mst/>**

#### Staff

Armida Acosta (Program Coordinator)

#### Graduate Faculty

John Balian, James Chapman, Rafi Efrat, Sharyn M. Fisk, George S. Gans, Robert Johnson, Moshe Kushman, John Lilly, Rob Razani, Todd Reinstein, Jacob Stein, Frederick E. Wooldridge

#### Degree Program

**Master of Science in Taxation**

#### Mission Statement

The M.S. in Taxation prepares students to pursue careers in the field of taxation. Our students complete a rigorous program in taxation that develops their written communication, as well as tax research and critical-thinking skills.

#### The Major

The M.S. in Taxation program is a demanding, competitive and rigorous course of study that develops an understanding of the tax practice. It focuses on building research, communication, compliance and critical-thinking skills that are vital to becoming a successful tax practitioner in public, private, government and not-for-profit organizations.

#### Student Learning Outcomes of the Graduate Program:

1. Our graduates are able to apply their conceptual understanding of tax to both structured and unstructured problems.
2. Our graduates are able to effectively communicate their analysis of complex taxation problems in writing.
3. Our graduates are able to research tax literature for both structured and unstructured problems.
4. Our graduates are able to apply critical-thinking skills when analyzing and solving tax problems.
5. Our graduates are able to recognize and analyze ethical and professional responsibility issues in the tax practice.
6. Our graduates are able to conduct analytical review of tax returns.

#### Careers

The field of taxation offers stimulating and challenging work that is constantly evolving. Career opportunities exist in public accounting, private industry, government, not-for-profit institutions and other business-related organizations. In 2012, the annual earnings of tax accountants in public accounting with one to three years of work experience have ranged from \$47,750 to \$75,250. Practitioners with a graduate degree in taxation can expect to earn between 5 to 10 percent more.

#### Academic Advisement

Advisement materials are available from our website and the program Advisement Office in JH 1111, (818) 677-3952.

#### Program Eligibility and Requirements for the Master of Science Degree in Taxation

To earn the M.S. in Taxation, students must be classified as graduate students. Classified graduate students are those who have met all

criteria for classification in the program. The criteria for Classification is listed below:

Students must fulfill one or more of the following criteria:

- An undergraduate degree from an accredited institution with a GPA of 3.0 or higher.
- A graduate degree from an accredited institution.
- Appropriate scores on GRE, GMAT, MAT or other acceptable examinations as required by the department.
- The student obtains a "B" or higher in the first three courses in the M.S. in Taxation program; and obtains at the time of admission to the program either: (a) a professional credential of CPA or Enrolled Agent; or (b) have at least five years of experience performing progressively more complex and sophisticated tasks in the field of taxation in a public accounting, government or private industry setting.
- In addition, a passing score on the Upper Division Writing Proficiency Examination is required for classification.

Finally, candidates must complete the 30 units of course work as described below with a 3.0 or higher GPA. Candidates who fail to attain a 3.0 or higher average in the first 15 units attempted will be disqualified from the program. The maximum time allowable to complete the degree is five calendar years from the date of admission.

#### 1. Core Skills (3 units)

ACCT 610 Tax Research and Communication (3)

#### 2. Core Knowledge (24 units)

These eight courses provide the students with an in-depth knowledge in key areas in the field of taxation. Each course integrates into its curriculum and pedagogy written-communication skills, tax-research skills and critical-thinking skills. Some courses also integrate compilation and analytical review, oral communication skills, as well as ethics and professional responsibility.

#### Foundational Knowledge (15 units)

Students must take all of the following 5 courses:

|          |   |
|----------|---|
| ACCT 620 | Income Tax Concepts and Their Business Applications (3) |
| ACCT 629 | Income Taxation of Corporations and Shareholders I (3)  |
| ACCT 633 | Income Taxation of Partnerships (3)                     |
| ACCT 645 | Federal Tax Procedure (3)                               |
| ACCT 640 | Accounting Methods and Periods (3)                      |

#### Fields of Specializations (9 units)

Students must take a cluster of three specialized topic courses. Clusters may vary from cohort to cohort. Specialized topic courses include the following:

|          |  |
|----------|--|
| ACCT 631 | Income Taxes of Corporations and Shareholders II (3) |
| ACCT 635 | Income Taxation of Estates and Trusts (3)            |
| ACCT 637 | Taxation of Foreign Transactions and Taxpayers (3)   |
| ACCT 661 | State and Local Taxes (3)                            |
| ACCT 668 | Selected Topics in Taxation (3)                      |

#### 3. Tax Planning Focus (2 units)

ACCT 650 Contemporary Tax Planning Issues Seminar (2)

#### 4. Culminating Experience (1 Unit)

As part of their culminating experience, students have the option of participating in either a Tax Challenge Project or a Federal Tax Clinic.

|              |                           |
|--------------|---------------------------|
| ACCT 698A    | Tax Challenge Project (1) |
| or ACCT 698B | Tax Clinic (1)            |

|  |           |
|--|-----------|
| <b>Total Units Required for the Degree</b> | <b>30</b> |
|--|-----------|

## Course List

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**ACCT 610. Tax Research and Communication (3)**

Students will develop critical skills in researching and critically interpreting tax authority. They also will acquire and develop the specialized oral and written communication skills needed to interact internally and externally with clients and government agencies. This course also will introduce students to the professional responsibilities and ethical dilemmas that face tax practitioners in today's challenging and increasingly complex professional environment.

**ACCT 620. Income Tax Concepts and their Business Applications (3)**

This course covers basic tax law concepts that affect business and investment management situations. Topics include tax alternatives in business organizations, tax policy management and compliance with government directives.

**ACCT 629. Income Taxation of Corporations and Shareholders I (3)**

Income tax principles relating to organization, capital structure and operations of a corporation are examined, as well as the tax effects of corporate distributions, stock redemptions and liquidations on shareholders.

**ACCT 631. Income Taxation of Corporations and Shareholders II (3)**

This continuation course examines tax principles involved in the division, reorganization, combination and affiliation of corporations, as well as the tax effects of these actions on shareholders.

**ACCT 633. Income Taxation of Partnerships (3)**

Students learn about the tax principles that apply to the formation, operation and liquidation of partnerships, including the effects of the transfer of partnership interests and transactions between the partnership and its partners.

**ACCT 635. Income Taxation of Estates and Trusts (3)**

This course focuses on the income tax principles involved in the operation of estates and trusts, including special types of trusts such as grantor and employee trusts. The taxation of grantors, descendants and beneficiaries also is explored.

**ACCT 637. Taxation of Foreign Transactions and Taxpayers (3)**

This course provides students with an understanding of taxation of foreign income of U.S. citizens and corporations, taxation of foreign persons and corporations on their income from U.S. sources and tax considerations in organizing foreign business operations.

**ACCT 640. Accounting Methods and Periods (3)**

This course covers comparative principles of tax and financial accounting as they relate to individuals, corporations, partnerships, estates and trusts. The allocation of income tax expense for financial statement purposes is also examined.

**ACCT 645. Federal Tax Procedure (3)**

Administrative procedures for settling tax controversies, rules governing tax collection and criminal prosecution, and the rights of taxpayers are among the topics explored in this course.

**ACCT 650. Contemporary Tax Planning Issues Seminar (2)**

Students participate in a seminar focusing on contemporary tax planning issues affecting local industries.

**ACCT 661. State and Local Taxes (3)**

Students gain an understanding of the structure of state and local taxes; the principles governing income, sales, property and other taxes levied by state and local governments; and the interrelationship of state, local and federal taxes.

**ACCT 668. Selected Topics in Taxation (3)**

*Prerequisites:* ACCT 610, 620. This course provides students with an opportunity to learn about specialized and emerging topics in the field of taxation.

**ACCT 698A. Tax Clinic (1)**

The tax clinic requires the student to assist a small business that is facing an audit by a federal or state tax agency through researching and writing a proposal for handling the situation successfully.

**ACCT 698B. Tax Challenge Project (1)**

This project requires the student to conduct in-depth tax research relating to a complex, hypothetical tax problem, then draft and present a report in which the issues are analyzed and a sound course of remedial action is proposed.

# Accountancy

## College of Business and Economics

**Chair:** Paul J. Lazarony

**Associate Chair:** Rishma Vedd

**Juniper Hall (JH) 3123**

**(818) 677-2461**

**www.csun.edu/acctis**

### Staff

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### Emeritus Faculty

Dhia D. AlHashim, Shahid Ansari, Bernard F. Aschbacher, Edwin Bartenstein, Janice Bell, James C. Bennett, Dwight V. Call, Raymond S. Chen, George R. Hawkes, Robert J. Kiddoo, William L. Kimball, Yow-Min R. Lee, A. A. Leininger, Heidemarie Lundblad, Arthur C. Nieminsky, Donald L. Raun, Todd R. Reinstein, Mohammad A. Sangeladji, Richard L. Strayer, Barbara Wilson

### Degree Programs

#### B.S., Accountancy

Option in Information Systems

Option in Professional Accountancy

#### M.S., Accountancy (MSA)

#### M.S., Taxation (MST)

See *College of Business and Economics Graduate Programs section for MSA and MST requirements.*

### Mission

The B.S. in Accountancy degree provides educational opportunities to those students who have demonstrated an aptitude to pursue a career in accounting. Our students complete a rigorous program that develops their technical proficiency and ethical decision making as well as skills in critical thinking, teamwork and communication.

### The Major

The Accountancy program is a very demanding, competitive and rigorous course of study that develops skills in critical thinking, problem solving, written and oral communication, and decision making, in addition to developing the necessary tools to engage in lifelong learning after graduation. The program also develops an understanding of accounting theory, technical procedures and the professional standards and ethics essential to becoming a successful professional in public, industry, government and not-for-profit accounting.

To successfully major in accountancy, students are expected to possess a high level of maturity, motivation and self-discipline. Students are admitted to the accountancy program based on their level of preparation and performance. To enter the accountancy program, students are admitted to the University as Pre-Accountancy majors or, if already attending CSUN, students must file for a change of major to Pre-Accountancy. Successful completion of the Pre-Accountancy major is required to become an Accountancy major. Students must obtain a grade of "C" or higher in each required Upper Division course in order to graduate.

### Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

### Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division Core courses and 19 units of common Upper Division Core courses.

### Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

### Special Grade Requirements

Transfer students should be aware that no grade lower than a "C" will be accepted on transfer from another institution to satisfy College of Business and Economics requirements.

### Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

### Student Learning Outcomes of the Undergraduate Program

At the end of their program of study, students will:

1. Have a conceptual understanding of accounting for external financial reporting, managerial applications, tax planning and preparation, and the attest function;
2. Apply their conceptual understanding to both structured and unstructured problems;
3. Research accounting literature for both structured and unstructured problems in external financial reporting, tax and auditing;
4. Have the necessary knowledge and skills required to sit for a certifying examination;
5. Recognize and analyze ethical problems in practical accounting situations, select and defend a course of action;
6. Effectively communicate complex accounting concepts both orally and in writing; and
7. Apply critical-thinking skills when analyzing and solving problems.

### Careers

The field of accounting offers stimulating and challenging work that is constantly evolving. Career opportunities exist in public accounting, industry, government, not-for-profit institutions and other business-related organizations. Examples of positions and areas of accounting available to graduates of the accountancy program are: CPA, forensic accountant, FBI agent, budget analyst, Treasury agent, cost analyst, certified financial manager, government accountant, enrolled agent, estate planner, budget officer, financial analyst, financial planner, Franchise Tax Board agent, credit manager, certified government financial manager, government auditor, bank examiner, IRS examiner, investment analyst, litigation support, loan officer, general accountant, systems consultant, credit analyst, tax accountant, treasurer and auditor.

### Special Enrollment Requirements for ACCT 350

A pre-determined number of students are approved each semester to enroll in ACCT 350 through a competitive application process based on the number of available openings in the accountancy program. The application and instructions are available at [www.csun.edu/acctis](http://www.csun.edu/acctis). To obtain approval from the Admissions Committee to enroll in ACCT 350, students must first satisfy the following requirements:

1. Completion of ENGL 205 and ACCT 220 with a grade of "B" or higher in each.
2. Completion of ACCT 230, BLAW 280, COMP 100, and ECON 160 and 161 with a grade of "C" or higher in each.
3. A total GPA and CSUN GPA of 3.0 or higher (first semester transfer students will not have a CSUN GPA).
4. Classified as a Pre-Accountancy major.
5. Completion of a minimum of 60 units of college work (junior class standing). For transfer students, the units must be CSU transferable.

### Admission to the Accountancy Major

Upon successful completion of ACCT 350, students may apply for admission to the Accountancy major. At the time of application, students must have successfully completed the Pre-Accountancy portion of the major with a grade of "C" or higher in each class and maintained both a total and CSUN GPA of 3.0 or higher. The program application and instructions are available at [www.csun.edu/acctis](http://www.csun.edu/acctis).

### Requirements for the B.S. in Accountancy

#### 1. Common Lower Division Business Core

##### Pre-Accountancy Major (27 units)

|      |             |   |
|------|-------------|---|
| ACCT | 220         | Introduction to Financial Accounting (3)              |
| ACCT | 230         | Introduction to Managerial Accounting (3)             |
| BLAW | 280         | Business Law I (3)                                    |
| COMP | 100         | Computers: Their Impact and Use (3)                   |
| ECON | 160         | Principles of Microeconomics (3)                      |
| ECON | 161         | Principles of Macroeconomics (3)                      |
| ENGL | 205         | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103         | Mathematical Methods for Business (3)                 |
| SOM  | 120         | Basic Business Statistics (3)                         |
|      | or MATH 140 | Introductory Statistics (4)                           |

#### 2. Upper Division Business Core (19 units)

The successful completion of the Upper Division Writing Proficiency Exam (UDWPE) with a score of 8 or higher is a prerequisite for enrollment in all 400-level accounting and business courses.

|     |      |  |
|-----|------|--|
| BUS | 302  | The Gateway Experience (3)                 |
| BUS | 302L | The Gateway Experience Laboratory (1)      |
| FIN | 303  | Financial Management (3)                   |
| MKT | 304  | Marketing Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

#### 3. Other Required Business Courses (6 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| BLAW | 308 | Business Law II (3)                  |
| IS   | 312 | Information Systems for Business (3) |

#### 4. Required Accounting Courses (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 350              | Intermediate Financial Accounting I (3)           |
| ACCT | 351              | Intermediate Financial Accounting II (3)          |
| ACCT | 351COM           | Communication for Accountants (2)                 |
| ACCT | 352              | Intermediate Financial Accounting III (3)         |
| ACCT | 380              | Cost Measurement and Analysis (3)                 |
| ACCT | 440              | Taxation of Business Entities and Individuals (3) |
| ACCT | 441              | Advanced Studies in Taxation (3)                  |
| ACCT | 450              | Advanced Financial Accounting (3)                 |
| ACCT | 460              | Auditing Principles (3)                           |
| COMS | 356 <sup>1</sup> | Intercultural Communication (3)                   |
| RS   | 361 <sup>1</sup> | Contemporary Ethical Issues (3)                   |

<sup>1</sup> Courses that are also Upper Division GE

#### 5. Accountancy Program Options: Select One (12 units):

##### Professional Accountancy Option

|      |     |                                   |
|------|-----|-----------------------------------|
| ACCT | 441 | Advanced Studies in Taxation (3)  |
| ACCT | 450 | Advanced Financial Accounting (3) |

Select one of the following:

|      |     |                                     |
|------|-----|-------------------------------------|
| PHIL | 305 | Business Ethics (3)                 |
| BLAW | 495 | Advanced Topics in Business Law (3) |

Select one of the following:

|      |        |   |
|------|--------|---|
| ACCT | 425    | Senior Seminar in Accounting (3)                |
| ACCT | 442    | Advanced Studies in Taxation-Special Topics (3) |
| ACCT | 470    | Strategic Cost and Profit Management (3)        |
| ACCT | 497A-Z | Special Topics in Accounting (3)                |
| ACCT | 542    | Introduction to Federal Tax Procedures          |

##### Information Systems Option

|    |     |   |
|----|-----|---|
| IS | 431 | Systems Analysis and Design (3)                 |
| IS | 435 | Business Data Communications and Networking (3) |
| IS | 441 | Database Management Systems (3)                 |
| IS | 451 | Systems Development Project (3)                 |

##### General Education (39 units)

Of the 48 units of required General Education, 9 units are satisfied by the Lower Division Business Core. MATH 103 satisfies the 3-unit Mathematics requirement in Basic Skills. ECON 160 and 161 satisfy the 6 units of Social Sciences. BLAW 280 or PHIL 305 satisfies 3 units of Lifelong Learning. COMP 100 satisfies both the additional unit of GE and the Subject Explorations Information Competence (IC) requirement.

|   |            |
|---|------------|
| <b>Total Units Required for the Major</b>         | <b>79</b>  |
| <b>Total Units Required for General Education</b> | <b>29</b>  |
| <b>Total Elective units Required</b>              | <b>12</b>  |
| <b>Total Units Required for the Degree</b>        | <b>120</b> |



## Course List

### ACCT 220. Introduction to Financial Accounting (3)

*Prerequisites:* A grade of "C" or higher in MATH 103 or higher-level mathematics course; sophomore class standing. Introduces the role of accounting in business and society, a summary of the accounting process, accounting measurement issues, analyzing and recording financial transactions, accounting valuation and allocation issues, conceptual foundation for understanding financial reporting, the usefulness of financial statements for decision making and financial statement analysis and interpretation.

### ACCT 230. Introduction to Managerial Accounting (3)

*Prerequisite:* ACCT 220. Introduces the analysis and techniques for aiding management in planning and controlling decisions, and the use of accounting data for budgeting, cost control, pricing, evaluation of performance and general decision making.

### ACCT 292CS. VITA Service Learning Preparer (2)

*Prerequisites:* Sophomore and good academic standing. Training in federal and state income tax preparation and preparing tax returns for the Volunteer Income Tax Assistance Program at a supervised site.

### ACCT 350. Intermediate Financial Accounting I (3)

*Prerequisites:* Grades of "B" or higher in ACCT 220 and ENGL 205, as well as a "C" or higher in all the other courses in the Pre-Accountancy major. *Corequisite:* BUS 302/L must be completed with a "C" or higher prior to enrolling in ACCT 351 and ACCT 351COM. The first course in the financial accounting sequence. Covers the theory of financial accounting as well as the accounting process, with an emphasis on the accounting system and related technical skills.

### ACCT 351. Intermediate Financial Accounting II (3)

*Prerequisites:* Grades of "C" or higher in both ACCT 350 and BUS 302/L. *Corequisite:* Concurrent enrollment in ACCT 351COM. The second course in the financial accounting sequence. Covers the theory of financial accounting as well as the accounting process, with an emphasis on revenue recognition, asset valuation, cash implications of complex transactions and accounting for liabilities and investments.

### ACCT 351COM. Communications for Accountants (2)

*Prerequisites:* Grades of "C" or higher in both ACCT 350 and BUS 302/L. *Corequisite:* Concurrent enrollment in ACCT 351. Presentation of concepts and techniques for developing a business style of writing and creating documents such as memoranda, letters and reports. Overview of methods for researching, organizing, analyzing and presenting information in an accounting context. Emphasis on written and oral assignments that develop communication skills for the accounting profession. Course is based on Standard English usage.

### ACCT 352. Intermediate Financial Accounting III (3)

*Prerequisites:* Grades of "C" or higher in ACCT 351 and 351COM. Third course in the financial accounting sequence. Covers the theory of financial accounting as well as the accounting process, with an emphasis on stockholders' equity, pensions, leases, changes in accounting principles and in-depth examination of financial statements.

### ACCT 380. Cost Measurement and Analysis (3)

*Prerequisites:* Grades of "C" or higher in both ACCT 350 and BUS 302/L. *May be taken concurrently with ACCT 351 and 351COM.* Focuses on how to measure and analyze costs for management decision making. Covers how the environment and strategy of a company influences the design of its cost-measurement system and how the resulting cost information may or may not be useful for managerial decisions and for cost management.

### ACCT 392CS. VITA Service Learning Supervisor (3)

*Prerequisites:* ACCT 292CS or 440 or work experience in an accounting firm. Good academic standing. Supervision of a VITA site, including workflow and quality control.

### Special Prerequisites for 400 Level Courses

*Note that successful completion of BUS 302/L and the Upper Division Writing Proficiency Exam (UDWPE) with a score of 8 or higher are prerequisites to all 400-level courses in the College of Business and Economics.*

### ACCT 425. Senior Seminar in Accounting (3)

*Prerequisites:* Grades of "C" or higher in ACCT 352; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Analysis of complex national and international accounting and/or auditing principles. Study of the development and effects of pronouncements of the Financial Accounting Standards Board, the American Institute of Certified Public Accountants and/or the Securities and Exchange Commission. Application of generally accepted accounting principles or auditing standards in complex situations, including basic concepts underlying financial statements of business enterprises. Conducted on a seminar basis requiring extensive student participation.

### ACCT 440. Taxation of Business Entities and Individuals (3)

*Prerequisites:* Grades of "C" or higher in ACCT 351 and 351COM; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Fundamentals of federal income taxation of business entities and individuals; topical coverage includes tax research, gross income, deductions and losses, property transactions, corporations, partnerships, S corporations and individuals.

### ACCT 441. Advanced Studies in Taxation (3)

*Prerequisites:* Grades of "C" or higher in ACCT 352 and 440; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Examination of additional, more complex topics in the areas of sole proprietorships, corporations, partnerships and limited liability entities; accounting periods and methods; ethics, tax research and tax planning to be integrated throughout the course.

### ACCT 442. Advanced Studies in Special Topics (3)

*Prerequisites:* Grades of "C" or higher in ACCT 352 and 440; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Examination of federal tax procedures, income taxation of fiduciaries, estates and trust, estate and gift taxation, ERISA, pensions, deferred compensation and ethical issues related thereto.

### ACCT 450. Advanced Financial Accounting (3)

*Prerequisites:* Grades of "C" or higher in ACCT 352; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Accounting applications for specialized areas: partnerships, business combinations, consolidated financial statements, foreign currency transactions and translation, governmental and not-for-profit organizations.

### ACCT 460. Auditing Principles (3)

*Prerequisites:* Grades of "C" or higher in ACCT 351, 351COM and 352; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. (ACCT 352 may be taken concurrently). Emphasizes the auditor's decision making process. Focuses on audits of domestic and multinational corporations for financial reporting purposes. Topics include attestation theory, theory of evidence, auditing standards, auditing reports, ethics, control structure and environment, risk assessment, sampling, analytical procedures, audit planning and documentation.

**ACCT 470. Strategic Cost and Profit Management (3)**

*Prerequisites:* ACCT 230, BUS 302/L; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Completion of all required 300-level business courses highly recommended.* Critical role of cost and management accounting data in executing corporate strategy and in managing the strategic variables such as cost, quality and time while remaining a good corporate citizen. How to analyze cost structure, select the right tools for cost, quality and time management, capture the essence of strategy into a profit plan and manage change by focusing on behavioral and cultural factors. The requirement of strategic profit management of an external value chain focus in which both the supply chain and the customer interfaces are managed.

**ACCT 492CS. VITA Service Learning Coordinator (3)**

*Prerequisites:* ACCT 392CS and good academic standing; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* Under the direction of the VITA program faculty sponsor, coordinates with IRS and FTB to establish training materials, evaluates training outcomes, maintains inventory of forms, establishes qualified sites and analyzes results by location, student and type of client served.

**ACCT 493CS. VITA Service Learning Administrator/Director (4)**

*Prerequisites:* ACCT 492CS; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* Under the supervision of the VITA program faculty sponsor, serves as a project manager for one of the major VITA functions. Responsible for documenting procedures, problem solving in area of control, analysis of area results and recommendations for system improvements.

**ACCT 495. The Strategic Role of Accounting (3)**

*Prerequisites:* Grades of "C" or higher in ACCT 352, 440 and 460; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* Seminar that integrates previously learned accounting and business concepts. Focuses on how organizational strategy in a changing global environment impacts the accounting function, including strategic issues relevant to analyzing, formulating and implementing organization-wide accounting policies and decisions. Emphasis on analysis, critical thinking and decision making in ambiguous situations characteristic of the practice of public accounting.

**ACCT 496A-Z. Experimental Topics Courses (3)**

*Prerequisites:* *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors.* Course content to be determined. See Schedule of Classes for current course offerings.

**ACCT 497A-Z. Special Topics in Accounting (3)**

*Prerequisites:* Grade of "C" or higher in ACCT 352. Innovative courses of study. Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**ACCT 498. Accounting-Field Assignments and Reports (1-6)**

Individual study pertaining to present or future career. Student must obtain approved employment. Consultation with employer and instructor determines program. A maximum of 12 units may be earned by combining Field Assignments and Reports (ACCT 498) and Independent Study (ACCT 499). Academic Internship course. (Credit/No Credit only)

**ACCT 499A-C. Independent Study Accounting (1-3)**

*Prerequisites:* *Consent of Department Chair and consent of an instructor to act as sponsor.* In order to do an Independent Study assignment in the College of Business and Economics, a student must have at least a 3.0 overall GPA and a 2.0 or higher GPA in all major courses. A student who does not meet these requirements will not receive credit for any ACCT 499. Admission is based on evidence of ability to pursue Independent Study in-depth and on approval of a project submitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. A maximum of 6 units of Independent Study (499) may be earned in the College of Business and Economics. A maximum of 12 units may be earned by combining Field Assignments and Reports (498) and Independent Study (499).

## Graduate

### ACCT 501. MBA Financial Accounting (3)

*Prerequisite:* Admission to a College of Business and Economics graduate program or consent of instructor. Study of financial reporting principles, structure of the balance sheet, income statement and statement of cash flows. Measurement principles for assets; liabilities and stockholders' equity; revenue and expenses. Covers management's responsibility for full and fair disclosure of financial information.

### ACCT 505. Financial and Managerial Accounting in Industry (3)

Study of financial practices relevant to particular industries. Includes general financial and managerial accounting processes, the recording and analysis of financial transactions and statements and the use of accounting data for planning and budgeting purposes. The course will include significant coverage of topics specific to the industry of emphasis. For example, for the Masters in Music Industry Studies, the course will include a survey of music industry income and royalty streams (performance, mechanical, synchronization, copyright), licensor/licensee accounting, inventory and tax issues. If no particular industry focus is needed, the course will include a survey of industries with unusual, specialized or atypical accounting practices.

### ACCT 542. Introduction to Federal Tax Procedure (3)

*Prerequisite:* ACCT 440. This course provides students with an introduction to the procedural aspects of dealing with the Internal Revenue Service. The course will introduce the students to, among other things, the organization of the IRS, investigative authority of the IRS, tax audits, administrative penalties, administrative appeals, tax collection, federal tax crimes, refund claims, examination of returns, ethics in the practice of tax, tax practitioner privileges and statute of limitation and assessments. This course provides the students with the opportunity to apply the materials learned in the course through clinical exercises in the community.

### ACCT 610. Tax Research and Communication (3)

Students will develop critical skills in researching and critically interpreting tax authority. They will also acquire and develop the specialized oral and written communication skills needed to interact internally and externally with clients and government agencies. This course also will introduce students to the professional responsibilities and ethical dilemmas that face tax practitioners in today's challenging and increasingly complex professional environment.

### ACCT 611. Ethics and Communications for Accounting Professionals (3)

*Prerequisite:* ENGL 205 *Bor equivalent.* Explores ethics in the accounting profession. Emphasizes theories of ethics and their applications; the California State Board of Accountancy's rules of ethics; the AICPA's Code of Professional Conduct; implications of the Sarbanes-Oxley Act; and ethical conditions required by the Securities and Exchange Commission. Through a series of cases, students develop their oral- and written-communication skills. Focus is on developing a functional approach to professional communication. Presents strategies for researching, organizing, analyzing and presenting information in an accounting context.

### ACCT 615. Contemporary Issues in Accounting (3)

*Prerequisites:* ACCT 352 and 460 or equivalents. Examines contemporary issues confronting accountants, businesses and their stakeholders. Such topics as accounting theory, basic research methodology in accounting, issues in SEC reporting, segment reporting and issues in international accounting will be examined. Students are expected to achieve a thorough understanding of selected contemporary issues in accounting and will develop an ability to critically analyze these issues. Students are expected to be familiar with the concepts of theory development,

theories of accounting policy choice, the measurement of income and the societal use of accounting information.

### ACCT 620. Income Tax Concepts and their Business Applications (3)

This course covers basic tax law concepts that affect business and investment management situations. Topics include tax alternatives in business organizations, tax policy management, and compliance with government directives.

### ACCT 623. International Accounting (3)

*Prerequisite:* ACCT 352 or instructor consent. Examination of the environmental factors affecting accounting concepts and standards. Differences in the cultural, social, political, legal and economic conditions as they affect accounting concepts and standards.

### ACCT 624. Advanced Auditing and Assurance Services (3)

*Prerequisites:* Prerequisites: ACCT 352 and 460 or equivalents. Auditing theory and practices; auditing standards; SEC (Securities and Exchange Commission) and stock exchange regulations; auditor's legal liability; statement trends and techniques. Concepts and principles governing independent professional services that provide assurance on the reliability and relevance of information, including financial statement information.

### ACCT 626. Managerial Cost Accounting Seminar (3)

*Prerequisite:* ACCT 380 or equivalent. Focuses on how cost-management information helps managers make tactical and strategic decisions for profit planning and control. Emphasizes the topics of cost and management accounting that help firms compete more effectively.

### ACCT 628. Financial Statement Analysis and Valuation (3)

*Prerequisites:* ACCT 352 and 460 or equivalents. Explores comprehensive financial statement analysis and the valuation framework that integrates strategy, financial reporting and financial analysis/valuation. This framework and tools are then used to do fundamental financial statement analysis. Topics include models of shareholder value, comparison of accounting and cash flow approaches to valuation and the analysis of profitability, growth and value generation in firms.

### ACCT 629. Income Taxation of Corporations and Shareholders I (3)

Income tax principles relating to organization, capital structure and operations of a corporation are examined, as well as the tax effects of corporate distributions, stock redemptions and liquidations on shareholders.

### ACCT 631. Income Taxation of Corporations and Shareholders II (3)

This continuation course examines tax principles involved in the division, reorganization, combination and affiliation of corporations, as well as the tax effects of these actions on shareholders.

### ACCT 632. Accounting Issues in Select Industries (3)

*Prerequisites:* ACCT 611, 615; IS 630. Examines financial accounting and reporting issues in select industries. The specific topics covered will depend on the industries selected for a particular semester. Regardless of specific industry, the course will contain a section addressing ethical issues in accounting for the industry.

### ACCT 633. Income Taxation of Partnerships (3)

Students learn about the tax principles that apply to the formation, operation and liquidation of partnerships, including the effects of the transfer of partnership interests and transactions between the partnership and its partners.

### ACCT 634. Forensic Accounting (3)

*Prerequisites:* ACCT 611, 615; IS 630. Explores the conduct of fraud examinations, including a discussion of specific procedures used in foren-

sic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for other assets irregularities, financial statement fraud, fraud examination reporting and the role of the accountant in litigation.

**ACCT 635. Income Taxation of Estates and Trusts (3)**

This course focuses on the income tax principles involved in the operation of estates and trusts, including special types of trusts such as grantor and employee trusts. The taxation of grantors, descendants and beneficiaries is also explored.

**ACCT 636. Accounting for Governmental and Non-Profit Entities (3)**

*Prerequisites:* ACCT 611, 615; IS 630. Provides comprehensive coverage of the budgeting, accounting and financial reporting for governmental and not-for-profit entities. Covers the specialized accounting, reporting and auditing requirements applicable to governmental and not-for-profit organizations, performance evaluation and related ethical issues. Topics include governmental accounting, fund allocation, government-wide reporting, governmental performance measures and not-for-profit accounting.

**ACCT 637. Taxation of Foreign Transactions and Taxpayers (3)**

This course provides students with an understanding of taxation of foreign income of U.S. citizens and corporations, taxation of foreign persons and corporations on their income from U.S. sources and tax considerations in organizing foreign business operations.

**ACCT 640. Accounting Methods and Periods (3)**

This course covers comparative principles of tax and financial accounting as they relate to individuals, corporations, partnerships, estates and trusts. The allocation of income tax expense for financial statement purposes is also examined.

**ACCT 645. Federal Tax Procedure (3)**

Administrative procedures for settling tax controversies, rules governing tax collection and criminal prosecution, and the rights of taxpayers are among the topics explored in this course.

**ACCT 650. Contemporary Tax Planning Issues Seminar (2)**

Students participate in a seminar focusing on contemporary tax planning issues affecting local industries.

**ACCT 661. State and Local Taxes (3)**

Students gain an understanding of the structure of state and local taxes; the principles governing income, sales, property and other taxes levied by state and local governments; and the interrelationship of state, local and federal taxes.

**ACCT 668. Selected Topics in Taxation**

*Prerequisites:* Acct 610, Acct 620. This course provides students with an opportunity to learn about specialized and emerging topics in the field of taxation.

**ACCT 692A-Z. Selected Topics in Accounting (3)**

*Prerequisite:* ACCT 611, 615; IS 630. The exploration of new/current topics being debated by the accounting profession or the study of accountancy through alternative means (e.g., systems theory, language and communication, literature/film). Selected topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**ACCT 698A. Tax Clinic (1)**

*Prerequisites:* ACCT 610, 620, 631, 633, 640, 645. This course provides students with the opportunity to integrate the materials learned in the entire program through clinical exercises. This course provides valuable clinical skills to the students. The Tax Clinic requires students to assist a small business facing an audit by the Internal Revenue Service or other government agency. The assistance would involve significant tax research and writing. Students in the Federal Tax Clinic represent business taxpayers in controversies with the IRS. Students will work in teams to represent taxpayers involving examinations, administrative appeals, collection matters and cases before the United States Tax Court.

**ACCT 698B. Tax Challenge Project (1)**

*Prerequisites:* ACCT 610, 620, 631, 633, 640, 645. This course provides students with the opportunity to integrate the materials learned in the entire program through simulated clinical exercises. The Challenge Project requires students to conduct in-depth tax research relating to a complex and simulated tax-case problem, as well as draft and present a report analyzing the issues and proposing a sound course of action.

**ACCT 698C. Graduate Thesis (3)**

*Prerequisites:* ACCT 611, 615; IS 630; Approval of Department Chair or designee. A culminating experience course in the M.S. in Accountancy program. Preparing and writing a Master's thesis under supervision of a faculty thesis advisor.

**ACCT 698D. Graduate Project (3)**

*Prerequisites:* ACCT 611, 615; IS 630; Approval of Department Chair or designee. A culminating experience course in the M.S. in Accountancy program. Planning and performing a graduate-level project under supervision of a faculty advisor.

**ACCT 699. Independent Study-Accounting (3)**

*Prerequisites:* Permission of Graduate Advisor and Department Chair. No more than 6 units of Independent Study may be taken in any one department, and no more than six units may be taken in the College of Business and Economics without prior approval of the Dean. Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course.

## B.S. Business Administration (B.S.B.A.) Business Law Option

College of Business and Economics

**Chair: Melanie Stallings Williams, J.D.**

**Department of Business Law**

**Juniper Hall (JH) 3121**

**(818) 677-2905**

**[www.csun.edu/blaw](http://www.csun.edu/blaw)**

### Staff

Evelyn S. Garcia

### Faculty

Michael E. Chaplin, Carol A. Docan, Nina Golden, Kim R. Greenhalgh, Penelope R. Jennings, Kurt M. Saunders, Sherry Tehrani, Melanie Stallings Williams, Bruce Zucker, Kiren Dosanjh Zucker

### Emeritus Faculty

George Baechtold, Steven A. Freeman, Henry B. Niles, Leonard J. Rymysza, Thomas J. Shannon, Robert A. Sternberg

### Degree Programs

**B.S.B.A., Option in Business Law**

**Minor in Business Law**

### Mission

The mission of the Department of Business Law is to enable students, through excellence in teaching, to recognize and analyze legal issues arising in the business environment.

### The Option

The Department of Business Law Department offers a course of study leading to a B.S. Degree in Business Administration with an option in Business Law. This program prepares students to analyze complex problems, think critically and communicate effectively while learning the legal principles pertinent to making business decisions.

### Careers

The Business Law option is valuable preparation for careers in a variety of fields, including governmentally regulated industries, for example banking, insurance, securities and real estate. It is also useful for careers in risk management, contract administration, public affairs, finance, management, legal and judicial support services and employment relations. It is well suited for students who plan careers in industries that are highly regulated, for example banking, insurance, securities, health care and real estate. It is useful for entrepreneurs. It is focused on the legal applications of business decisions, and so is useful in a variety of careers.

### Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

### Faculty Mentors

All faculty are attorneys who are available to advise and counsel students who are considering law school. All department faculty are available during their scheduled office hours to advise students during the semester, with assigned department faculty available during registration periods. Information regarding law school and legal careers is available on the department website.

### Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division courses and 19 units of common Upper Division courses.

### Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

### Special Grade Requirements

Transfer students should be aware that no grade lower than a "C" will be accepted from another institution to satisfy Department or College of Business and Economics requirements.

### Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

### Student Learning Outcomes of the Undergraduate Program

Classes are taught using the Socratic method with its goal of participatory learning and the development of reasoning skills. This active learning process requires students to articulate their analysis, to develop and defend positions, to think critically and to engage in problem-solving. Students learn to formulate an effective legal analysis by synthesizing information, identifying legal issues, distinguishing relevant from irrelevant facts, using facts and law to support argument, reasoning by analogy and reaching conclusions based on analysis. In addition, students in all courses study ethical issues in a business context, with actual topics dependant on course content.

### Requirements for the Bachelor of Science in Business Administration, Option in Business Law

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in the course.

#### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or higher-level math with a grade of "C" or higher.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.

#### 2. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

### 3. Upper Division Required Courses for the Option in Business Law (24 units)

|   |         |  |
|---|---------|--|
| BLAW  | 308     | Business Law II (3)                              |
| Business Law Elective units (15 units): ECON 365 or 411 may be taken for 3 of the units (unless that course has already been taken to satisfy the Business Breadth Requirement). Students are encouraged to take an experiential-learning (service-learning or internship) course. One service-learning course or internship course in the college or University (from outside the Department) may be taken for 3 of the units in the option with approval of the department chair. |         |  |
| BLAW  | 368     | Law, Business and Ethics (3)                     |
| BLAW  | 391     | Women and the Law (3)                            |
| BLAW  | 409     | Wills, Estates and Trusts (3)                    |
| BLAW  | 428     | International Business Law (3)                   |
| BLAW  | 430     | Marketing Law (3)                                |
| BLAW  | 450     | Intellectual Property Law (3)                    |
| BLAW  | 451     | Entertainment Business Law (3)                   |
| BLAW  | 480     | Commercial Transactions Law (3)                  |
| BLAW  | 481     | Real Estate Law (3)                              |
| BLAW  | 485     | Labor and Employment Law (3)                     |
| BLAW  | 495     | Advanced Topics in Business Law (3)              |
| BLAW  | 496 A-Z | Experimental Topics Courses–Business Law (3)     |
| BLAW  | 498 A-C | Field Assignments and Reports–Business Law (1-6) |
| BLAW  | 499     | Independent Study-Business Law (3)               |
| ECON  | 365     | Law and Economics (3)                            |
| ECON  | 411     | Economics of Antitrust and Regulation (3)        |

### 4. Business Breadth Requirement (6 units)

Select two additional 300- or 400-level courses offered in the College of Business and Economics, excluding courses offered by the Department of Business Law. Alternative classes may be substituted by petition upon the Department Chair's approval.

### 5. General Education (35 units)

Of the 48 units of the General Education requirement, 13 units are satisfied by the following courses: MATH 103 satisfies 3 units of the Basic Skills mathematics requirement; ECON 160 and 161 satisfy 6 units of Social Sciences; BLAW 280 satisfies 3 units of Lifelong Learning; and COMP 100 satisfies 1 additional unit.

### 6. Additional units (15 units)

These are unrestricted elective units.

## Minor in Business Law

The Business Law Minor allows non-Business Law majors the opportunity to pursue studies in Business Law. The minor is not available to Business Law option students.

Requirements for the Minor

#### 1. Required Courses (9 units)

|      |     |                              |
|------|-----|------------------------------|
| BLAW | 280 | Business Law I (3)           |
| BLAW | 308 | Business Law II (3)          |
| BLAW | 368 | Law, Business and Ethics (3) |

#### 2. Elective Courses (9 units)

Students must successfully complete 9 additional units of Upper Division Business Law courses from the following:

|      |     |                                 |
|------|-----|---------------------------------|
| BLAW | 391 | Women and the Law (3)           |
| BLAW | 409 | Wills, Estates and Trusts (3)   |
| BLAW | 428 | International Business Law (3)  |
| BLAW | 430 | Marketing Law (3)               |
| BLAW | 450 | Intellectual Property Law (3)   |
| BLAW | 451 | Entertainment Business Law (3)  |
| BLAW | 480 | Commercial Transactions Law (3) |

|      |         |  |
|------|---------|--|
| BLAW | 481     | Real Estate Law (3)                              |
| BLAW | 485     | Labor and Employment Law (3)                     |
| BLAW | 495     | Advanced Topics in Business Law (3)              |
| BLAW | 496 A-Z | Experimental Topics Courses–Business Law (3)     |
| BLAW | 498 A-C | Field Assignments and Reports–Business Law (1-6) |
| BLAW | 499     | Independent Study-Business Law (3)               |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>18</b> |
|---------------------------------|-----------|

## Course List

### BLAW 108. The Citizen and Civil Law (3)

Not open to Business majors. This course is designed to introduce the student to aspects of the legal environment, including wills and inheritance, torts, contracts, landlord-tenant and other real estate problems, dissolution of marriage and other family problems, business organizations, checks and promissory notes, and consumer credit. (Available for General Education, Lifelong Learning.)

### BLAW 280. Business Law I (3)

*Prerequisites:* Completion of Lower Division writing requirement; *Sophomore standing.* Study of the role of law in business, including the study of legal institutions and their role in facilitating and regulating business. Includes a study of the legal system, civil litigation, torts and the formation and performance of contracts. (Available for General Education, Lifelong Learning.)

### BLAW 308. Business Law II (3)

*Prerequisite:* BLAW 280. *Corequisite/Prerequisites for Business majors:* BUS 302/L. Study of the role of law in business, including the study of legal institutions and their role in facilitating and regulating business. Topics include agency and employment law, the various forms of business organizations and securities law.

### BLAW 368. Law, Business and Ethics (3)

*Prerequisite:* BLAW 280. *Corequisite/Prerequisites for Business majors:* BUS 302/L. Study of law, ethics and values in the business environment. The course will examine the ethical issues managers face in organizations within the context of values and law. Students are taught to recognize ethical issues, identify bias, examine values, explore the role of ethics in the workplace, understand the legal environment in which ethical issues arise and consider the role of professional standards in the context of business ethics. Students will learn ethical frameworks with which to analyze ethical problems and decisions. The course uses the case method to provide a process- and problem-solving orientation, to apply ethical theory to business situations, to analyze problems in the context of legal and regulatory frameworks and to provide a basis to internalize knowledge, growth and experience. Students learn skills of critical thinking. (Available for General Education, Lifelong Learning.)

### BLAW 391. Women and the Law (3)

*Prerequisites:* Completion of Lower Division writing requirement; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Recommended Corequisites or Preparatory for Business majors:* BUS 302/L. Study of several areas of law affecting the past and current legal status of women. Includes constitutional law, employment law and health law. (Available for General Education, Comparative Cultural Studies.)

**BLAW 409. Wills, Estates and Trusts (3)**

*Prerequisites:* BLAW 280; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Introduction to the law of wills, estates, trusts and other areas connected with estate planning. Considers the nature of property, joint ownership of property, the validity and probate of wills, inheritance under the laws of interstate succession and the laws governing the establishment and administration of trusts. Also considers the law of estate taxation.

**BLAW 428. International Business Law (3)**

*Prerequisites:* BLAW 280; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Study of the legal environment for international commercial transactions, including an analysis of major Western and non-Western legal traditions and the supranational law of the European Community; a detailed analysis of the negotiation, formation, enforcement and financing of international sales contracts; an analysis of international trade regulation, analysis of methods of regulating global competition and of the protection of business property rights in international transactions.

**BLAW 430. Marketing Law (3)**

*Prerequisites:* BLAW 280; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. This course explores the legal aspects of marketing strategy. The course considers the legal aspects of product ownership, distribution and competition, including liability aspects of particular business practices. Students study federal and state law related to consumer protection, products liability, warranties, trade secrets and unfair competition, selected topics in antitrust law (including pricing strategy, price fixing, predatory pricing, discriminatory pricing) and marketing channel strategy (including resale price maintenance, territorial and customer restrictions, exclusive dealing and refusal to deal), franchise law and limits on market dominance. Throughout the course, the contrast between U.S. and international entities is explored, with particular examination of foreign licensing, distribution, liability and enforcement issues.

**BLAW 450. Intellectual Property Law (3)**

*Prerequisites:* BLAW 280; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Exploring the law of patents, copyrights, trademarks, trade secrets and related forms of intellectual property protection. Considered will be the nature of intellectual property rights and the scope of protection for various subject matter, including international and trade aspects relating to technology protection and transfer; the enforcement of intellectual property rights and remedies for infringement or misappropriation of such rights; and practical strategies for intellectual property development, management and licensing in the modern business environment, both domestically and internationally.

**BLAW 451. Entertainment Business Law (3)**

*Prerequisites:* BLAW 280, 308; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. This course covers the recurring legal problems that arise in the business context of the entertainment industry and the legal relationships between the parties involved in the film, television, theater, music and online entertainment fields. In particular, the course will address tort law issues, including defamation, invasion of privacy and the right of publicity; intellectual property protection, including copyright and trademark law and the protection of ideas; contract law issues, including contract formation, contractual obligations and remedies; and government regulation of entertainment content and industry practices. International aspects of each of these areas will be emphasized.

**BLAW 480. Commercial Transactions Law (3)**

*Prerequisites:* BLAW 280, 308; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Study of those areas of law related to commercial business transactions, including commercial paper, negotiable instruments, secured transactions, bankruptcy and the law of sales.

**BLAW 481. Real Estate Law (3)**

*Prerequisites:* BLAW 280, 308; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Legal and business aspects of real property acquisition and ownership, involving the nature of property ownership, including the acquisition of titles, easements, leases and contracts, community property, joint tenancy, tenancy in common, brokerage and land-use regulation.

**BLAW 485. Labor and Employment Law (3)**

*Prerequisites:* BLAW 280, 308; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Examines the development of labor law in the U.S. from the early common law to the current legislation. Existing federal statutes regulating labor unions and labor relations will be studied in detail. These statutes are studied as they are applied and interpreted by the federal courts and by the National Labor Relations Board. In addition, this course examines topics in U.S. employment laws such as family leave, equal pay, wrongful discharge, employee defamation, employer-related immigration laws, privacy in the workplace, discrimination based on race, sex, national origin and religion, and other new developments.

**BLAW 495. Advanced Topics in Business Law (3)**

*Prerequisites:* BLAW 280, 308; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Selected advanced topics in business law are analyzed by means of readings, analysis of cases and problems, case studies and class discussion.

**BLAW 496A-Z. Experimental Topics Courses—Business Law (3)**

*Prerequisites:* BLAW 280; BUS 302/L for Business majors; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Course content to be determined. (See subtitles in appropriate Schedule of Classes.)

**BLAW 498A-C. Field Assignments and Reports—Business Law (1-6)**

*Prerequisites:* BLAW 280 or the equivalent with a grade of "C" or better; BUS 302/L for Business majors; CSUN cumulative GPA of 3.0 or higher; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Individual study must pertain to career goals. Students must have active, approved employment. Consultation with employer and instructor determines the program. A maximum of 6 units may be earned by combining Field Assignments and Reports (BLAW 498) and Independent Study (BLAW 499). (Credit/No Credit only)

**BLAW 499A-C. Independent Study—Business Law (1-3)**

*Prerequisites:* BLAW 280 or the equivalent with a grade of "C" or better; BUS 302/L for Business majors; Minimum 3.0 overall GPA; Minimum 2.0 GPA in all major courses; Minimum 2.0 GPA in option courses; Consent of Department Chair and consent of an instructor to act as sponsor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Enrollment is based on evidence of ability to pursue Independent Study in-depth and on approval of a project submitted at the time of registration. Regular progress meetings and reports are required before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. A maximum of 6 units may be earned by combining Independent Study (BLAW 499) and Field Assignments and Reports (BLAW 498).

## Graduate

Graduate courses are open only to selected Classified and Conditionally Classified graduate students. To determine their eligibility for enrollment, students majoring in areas other than business must consult with the Director of Graduate Programs of the College of Business and Economics.

### BLAW 508. MBA Law in the Business Environment (3)

*Prerequisite:* Graduate standing. Study of the role of law in business, including the study of legal institutions and their role in facilitating and regulating business. Includes a study of the legal system, civil litigation, torts and the formation and performance of contract, agency and employment law, the various forms of business organizations and securities law.

### BLAW 651. Entertainment Business Law (3)

*Prerequisites:* BLAW 508 or 280; Graduate standing. This course covers the recurring legal problems that arise in the business context of the entertainment industry and the legal relationships between the parties involved in the film, television, theater, music and online entertainment fields. In particular, the course will address tort law issues, including defamation, invasion of privacy and the right of publicity; intellectual property protection, including copyright and trademark law and the protection of ideas; contract law issues, including contract formation, contractual obligations and remedies; and government regulation of entertainment content and industry practices. International aspects of each of these areas will be emphasized.

### BLAW 690. Seminar in Business Law (3)

*Prerequisite:* BLAW 508. Selected advanced topics in business law are analyzed by means of readings, analysis of cases and problems, case studies and class discussion.

### BLAW 699. Independent Study–Business Law (3)

*Prerequisites:* Permission of Graduate Advisor and Department Chair. No more than 6 units of Independent Study may be taken in any single department and no more than 6 units may be taken in the College of Business without prior approval of the Dean. Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course.

## Global Supply Chain Management Option

College of Business and Economics

Chair: Ali Behnezhad

Department of Systems and Operations Management

Juniper Hall (JH) 3121

(818) 677-2470

[www.csun.edu/som](http://www.csun.edu/som)

*Staff*

Vanessa Sutton

*Faculty*

Ardavan Asef-Vaziri, Ali Behnezhad, Brian Connett, Jun-Yeon Lee, Seung-Kuk Paik, Stephen Samaha

Degree Program

**B.S.B.A. Option in Global Supply Chain Management**

The Option

Global Supply Chain Management, also known as the value chain or logistics network management, consists of a network of suppliers, manufacturers, warehouses, distribution centers, wholesalers and

retailers. It also includes a variety of specialized facilitating systems such as transportation and information systems. The Global Supply Chain Management option develops an understanding of the design, control and operation of supply chains.

### Careers

The Global Supply Chain Management Option prepares our students for every area of supply chain activity needed. Job opportunities in supply chain management are anticipated to increase significantly during the next decade. These include sourcing and procurement, transportation, warehousing, materials handling, order processing and customer value analysis, technology design and application, demand planning and distribution, and logistics management.

### Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

### Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division courses and 19 units of common Upper Division courses.

### Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

### Special Grade Requirements

Transfer students should be aware that no grade lower than a “C” will be accepted on transfer from another institution to satisfy College of Business and Economics requirements.

### Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN

### Requirements for the Bachelor of Science in Business Administration, Option in Global Supply Chain Management

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in the course.

#### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or a higher level mathematics course must be completed with a grade of “C” or better.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.



**2. Common Upper Division Business Core (19 units)**

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

**3. Breadth Courses: Communication Foundations (3 units)**

Select one of the following:

|      |     |                                    |
|------|-----|------------------------------------|
| ENGL | 306 | Reporting Writing (3)              |
| ENGL | 407 | Composition and the Profession (3) |
| BLAW | 308 | Business Law II (3)                |

**4. Required Global Supply Chain Management Courses (15 units)**

|         |     |   |
|---------|-----|---|
| IS      | 312 | Information Systems for Business (3)        |
| MKT/SCM | 447 | Logistics and Transportation Management (3) |
| MKT/SCM | 442 | Business to Business Marketing (3)          |
| SCM/SOM | 416 | Supply Chain Management (3)                 |
| SCM     | 492 | Supply Chain Management Strategy (3)        |

**5. Global Supply Chain Management Option Elective Courses (6 units)**

Select two of the following:

|      |                    |   |
|------|--------------------|---|
| ACCT | 470                | Strategic Cost and Profit Management (3)                              |
| BUS  | 491CS <sup>3</sup> | Small Business Consulting (3)   |
| or   |                    |   |
| SOM  | 498                | Field Assignments and Reports – Systems and Operations Management (3) |
| MKT  | 346                | Marketing Research (3)  |
| MKT  | 443                | Retail Management (3)   |
| MKT  | 445                | International Marketing Management (3)                                |
| SOM  | 464                | Manufacturing Resource Planning (3)                                   |
| SOM  | 465                | Computer Based Models for Systems Analysis (3)                        |
| SOM  | 467                | Quality Management and Control (3)                                    |

<sup>3</sup>Senior Standing with a 3.0 or higher GPA. Other students will be considered with recommendation.

**Course List****SCM/MKT 442. Business to Business Marketing (3)**

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of “C” or higher) or consent of instructor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Analysis of the marketing structure for industrial products, including raw materials, installations, operating supplies, accessory equipment and fabricating materials. Buying motives and buying habits for industrial goods, major trade channels, research, pricing, advertising and legal aspects. The purchasing function. Buying by governmental agencies. Governmental regulation. (Crosslisted with MKT 442)

**SCM/MKT 447. Logistics and Transportation Management (3)**

*Prerequisites:* MKT 304 (Marketing majors just attain a grade of “C” or higher); Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Introduction to the management of firms that market transportation services; the managerial implications of the legal, economic and social environment. (Crosslisted with MKT 447)

**SCM/SOM 416. Supply Chain Management (3)**

*Prerequisite:* SOM 306; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. This course covers the fundamental concepts, principles and

tools associated with supply chain management. Topics include supply chain integration, logistics network configuration, inventory management, strategic alliances, procurement and outsourcing, warehousing, quality management, global logistics and the impact of information technology on supply chain management. Global implications will be discussed throughout the course. This course involves case studies, a simulation game and a culminating term project. (Cross listed with SOM 416.)

**SCM 492. Supply Chain Management Strategy (3)**

*Prerequisites:* SCM 416, 442, 447 or equivalent; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. This is a capstone course that integrates various aspects of supply chain management. Students will use their previous work in transportation, purchasing and quality processes to study current practices, which should lead to higher levels of customer satisfaction and lower delivery costs. Designed to give students more practice in standard business skills, especially communication skills, analytic problem solving and cross-disciplinary integration.

**Insurance and Financial Services Option**

College of Business and Economics

**Chair:** James P. Dow, Jr.

**Department of Finance, Real Estate and Insurance**

**Juniper Hall (JH) 3125**

**(818) 677-2459**

**[www.csun.edu/finance](http://www.csun.edu/finance)**

*Staff*

Janice Craig

**Degree Program**

**B.S.B.A., Option in Insurance and Financial Services**

**The Option**

The option in Insurance and Financial Services is specifically designed to prepare students for a career in the areas of the financial services industry—investments, insurance, securities and personal financial planning. Because many firms in the financial services industry are engaged in all of these areas, the option covers theoretical and practical knowledge of the various segments.

The Insurance and Financial Services option prepares our graduates for a wide variety of analytical, managerial or sales careers in the financial services industry. Analytical careers include employment in banking, insurance, investments and personal financial planning. Sales careers include employment in insurance, securities and mutual fund sales. Managerial careers include managerial employment in the financial services industry. The program also provides a solid foundation for a career in personal financial planning.

**Academic Advisement**

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

**Business Majors**

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27

units of common Lower Division courses and 19 units of common Upper Division courses.

### Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

### Special Grade Requirements

Transfer students should be aware that no grade lower than a “C” will be accepted on transfer from another institution to satisfy College of Business and Economics requirements.

### Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

### Admission to the Insurance and Financial Services Option

Insurance and Financial Services is an impacted program. Students seeking a major in Insurance and Financial Services may initially declare a major in Pre-Insurance and Financial Services while working to satisfy supplemental criteria, which requires completion of at least 60 units and a minimum cumulative GPA of 2.5. Students must qualify by the time they earn 90 units. Additionally, a grade of “C” or higher in FIN 303 is a prerequisite for all 400-level Finance (FIN) courses and selected 300-level Finance courses.

### Requirements for the Bachelor of Science in Business Administration, Option in Insurance and Financial Services

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in the course.

#### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or a higher level mathematics course must be completed with a grade of “C” or better.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.

#### 2. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

#### 3. Required Upper Division Courses for the Option in Insurance and Financial Services (6 units)

|  |     |                          |
|--|-----|--------------------------|
| BLAW   | 308 | Business Law II (3)      |
| Communication Course, select 3 units from the following: |     |                          |
| COMS   | 336 | Group Communication (3)  |
| COMS   | 443 | Rhetoric in Business (3) |

|      |     |                                       |
|------|-----|---------------------------------------|
| ENGL | 305 | Intermediate Expository Writing (3)   |
| ENGL | 306 | Report Writing (3)                    |
| ENGL | 407 | Composition and the Professions (3)   |
| PHIL | 305 | Business Ethics and Public Policy (3) |

In addition to the courses shown above, the student must complete an additional 18 units of required option specific courses.

#### 4. Upper Division Required Courses (9 units)

Note: Students who select the Insurance and Financial Services option may not also select the Bachelor of Science Degree in Finance.

|     |     |   |
|-----|-----|---|
| FIN | 336 | Principles of Insurance (3)                   |
| FIN | 352 | Investments I (3)                             |
| FIN | 442 | Theory and Practice of Financial Planning (3) |

#### 5. Insurance and Financial Services Option Elective Courses (9 units)

Select three of the following:

|      |                  |   |
|------|------------------|---|
| ACCT | 440 <sup>3</sup> | Taxation of Business Entities and Individuals (3) |
| ACCT | 441              | Advanced Studies in Taxation (3)                  |
| BLAW | 409              | Wills, Estates and Trusts (3)                     |
| ECON | 311              | Money, Banking and the Federal Reserve (3)        |
| FIN  | 338              | Real Estate Principles (3)                        |
| FIN  | 431              | Risk Management (3)                               |
| FIN  | 433              | Real Estate Finance (3)                           |
| FIN  | 434              | Life and Health Insurance (3)                     |
| FIN  | 438              | Management of Financial Institutions (3)          |
| FIN  | 440              | Retirement Planning and Employee Benefits (3)     |
| IS   | 312              | Information Systems for Business (3)              |

<sup>3</sup>ACCT 440 and 441 have additional prerequisites beyond the required courses shown below.

## Real Estate Option

### College of Business and Economics

Chair: James P. Dow, Jr.

Department of Finance, Real Estate and Insurance

Juniper Hall (JH) 3125

(818) 677-2459

[www.csun.edu/finance](http://www.csun.edu/finance)

Staff

Janice Craig

#### Degree Program

**B.S.B.A., Option in Real Estate**

#### The Option

The option in Real Estate covers both theoretical and practical aspects of real estate and provides an academic foundation for careers in real estate. Students completing the option in Real Estate will have satisfied most of the educational requirements for the California real estate broker's license and the real estate appraiser's license.

#### Careers

While the Real Estate option is designed for students with career interests in the various functional fields of real estate—brokerage, appraisal, finance, investment, development and asset management, as well as service areas such as escrow and title insurance—the skills with which students in the option will become familiar are applicable in virtually all business fields.

#### Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

## Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division courses and 19 units of common Upper Division courses.

## Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

## Special Grade Requirements

Transfer students should be aware that no grade lower than a "C" will be accepted upon transfer from another institution to satisfy College of Business and Economics requirements.

## Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

## Requirements for the Bachelor of Science in Business Administration, Option in Real Estate

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in the course.

### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or a higher level mathematics course must be completed with a grade of "C" or better.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.

### 2. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

### 3. Required Upper Division Courses, Option in Real Estate (6 units)

|  |     |                                       |
|--|-----|---------------------------------------|
| BLAW   | 308 | Business Law II (3)                   |
| Communication Course, select 3 units from the following: |     |                                       |
| ENGL   | 305 | Intermediate Expository Writing (3)   |
| ENGL   | 306 | Report Writing (3)                    |
| ENGL   | 407 | Composition and the Professions (3)   |
| PHIL   | 305 | Business Ethics and Public Policy (3) |
| COMS   | 323 | Group Communication (3)               |
| COMS   | 443 | Rhetoric in Business (3)              |

In addition to the courses shown above, the student must complete an additional 18 units of required option specific courses.

### 4. Upper Division Required Courses (18 units)

|      |     |                            |
|------|-----|----------------------------|
| BLAW | 481 | Real Estate Law (3)        |
| FIN  | 338 | Real Estate Principles (3) |
| FIN  | 433 | Real Estate Finance (3)    |
| FIN  | 439 | Real Estate Valuation (3)  |

**Real Estate Elective: Select 3 units of Finance courses (Does not include FIN 302)**

### Breadth and Perspective Course Requirements

Select 3 units from the following:

|      |     |                                      |
|------|-----|--------------------------------------|
| ECON | 310 | Price Theory and Applications (3)    |
| IS   | 312 | Information Systems for Business (3) |

## Systems and Operations Management Option

College of Business and Economics

**Chair: Ali Behnezhad**

**Department of Systems and Operations Management**

**Juniper Hall (JH) 3121**

**(818) 677-2470**

**[www.csun.edu/som](http://www.csun.edu/som)**

### Staff

Vanessa Sutton

### Faculty

Ardavan Asef-Vaziri, Ali Behnezhad, Avi Dechter, Gordon D. Johnson, Jun-Yeon Lee, Siva Sankaran, Seung-Kuk Paik, Elzbieta Trybus, Chi-Chuan Yao

### Emeritus Faculty

Paul Baum, Abe Feinberg, Richard E. Gunther, Albert J. Kinderman, John R. Miller, Ernest M. Scheuer, Richard Trueman, Thomas L. Wedel, Fadil H. Zuwaylif

### Department Advisory Council

Svetlana Averbukh (Project Management Institute), Scott Barrella (Nestlé USA), William J. Bellows (Pratt & Whitney Rocketdyne), Carole Elm (Pratt & Whitney Rocketdyne), Edward Garnett (Amgen), Hovic Ginosyan (Wellpoint Blue Cross of California), Bob Jacalone (Sierracin/Sylmar), Ellen Kane (The ACA Group; APICS), Diane Kulisek (Advanced Sterilization Products)

### Programs

**B.S.B.A. Option in Systems and Operations Management  
Minor in Quality Management and Assurance**

### The Option

The program focuses on developing skills for problem-solving, critical thinking, communication and the use of constantly changing technology. These skills are needed to deal with a variety of decisions made by managers in manufacturing, service and public organizations. These encompass strategic long-range decisions (such as product, service and process design, facility location and capacity planning), as well as operational decisions (such as project management, operations planning and scheduling, quality assurance, purchasing and inventory).

## Careers

The option in Systems and Operations Management prepares students for rewarding careers in a variety of industries such as aerospace, electronics, automotive, health care, airlines, transportation, biotechnology, software and banking. The range of positions includes quality management, project management, operations planning and scheduling, inventory and materials management, systems analysis and design, decision support systems and supply chain management.

## Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

## Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate, or Systems and Operations Management. All Business majors share 27 units of common Lower Division courses and 19 units of common Upper Division courses.

## Special Grade Requirements

Transfer students should be aware that no grade lower than a “C” will be accepted upon transfer from another institution to satisfy College of Business and Economics requirements.

## Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

## Requirements for the Bachelor of Science in Business Administration, Option in Systems and Operations Management

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in the course.

### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or a higher level mathematics course must be completed with a grade of “C” or better.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.

### 2. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory(1)           |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

### 3. Upper Division Required Courses, Option in Systems and Operations Management (15 units)

|     |     |   |
|-----|-----|---|
| IS  | 312 | Information Systems for Business (3)        |
| SOM | 307 | Data Analysis and Modeling for Business (3) |
| SOM | 464 | Manufacturing Resource Planning (3)         |
| SOM | 467 | Quality Management and Control (3)          |
| SOM | 485 | Decision Support Systems (3)                |

### 4. Communication Courses

Select 3 units from the following:

|      |     |                                       |
|------|-----|---------------------------------------|
| BLAW | 308 | Business Law II (3)                   |
| COMS | 443 | Rhetoric in Business (3)              |
| ENGL | 407 | Composition and the Professions (3)   |
| PHIL | 305 | Business Ethics and Public Policy (3) |

### 5. Select 6 additional units from the following:

|     |     |   |
|-----|-----|---|
| SCM | 447 | Logistics and Transportation Management (3)                           |
| SOM | 416 | Supply Chain Management (3)   |
| SOM | 466 | Project Management (3)  |
| SOM | 468 | Managing for Service Excellence (3)                                   |
| SOM | 498 | Field Assignments and Reports - Systems and Operations Management (3) |

**General Education:** Of the 48 units of the General Education requirement, 13 units are satisfied by the following courses: MATH 103 satisfies 3 units of the Mathematics requirement; ECON 160 and ECON 161 satisfy 6 units of Social Sciences; BLAW 280 satisfies 3 units of Lifelong Learning; and COMP 100 satisfies 1 additional Unit.

## Minor in Quality Management and Assurance

The Quality Management and Assurance minor allows non-Bachelor of Science in Business (BSBA) majors the opportunity to pursue secondary interests in Quality Management and Assurance. This minor is appropriate for both service and manufacturing organizations. The minor can be useful for careers in a variety of industries such as aerospace, electronics, automotive, health care, airlines, transportation, process industries, insurance, banking, government, education, fashion and recreation. This minor is not available to students majoring in Business Administration with an option in either Business Law, Financial Services, Human Resource Management, Real Estate, Supply Chain Management or Systems and Operations Management.

### 1. Required Courses (18 units)

|         |                  |   |
|---------|------------------|---|
| MKT     | 100 <sup>1</sup> | Conceptual Foundations of American Enterprise (3) |
| SOM     | 120              | Basic Business Statistics (3)                     |
| or MATH | 140              | Introductory Statistics (4)                       |
| SOM     | 306              | Operations Management (3)                         |
| SOM     | 467              | Quality Management and Control (3)                |

<sup>1</sup>MKT 100 satisfies three General Education units in Lifelong Learning.

**Each student must successfully complete any two of the following courses:**

|     |     |                                     |
|-----|-----|-------------------------------------|
| MKT | 304 | Marketing Management (3)            |
| PSY | 150 | Principles of Human Behavior (3)    |
| SOM | 416 | Supply Chain Management (3)         |
| SOM | 466 | Project Management (3)              |
| SOM | 468 | Managing for Service Excellence (3) |

## Course List

### SOM 120. Basic Business Statistics (3)

*Prerequisite:* MATH 103 or a higher-level mathematics course with a grade of "C" or higher. Basic elements of statistics for students in business and economics. Descriptive statistics, elements of probability, probability distributions (including normal), sampling distributions, statistical inference for means and proportions (including estimation and hypothesis testing), simple linear regression and correlation. Applications of these topics in business and economics are emphasized. The course requires assignments in which students are required to explain the results of statistical computations using personal computer software.

### SOM 306. Operations Management (3)

*Prerequisite:* SOM 120 or MATH 140. *Recommended Corequisite or Preparatory:* BUS 302/L. Discusses operational issues facing organizations and introduces operations management concepts and techniques. Students develop skills necessary to improve productivity and quality of operations in both manufacturing and service organizations. Topics include international competitiveness, quality assurance, forecasting, design and control of operations systems, creating value for the customer, project management and supply chain and inventory management.

### SOM 307. Data Analysis and Modeling for Business (3)

*Prerequisite:* SOM 120 or MATH 140. *Recommended Corequisite or Preparatory:* BUS 302/L. Statistical methods and stochastic models to support decision making by managers. Topics include: exploratory data analysis, probability distributions and assessment, expected value, variation, estimation of means and proportions, hypothesis testing for one and several populations, F test, chi-square test, simple and multiple regression and correlation, decision trees, waiting lines and simulation. Applications to business are emphasized. Written assignments based on computer software required.

### SOM/SCM 416. Supply Chain Management (3)

*Prerequisites:* SOM 306; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. This course covers the fundamental concepts, principles and tools associated with supply chain management. Topics include supply chain integration, logistics network configuration, inventory management, strategic alliances, procurement and outsourcing, warehousing, quality management, global logistics and the impacts of information technology on supply chain management. Global implications will be discussed throughout the course. This course involves case studies, a simulation game and a culminating term project. (Crosslisted with SCM 416.)

### SOM 464. Manufacturing Resource Planning (3)

*Prerequisites:* SOM 306 or MSE 304; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Planning and control systems for the management of production and operations. Topics include demand management and forecasting, Enterprise Resource Planning (ERP), supply chain management, inventory management, master production scheduling, Material Requirements Planning (MRP), capacity planning, just-in-time (JIT) production, activity sequencing and other current topics. Includes a term project as well as an in-depth case study using integrated manufacturing planning and control software such as Manufacturing Resource Planning (MRP II) or Enterprise Resource Planning.

### SOM 466. Project Management (3)

*Prerequisites:* SOM 120, 391 or MATH 140; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Introduction to the operations management of small, intermediate and large projects. The course surveys project

organization, staffing, planning and scheduling (PERT/CPM), control, budgeting and quality. The project environments, including international issues, are explored. Various project management software packages are utilized.

### SOM 467. Quality Management and Control (3)

*Prerequisites:* SOM 306 or MSE 304; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Application of total quality control for improvement of products and services, including both statistical techniques and managerial approaches. Control charts, quality costs, responsibility for quality, quality at the source, ethical issues and ISO 9000. International differences in philosophy of quality.

### SOM 468. Managing for Service Excellence (3)

*Prerequisites:* SOM 306; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Techniques learned will benefit service managers and entrepreneurs by improving skills in managing efficiency and quality. Students will learn concepts and tools useful for service management. Topics include service assessment, improvement and innovation, yield management, service technologies (including management of Internet businesses), quality and productivity and new service development. The course involves case studies as well as software applications.

### SOM 485. Decision Support Systems (3)

*Prerequisites:* SOM 306; IS 312; *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Concepts, development and application of Decision Support Systems (DSS) and related management support systems (Executive Information Systems and Expert Systems). Design framework and Management Science models for DSS. DSS development process and tools, user interface, evaluation and implementation. Study of recent development in model-based DSS applications with knowledge base enhancement. Class project designing prototype management support systems will be required.

### SOM 496A-Z. Experimental Courses—Systems and Operations Management (3)

*Prerequisite:* *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Course content to be determined. (See Schedule of Classes and Enrollment Guide.)

### SOM 498 A-C. Field Assignments and Reports Systems and Operations Management (1-6)

*Prerequisite:* *Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Individual study pertaining to present or future career. Student must obtain approved employment. Consultation with employer and instructor determines program. A maximum of 12 units may be earned by combining Field Assignments and Reports (SOM 498) and Independent Study (SOM 499). This is an Academic Internship course.

### SOM 499. Independent Study—Systems and Operations Management (1-3)

*Prerequisites:* *Consent of Department Chair and consent of an instructor to act as sponsor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. In order to do an Independent Study assignment in the College of Business and Economics, a student must have at least a 3.0 overall GPA, a 2.0 GPA in all major courses and a 2.0 GPA in his/her option courses. A student who does not meet these requirements will not receive credit for any SOM 499 that he/she may take. Admission is based on evidence of ability to pursue Independent Study in-depth and on approval of a project sub-

mitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course.

## Graduate

Graduate courses are open only to selected Classified and Conditionally Classified graduate students who have attained an acceptable score on the GMAT. To determine their eligibility for enrollment, students majoring in areas other than business must consult with the Director of Graduate Programs of the College of Business and Economics.

### **SOM 591. Statistics and Stochastic Models for Managers (3)**

*Prerequisite: Permission of the Director of Graduate Programs.* Statistical methods and stochastic models to support decision making by managers. Topics include: exploratory data analysis, probability distributions and assessment, expected value, variation, estimation of means and proportions, hypothesis testing for one and several populations, F test, chi square test, simple and multiple regression and correlation, time series and forecasting, decision trees, waiting lines and simulation. Applications in service organizations and small businesses are provided along with applications for production organizations and large businesses. A key element is a group project involving the application of one or more course topics to a current business problem.

### **SOM 666. Project Planning and Policy (3)**

*Prerequisite: SOM 591 or MSE 404 or 602.* The application of project planning methodology and modeling to problems in business. Extensive use will be made of the case method. Topics include project planning, scheduling, PERT/CPM, budgeting, Activity-Based Costing (ABC) and project management software. International issues will be explored.

### **SOM 667. Total Quality Management (3)**

*Prerequisite: SOM 591 or MSE 404 or 602.* Covers the meaning and the application of Total Quality Management (TQM) in production and service organizations. The underlying quality philosophies of Deming, Taguchi and others that have inspired the development of TQM are also covered. Application of these philosophies to current quality issues, namely responsibility for quality, role of inspection, supplier certification programs, ISO 9000, the Baldrige Award, just-in-time programs and ethical issues. Use of quality improvement tools, such as control charts, Pareto charts, cause and effect diagrams, process capability and design of experiments. International differences in quality. Actual business examples are introduced throughout the course.

### **SOM 685. Decision Support and Applied Expert Systems (3)**

*Prerequisite: SOM 591 or MSE 404 or 602.* Survey of applications, scope and recent development of Decision Support Systems (DSS) and related management support systems (Executive Information Systems and Expert Systems). Conceptual framework, design process and managing the initiation, evolution and implementation of management support systems. User involvement, evaluation and organizational integration. Decision-oriented DSS with knowledge base enhancement addressing real-world application will be required as a class project.

### **SOM 686. Seminar in Internationally Competitive Operations Management (3)**

*Prerequisites: SOM 591, or both 306 and 307.* Subjects include productivity and global competitiveness of modern enterprises, diagnostic studies of production strategies, managerial implications of advanced operations technologies of world-class organizations (Flexible Manufacturing Systems, Computer Integrated Manufacturing, Statistical Process Control and Total Quality Management). Also covered are in-depth case analyses of progressive U.S. and International firms addressing these issues. A team case project is a key course requirement.

### **SOM 699. Independent Study Systems and Operations Management (3)**

*Prerequisites: Permission of Graduate Advisor and Department Chair.* No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business without prior approval of the Dean. Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course. Note: See Graduate Business Interdepartmental Courses for GBUS 696D, 697D and 698D.

# Finance

## College of Business and Economics

**Chair: James P. Dow, Jr.**

**Department of Finance, Real Estate and Insurance**

**Juniper Hall (JH) 3125**

**(818) 677-2459**

**www.csun.edu/finance**

### Staff

Janice Craig

### Faculty

Donald Bleich, Mu-Sheng Chang, Hsin-Hui Chiu, James Chong, Vicentiu Covrig, James P. Dow Jr., M. Monica (Her) Hussein, William P. Jennings, Yanbo Jin, Daniel McConaughy, G. Michael Phillips, David T. Russell, Zhong-Guo Zhou

### Emeritus Faculty

Jay S. Berger, Sol S. Buchalter, David D. Cary, Chao Chen, Michael F. Dunn, Joseph J. Launie, Mary Jean Scheuer, Arthur Taitt, James J. Williams

## Degree Programs

**B.S., Finance**

**Minor in Finance**

**B.S.B.A., Insurance and Financial Services**

**B.S.B.A., Real Estate**

See *College of Business and Economics, Business Administration options section for B.S.B.A. Insurance and Financial Services, and B.S.B.A. and B.S.B.A. Real Estate Requirements*

## The Major

The Department of Finance, Real Estate and Insurance, in conjunction with the other departments in the College of Business and Economics, offers curricula leading to a Bachelor of Science Degree in Finance or a Bachelor of Science Degree in Business Administration with options in Real Estate or Insurance and Financial Services (listed separately). Students majoring outside of the department of Finance, Real Estate and Insurance may complete a Minor in Finance. The study of Finance consists of three interrelated areas: (1) capital markets, which deals with securities markets and financial intermediaries; (2) investments, which concerns the decisions of individual and business investors; and (3) financial management, which focuses on the actual management of firms. The major in Finance emphasizes both theoretical and practical approaches to these areas. As part of the curriculum, the Department offers elective courses in futures and options, real estate, insurance, risk management, international finance and an honors section of FIN 437, The Student Portfolio Management Class, where a small number of students manage a stock portfolio for the University Corporation.

## Careers

The major in Finance helps prepare our graduates for a wide range of career opportunities in all industries and sectors of the economy. Among the finance career fields are consulting, financial planning, financial management analysis, financial budget analysis and investments. Students graduating with a major in Finance receive among the highest average starting salaries of business graduates.

## Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

## Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division core courses and 19 units of common Upper Division core courses.

## Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

## Special Grade Requirements

Transfer students should be aware that no grade lower than a "C" will be accepted on transfer from another institution to satisfy College of Business and Economics requirements.

## Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

## Admission to the Finance Major

Finance is an impacted program. Students seeking a major in Finance may initially declare a major in Pre-Finance while working to satisfy supplemental criteria, which requires completion of at least 60 units and a minimum cumulative GPA of 2.5. Students must qualify by the time they earn 90 units. Additionally, a grade of "C" or higher in FIN 303 is a prerequisite for all 400-level Finance (FIN) courses and selected 300-level Finance courses.

## Requirements for the Bachelor of Science in Finance

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in the course.

### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup> MATH 103 or a higher level mathematics course must be completed with a grade of "C" or better.

<sup>2</sup> The 4-unit MATH 140 course also satisfies this requirement.

### 2. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

**3. Required Upper Division Courses Finance (6 units)**

BLAW 308 Business Law II (3)

**Communication Course, select 3 units from the following:**

COMS 323 Group Communication (3)  
 COMS 443 Rhetoric in Business (3)  
 ENGL 305 Intermediate Expository Writing (3)  
 ENGL 306 Report Writing (3)  
 ENGL 407 Composition and the Professions (3)  
 PHIL 305 Business Ethics and Public Policy (3)

In addition to the courses shown above, the student must complete an additional 18 units of required option specific courses.

**4. Upper Division Required Courses (18 units)**

FIN 352 Investments I (3)

FIN 355 Corporate Finance I (3)

**Finance Electives: Select 12 units of Finance courses***(Does not include FIN 102 or 302)***May include 3 units from the following:**

ACCT 440 Taxation of Business Entities (3)  
 ACCT 450 Advanced Financial Accounting (3)  
 BLAW 481 Real Estate Law (3)  
 ECON 310 Price Theory and Applications (3)  
 IS 312 Information Systems for Business (3)

**General Education:** 3 units of the mathematics requirement satisfy the Basic Skills, Mathematics requirement. BLAW 280 satisfies 3 units of the Lifelong Learning requirement. ECON 160 and 161 satisfy 6 units of the Social Sciences requirement. COMP 100 satisfies one additional Unit.

**Minor in Finance**

The Finance Minor allows non-finance majors the opportunity to pursue secondary interests in finance.

**Required Courses (15 units)**

ACCT 220 Introduction to Financial Accounting (3)

ECON 160<sup>1</sup> Principles of Microeconomics (3)*or*ECON 300<sup>1</sup> Economic Principles and Problems (3)

FIN 303 Financial Management (3)

FIN 352 Investments I (3)

SOM 120<sup>2</sup> Basic Business Statistics (3)**Elective Course (3 units)**

Each student must select one other Upper-Division three-unit Finance course (excluding FIN 102 and FIN 302).

<sup>1</sup>*Courses that also satisfy GE.*<sup>2</sup>*The 4-unit MATH 140 course also satisfies this requirement.*

|                                 |    |
|---------------------------------|----|
| <b>Total Units in the Minor</b> | 18 |
|---------------------------------|----|

**Course List****FIN 102. Financial Literacy (3)**

Covers basic financial terms and institutions and the tools necessary for students to make wise financial decisions. Topics covered include budgeting, borrowing, managing credit, financial planning and related topics. (Available for General Education, Lifelong Learning.)

**FIN 302. Personal Finance (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Examination of the concepts necessary for the rational allocation of personal resources. Emphasis is on the significant financial decisions facing each household during its life cycle. The role of financial institutions and governmental economic policy is evaluated in the context of their potential impact on personal financial planning. (Available for General Education, Lifelong Learning.) (IC)

**FIN 303. Financial Management (3)**

*Prerequisites: ACCT 220; ECON 160; SOM 120 (may be taken concurrently).* BUS 302/L are col/prerequisites for Business majors. Analysis of the financial decision making process of a firm from both internal and external points of view. Topics include valuation, working capital management, capital budgeting, financial forecasting, capital structure and sources of capital and dividend policy in both a domestic and international context.

**FIN 336. Principles of Insurance (3)**

*Prerequisites: BUS 302/L are prerequisites for Business majors.* Insurance as an economic and business institution. Survey of fire, marine, casualty and life insurance for those interested as potential customers, salespersons or brokers.

**FIN 338. Real Estate Principles (3)**

*Prerequisite: Upper Division standing.* Introductory survey of the field of real estate. Areas covered include real estate law, appraisal, brokerage, finance and investment.

**FIN 352. Investments I (3)**

*Prerequisite: Grade of "C" or higher in FIN 303.* BUS 302/L are prerequisites for Business majors. Survey of investments including corporate and government securities, real property and financial intermediaries. Survey of investment theory emphasizing security analysis, valuation and portfolio management.

**FIN 355. Corporate Finance I (3)**

*Prerequisite: Grade of "C" or higher in FIN 303.* BUS 302/L are prerequisites for Business majors. Advanced readings and case studies in current problems and trends in corporate financial policy formulation. Students will be required to analyze selected problems orally and in writing.

**FIN 359. Quantitative Finance I (3)**

*Prerequisite: Grade of "C" or higher in FIN 303.* BUS 302/L are prerequisites for business majors. Quantitative analysis of various problems in corporate finance and investments. Emphasis is placed on developing computer skills.

**FIN 425. Entrepreneurial Finance (3)**

*Prerequisites: Grade of "C" or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Examines the financial issues of starting a new company, raising funds and valuing and managing ongoing ventures

**FIN 430. International Financial Management (3)**

*Prerequisites: Grade of "C" or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Analysis of the international complexities of corporate financial management and investment strategies. Emphasis is placed on the nature of the close link between corporate financial management and developments in international financial institutions and international financial markets.

**FIN 431. Risk Management (3)**

*Prerequisites: FIN 336; Grade of "C" or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher.* BUS 302/L are prerequisites for Business majors. Analysis of the methods and procedures of dealing with risk in the firm, including the theoretical basis of insurance and self-insurance mechanisms. Consideration of the commercial insurance industry, its structure and regulation.



**FIN 433. Real Estate Finance (3)**

*Prerequisites:* FIN 338; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Analysis of the instruments, institutions, agencies and operations involved in the financing of real estate.

**FIN 434. Life and Health Insurance (3)**

*Prerequisites:* FIN 336; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. An examination of life insurance, health insurance, employee benefits and annuities. Study of regulation of life and health insurers, Social Security, retirement issues and other applications of life and health insurance contracts.

**FIN 436. Futures and Options: Theory and Strategy (3)**

*Prerequisites:* FIN 352; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Study of the structure of futures and options. The analysis will emphasize the theoretical framework of options and futures pricing models, practical financial implications and the mechanics of and economic rationale for futures and options markets.

**FIN 437. Advanced Topics in Finance (3)**

*Prerequisites:* FIN 352; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Selected issues in financial policy and investment strategy are analyzed by means of case studies, readings and class discussion.

**FIN 438. Management of Financial Institutions (3)**

*Prerequisites:* Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Examination of the principles, practices and procedures applicable to the operation and management of financial institutions. Includes analysis of the sources and uses of funds in the system and the federal and state regulatory structure.

**FIN 439. Real Estate Valuation (3)**

*Prerequisites:* FIN 338; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Analysis of the various determinants of real estate value and the methods used in practice to estimate such value. Economic factors affecting real estate value are emphasized and traditional valuation techniques are critically examined.

**FIN 440. Retirement Planning and Employee Benefits (3)**

*Prerequisites:* Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Provides knowledge of both public and private benefit and retirement plans. Public plans include Social Security, Medicare and Medicaid. Private plans include defined benefit and defined contribution plans and their regulatory provisions. Specifics of the various plans are analyzed as well as non-qualified deferred compensation plans. Issues individuals face in retirement, such as life-styles choices and medical issues also discussed. Available for graduate credit.

**FIN 442. Theory and Practice of Financial Planning (3)**

*Prerequisites:* FIN 352; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Financial theory and planning process includes data gathering, cash flow and

debt considerations, goal setting and objectives (including retirement and education funding), integration, plan formulation, tax consideration and implementation. Planning considerations also include ethical and legal issues.

**FIN 452. Investments II (3)**

*Prerequisites:* FIN 352; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Portfolio management and performance evaluation and topics related to pension and other institutional fund management. It includes applications to portfolio benchmarking as well as discussions of alternative investment approaches and products.

**FIN 455. Corporate Finance II (3)**

*Prerequisites:* FIN 355; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Advanced treatment of corporate finance. Topics covered include cost of capital, capital budgeting, capital structure and leverage, dividend and payout policy, corporate governance and corporate restructuring. Emphasis is on the real world applications.

**FIN 459. Quantitative Finance II (3)**

*Prerequisites:* Grade of “C” or higher in FIN 352, 355 and 359, or instructor’s permission; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Advanced quantitative skills used by financial professionals and researchers, including statistical estimation, simulation and Monte Carlo methods and optimization.

**FIN 462. Fixed Income Securities (3)**

*Prerequisites:* FIN 352; Grade of “C” or higher in FIN 303; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Introduction to the fixed-income markets and fixed-income securities. It covers the pricing and risk management of fixed-income products, as well as introduction to fixed-income derivatives.

**FIN 496A-Z. Experimental Topics Courses Finance (3)**

*Prerequisite:* Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Course content to be determined. (See subtitles in appropriate Schedule of Classes)

**FIN 498. Field Assignments and Reports—Finance (1-6)**

*Prerequisite:* Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Individual study pertaining to present or future career. Student must obtain approved employment. Consultation with employer and instructor determines program. A maximum of 12 units may be earned by combining Field Assignments and Reports (FIN 498) and Independent Study (FIN 499). Academic Internship course. (Credit/No Credit Only)

**FIN 499A-C. Independent Study (1-3)**

*Prerequisites:* Consent of Department Chair and consent of an instructor to act as sponsor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. In order to do an Independent Study assignment in the College of Business and Economics, a student must have at least a 3.0 overall GPA, a 2.0 GPA in all major courses and a 2.0 GPA in his option courses. A student who does not meet these grade point requirements will not receive credit for any FIN 499 that he/she may take. Admission is based on evidence of ability to pursue Independent Study in depth and on approval of a project submitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required

before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. A maximum of 6 units of Independent Study (FIN 499) may be earned in the College of Business and Economics. Further, a maximum of 12 units may be earned by combining Field Assignments and Reports (FIN 498) and Independent Study (FIN 499).

## Graduate Courses

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Graduate courses are open only to selected Classified and Conditionally Classified graduate students who have attained an acceptable score on the GMAT. To determine their eligibility for enrollment, students majoring in areas other than business must consult with the Director of Graduate Programs of the College of Business and Economics.

### **FIN 634. Seminar in Financial Institutions (3)**

*Prerequisite:* GBUS 502. Seminar analyzing financial institutions with an emphasis on the determination of prices and yields of financial assets and the economic effects of financial intermediation.

### **FIN 635. Seminar in Financial Theory and Policy (3)**

*Prerequisite:* GBUS 502. Examination of the theory of Finance and its application to financial management of business enterprise.

### **FIN 636. Seminar in Investment Analysis (3)**

*Prerequisite:* GBUS 502. Seminar in the fundamental and technical analysis of securities and capital markets. Applied financial analysis of firms and their securities; study of institutional forces in the security markets.

### **FIN 637. Seminar in Corporate Real Estate (3)**

*Prerequisite:* GBUS 502. Seminar analyzing the role of real estate in corporate decision making. Topics include real estate, finance, site selection, real estate evaluation and the effect of real estate decisions on shareholder wealth.

### **FIN 638. MBA Portfolio Management (3)**

*Prerequisite:* FIN 635 or consent of instructor. The course provides a select group of graduate students the opportunity to obtain real-world experience in the process of managing an investment portfolio. It will combine a comprehensive theoretical foundation with the challenge of managing a real stock portfolio. Students will take a team-oriented approach, with each group expected to research and formally present their investment ideas to the class. In addition, guest speakers from the industry will share their professional experiences with the class.

### **FIN 639. Seminar in Financial Problems (3)**

*Prerequisite:* FIN 635. Selected topics in corporate finance are examined in the context of the managerial decision process. Emphasis is placed on the application of the theory of finance to problems facing entrepreneurs, investors and managers.

### **FIN 699. Independent Study Finance (3)**

*Prerequisites:* Permission of Graduate Advisor and Department Chair. No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business without prior approval of the Dean. Only those graduate students who have a current GPA of 3.0 or higher may register in a 600-level Independent Study course. Note: See Graduate Business Interdepartmental Courses for GBUS 694B, 695B and 696B.

# Information Systems

College of Business and Economics

**Chair:** Paul J. Lazarony

**Associate Chair:** Rishma Vedd

**Department of Accounting and Information Systems**

**Juniper Hall (JH) 3123**

**(818) 677-2461**

**www.csun.edu/acctis**

## Staff

Sherry Saebfar, Ann Ward

## Faculty

Glen L. Gray, Paul J. Lazarony, David Liu, David W. Miller, Dat-Dao Nguyen, L. Richard Ye, Yue “Jeff” Zhang.

## Emeritus Faculty

Donna A. Driscoll

## Degree Programs

**B.S., Information Systems**

**Option in Business Systems**

**Option in Information Technology**

**Minor in Information Systems**

## Mission

The B.S., Information Systems (BSIS) degree offers educational opportunities to students with diverse backgrounds who are interested in Information Systems (IS). The program provides students a synthesis of technological and business knowledge to develop and integrate effective IS solutions that support management decision making and organizational strategies. The program prepares graduates for a variety of IS careers in business, government and non-profit organizations.

## The Major

The study of Information Systems (IS) centers on the effective use of information technology—computers and telecommunications networks—to support management decision making and corporate strategy, in addition to providing all necessary operational level support for an organization.

## Student Learning Outcomes of the Undergraduate Program

1. Our graduates are able to recognize and analyze ethical problems in organizational situations and select and defend a course of action.
2. Our graduates are able to effectively communicate complex information system and business concepts orally and in writing.
3. Our graduates are able to apply critical thinking and problem-solving skills when analyzing and solving information system and business problems.
4. Our graduates understand the individual and group dynamics of project teams.
5. Our graduates have knowledge of IS technology components and their interrelations.
6. Our graduates have the knowledge to implement information systems that support an organization's strategic objectives.
7. Our graduates develop skills through research in IS literature that will prepare them for life-long learning in the field.

## Careers

The IS program helps prepare graduates to assume such positions as systems analyst, application program developer, database administrator, network specialist and web developer. Information Systems career opportunities are available in a variety of industries, including consulting, banking, entertainment, health, media, education and technology.

## Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

## Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Real Estate, Systems and Operations Management, or Insurance and Financial Services. All Business majors share 27 units of common Lower Division core courses and 19 units of common Upper Division core courses.

## Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

## Special Grade Requirements

Transfer students should be aware that no grade lower than a “C” will be accepted upon transfer from another institution to satisfy College of Business and Economics requirements.

## Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

## Requirements for the Bachelor of Science Degree in Information Systems

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in each course. All IS majors must earn a “C” or higher in all IS courses.

### 1. Common Lower Division Business Core (21 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| SOM  | 120 <sup>1</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>The 4 unit Math 140 course also satisfies this requirement.

### 2. Upper Division Writing Proficiency Exam (UDWPE) Requirement

The successful completion of the Upper Division Writing Proficiency Exam (UDWPE) with a score of 8 or higher is a prerequisite for enrollment in all 400-level information systems and business courses.

### 3. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

**4. Required Information Systems Core Courses (22 units)**

|      |       |  |
|------|-------|--|
| COMP | 110/L | Introduction to Algorithms and Programming/Lab (3/1) |
| IS   | 312   | Information Systems for Business (3)                 |
| IS   | 431   | Systems Analysis and Design (3)                      |
| IS   | 435   | Business Data Communications and Networking (3)      |
| IS   | 441   | Database Management Systems (3)                      |
| IS   | 451   | Systems Development Project (3)                      |
| PHIL | 230   | Introduction to Formal Logic (3)                     |

**Select One of the Following Options:****A. Business Systems Option (ISBS) (25 units)**

|      |                  |  |
|------|------------------|--|
| COMP | 105BAS           | Computer Programming in Basic (1)      |
| IS   | 335              | Information Technology in Business (3) |
| MATH | 103 <sup>2</sup> | Mathematical Methods for Business (3)  |

<sup>2</sup>MATH 103 or higher level mathematics course must be completed with a grade of "C" or higher.

**Select 3 units from the following Upper Division business courses:**

|      |     |   |
|------|-----|---|
| ECON | 310 | Price Theory and Applications (3)       |
| MKT  | 346 | Marketing Research (3)                  |
| MKT  | 442 | Business to Business Marketing (3)      |
| MKT  | 448 | Internet Marketing (3)                  |
| MGT  | 450 | Organization Change and Development (3) |
| MGT  | 456 | Negotiation and Conflict Management (3) |
| MGT  | 458 | Decision Making and Creativity (3)      |

**Select 12 units from the following IS elective courses:**

|     |        |  |
|-----|--------|--|
| IS  | 455    | Advanced Application Development (3)           |
| IS  | 457    | Advanced Telecommunications and Networking (3) |
| IS  | 497A-Z | Special Topics—Information Systems (3)         |
| SOM | 485    | Decision Support Systems (3)                   |

**B. Information Technology Option (ISIT) (25 units)**

|               |                   |   |
|---------------|-------------------|---|
| COMP          | 122/L             | Computer Architecture and Assembly Language (1+1) |
| COMP          | 182/L             | Data Structures and Program Design and Lab (3+1)  |
| COMP          | 222               | Computer Organization (3)                         |
| COMP          | 282               | Advanced Data Structures (3)                      |
| COMP          | 380/L             | Introduction to Software Engineering and Lab (3)  |
| MATH          | 150A <sup>3</sup> | Calculus I (5)                                    |
| Free Elective |                   | (Select any University course) (2)                |

<sup>3</sup> MATH 103 or higher level mathematics course must be completed with a grade of "C" or higher.

**Select 3 units from the following courses:**

|      |       |                                   |
|------|-------|-----------------------------------|
| COMP | 450   | Societal Issues in Computing (3)  |
| COMP | 467   | Multimedia Systems Design (3)     |
| COMP | 480/L | Software System Development (2+1) |
| COMP | 485   | Human-Computer Interaction (3)    |

**5. General Education (33 units)**

Of the 48 units of the General Education requirement, 15 units are satisfied by Lower Division requirements. MATH 103/150 satisfies the 3 unit mathematics requirement in Basic Skills. ECON 160 and 161 satisfy the 6 units of Social Sciences. BLAW 280 satisfies 3 units of Lifelong Learning and PHIL 230 satisfies the 3 unit critical thinking requirement in Basic Skills.

**Minor In Information Systems**

The study of Information Systems (IS) bridges all functional areas of today's organizations. Business professionals need a thorough understanding of IS to be competitive in the job market. Since IS facilitates communications throughout every type of organization, a concentration of study would also be of interest to students majoring in degree programs throughout the University. The Information Systems minor is for (1) students within the College of Business and Economics (except for ISBS or ISIT majors) and (2) students throughout the University majoring in programs such as Communications, Geography, Graphic Design, Engineering, Health Science, Kinesiology, Journalism or any other program where a student feels a concentration of Information Systems courses would be useful for his/her career.

**1. Required Courses (21 units)**

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)        |
| COMP | 100 <sup>1</sup> | Computers: Their Impact and Use (3)             |
| IS   | 312 <sup>2</sup> | Information Systems for Business (3)            |
| IS   | 431 <sup>3</sup> | Systems Analysis and Design (3)                 |
| IS   | 435 <sup>3</sup> | Business Data Communications and Networking (3) |
| IS   | 441 <sup>3</sup> | Database Management Systems (3)                 |
| IS   | 451 <sup>4</sup> | Systems Development Project (3)                 |

<sup>1</sup>COMP 100 satisfies 3 units of General Education in Lifelong Learning.

<sup>2</sup>IS 312 has a prerequisite of ACCT 220

<sup>3</sup>IS 431, IS 435 and IS 441 have a prerequisite of IS 312

<sup>4</sup>IS 451 has prerequisites of IS 431 and IS 435

This minor is not available to Information Systems majors.

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>21</b> |
|---|-----------|

**Course List****IS 312. Information Systems for Business (3)**

*Prerequisite:* ACCT 220. A survey of information systems concepts, including information technology, business information systems and information system development and management. Preparation of group and individual projects involving hands-on learning of database management systems, decision support software, and web page design and publishing. Practice in the use of a formal problem-solving process that includes five tasks. Presentation of results in written and/or oral form.

**IS 335. Information Technology in Business (3)**

*Prerequisite:* ACCT 220. Defines the information technology (IT) that is used in business, specifically the characteristics of hardware architecture, operating systems concepts and their interactions, as well as properties of n-tiered information systems. The laboratory component of the course will provide practice on computer hardware architecture, operating systems and software of information systems.

**IS 399. Independent Study (1-3)**

*Prerequisites:* Consent of instructor; Approval of Program Chair. For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units.

**IS 431. Systems Analysis and Design (3)**

*Prerequisites:* Grade of "C" or higher in IS 312; a grade of "C" or higher in BUS 302; a grade of "CR" in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. This course covers the systems development life cycle. Topics include standard tools and techniques to analyze and design an information system from a structured as well as an object-oriented perspective. A Computer-Aided Software Engineering (CASE)

tool is used to facilitate the study. Required class work includes a group project on developing an information system in a business case.

**IS 435. Business Data Communications and Networking (3)**

*Prerequisites:* Grade of “C” or higher in IS 312; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. An introduction to the concepts and applications of telecommunications and networking technology in a business environment. Topics include network-related hardware and software technology, standards and protocols, local and wide area networks, network management and emerging trends. Emphasis is on the ability to integrate basic technological components to meet the business application requirements. Students will prepare a variety of projects involving the analysis, design and management of network systems.

**IS 441. Database Management Systems (3)**

*Prerequisite:* Grade of “C” or higher in IS 312; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. The design and implementation of computerized databases. Provides background for the selection and use of database management systems. Topics include types of available systems, functions of database administration, conceptual database design, data independence, integrity, privacy and query. The student will design and implement a database utilizing a commercial database management system.

**IS 450. Business Expert Systems (3)**

*Prerequisites:* Grade of “C” or higher in IS 431; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. An introduction to the uses of expert systems and the basic concepts underlying their design and construction. An overview of the issues involved in the development and implementation of business expert systems.

**IS 451. Systems Development Project (3)**

*Prerequisites:* Grade of “C” or higher in IS 431 and 435; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. An introduction to enterprise-level system development concepts, principles and practices. Evaluate and set up comprehensive system development projects for enterprises. Student teams will analyze, design and plan systems of moderate complexity, using current technologies and the appropriate project management methods in the solution.

**IS 455. Advanced Application Development (3)**

*Prerequisites:* Grade of “C” or higher in IS 431, 435 and 441; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Advanced application development emphasizing enterprise-wide, Web-based transaction processing topics such as: data mining, data warehousing, knowledge management, metadata representation, customer relations management, N-tier applications, systems integration and application integration. The course will include hands-on projects using advanced application development tools.

**IS 457. Advanced Telecommunications and Networking (3)**

*Prerequisites:* Grade of “C” or higher in IS 431, 435 and 441; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. An advanced course in telecommunications and networks emphasizing enterprise networking topics such as: network operating systems, network analysis and design, network security, virtual private networks, collaboration, wireless networks, VLAN, multi-platform integration, voice-over internet protocol, web server strategies and storage area networks. This course will include hands-on projects involving network design and implementation.

**IS 497A-Z. Special Topics - Information Systems (1-4)**

*Prerequisites:* Grade of “C” or higher in IS 431, 435 and 441; a grade of “C” or higher in BUS 302; a grade of “CR” in BUS 302L; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. Innovative course of study. Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**IS 498. Field Assignments and Reports—Information Systems (1-6)**

*Prerequisites:* Consent of instructor; Approval of Program Chair. For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units.

**IS 499A-C. Independent Study (1-4)**

*Prerequisites:* Consent of instructor; Approval of Program Chair. For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units.

**IS 599. Independent Study (1-3)**

*Prerequisites:* Consent of instructor; Approval of Program Chair. For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units.

## Graduate

**IS 628. Computer-Based Information Systems (3)**

*Prerequisite:* ACCT 501 or one year of undergraduate accounting. An introduction to computer-based information systems at a fairly sophisticated level. Emphasis will be on the understanding of computer concepts, computer applications in an organizational environment and the analysis and design of information systems.

**IS 630. Accounting Information Systems (3)**

*Prerequisites:* IS 312; ACCT 352 and 460, or equivalents. Provides an understanding of requirements, design and control of major business processes/accounting cycles integrated in an enterprise system. Topics include Systems Analysis and Design methodologies and techniques for Accounting Information System development, issues in control and audit of systems fraud and abuse, and controls for systems reliability.

**IS 655. Information Systems Theory and Practice (3)**

*Prerequisite:* IS 628 or 630. Comprehensive coverage of current trends and management issues associated with information systems (IS) to deliver business value within organizations at local, national and global levels. Topics include issues in information systems planning, administration, resource management and new information technology (IT) adoption to achieve the alignment between IT/IS and corporate functions.

**IS 656. Information Systems Audit and Control (3)**

*Prerequisite:* IS 628 or 630. Examines concepts, standards and frameworks associated with IS auditing. Topics include the post-Sarbanes Oxley IS audit environment, assessment of risks and controls, computer fraud, legal and ethical issues, and audit of the systems development process. Students work through audit simulations to develop IS audit expertise.

**IS 657. IS Governance and Risk Management (3)**

*Prerequisite:* IS 628 or 630. Provides an overview of information systems (IS) governance and information risk management. The course stresses the importance of the alignment of IS governance to business objectives and the role of IS in achievement of organizational strategy. Topics discussed include contemporary compliance initiatives; strategic IS decision making; IS performance assessment, control structure and accountability; IS project management; IS policy definition and enforcement; risk analysis and mitigation; and IS security management (i.e., security planning, policy and controls). Established frameworks and standards for IS governance and control are discussed.

**IS 692 A-Z. Selected Topics in Information Systems (3)**

*Prerequisites:* IS 628 or 630. The exploration of a topic currently being debated by the information systems profession or the study of information systems through alternative means (e.g., cognitive science, language and communication, literature/film). Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**IS 699A-C. Independent Study (1-3)**

*Prerequisites:* Consent of instructor; Approval of Program Chair. For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units.

# Management

## College of Business and Economics

**Chair: William W. Roberts**

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### *Emeritus Faculty*

G. Jay Christensen, Robert W. Hanna, Myrna P. Mandell, Rex C. Mitchell

## Degree Programs

**B.S., Management**

**Minor in Human Resource Management**

**Minor in Management**

## Student Learning Outcomes of the Undergraduate Program

The Department of Management provides conceptual foundations and behavioral skills needed to manage successfully in today's increasingly complex environment. Our faculty are committed to the transference of learning across disciplines through our Management Major and through our contributions to other College of Business and Economics and CSUN degree and non-degree programs.

Our contributions are focused on teaching, research and service that are: ethical and value-based, applied and practical, interdisciplinary, relevant across sectors and cultures, and valued by our on-campus and off-campus communities. In recognition of its responsibility to add value to all programs at the College of Business and Economics, including our own, the Management Department faculty share the objective of measurably enhancing students' skills and abilities in the areas of: leadership, critical and strategic thinking, interpersonal skills, creative and ethical problem solving, decision making, written and oral communication, and becoming effective, contributing members of society.

## The Major

The field of management encompasses all of the processes, skill-sand techniques necessary to accomplish organizational goals with and through other people. These include such primary functions as planning, organizing, leading, staffing and controlling. The manager's responsibility is to carry out these functions effectively and efficiently while balancing the needs of all his or her constituencies, including customers, employees, owners and other organizational stakeholders. For these reasons, the role and responsibilities of managers are often complex and challenging, requiring a broad understanding of the organization's internal and external environment.

All organizations, whether private or public, manufacturing or service, for-profit or social sector, are increasingly in need of effective managers and leaders at all levels. With the rise of professionalism and the decline of traditional hierarchical structures, the responsibilities for management and leadership are increasingly being shared by all organizational members. This need will only increase with the advances in technology that are progressively eliminating routine work and requiring each individual to add value to the organization of which they are a part and to society as a whole.

## Careers

The Management program prepares students for responsible positions in a wide variety of fields and organizations. These include:

1. Management in many settings, including manufacturing, operations, projects, R&D, services, retail, private sector, public sector and not-for-profits
2. Human resource management
3. Strategic management and planning
4. Consulting
5. Training and development
6. Being more effective in any position and role in work and in life, through the interpersonal and organizational skills gained in the program.

## Academic Advisement

All Lower Division program advisement is through the College Student Services Center. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

## Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division core courses and 19 units of common Upper Division core courses.

## Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

## Special Grade Requirements

Transfer students should be aware that no grade lower than a "C" will be accepted upon transfer from another institution to satisfy College of Business and Economics requirements.

## Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

## Requirements for the Bachelor of Science Degree in Management

Prerequisites must be completed prior to enrolling in each course; please check course descriptions for prerequisite courses. It is especially important to understand and manage the following key sequence of interdependent courses:

1. Students must complete all Lower Division required business courses before taking BUS 302/L: Gateway Experience and Laboratory.
2. Students must pass BUS 302/L or be enrolled in BUS 302/L to take MGT 360.
3. Students must pass BUS 302/L (including all the lab tests), MGT 360 with a grade of "C" or higher and the Upper Division Writing Proficiency Exam (UDWPE) with a score of 8 or higher to take 400-level management courses.
4. In addition to the above requirements, students also must pass FIN 303 and MKT 304 to take BUS 497.

It is vital that you plan ahead to satisfy these requirements in a timely sequence.

**1. Common Lower Division Business Core (27 units)**

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or a higher level mathematics course must be completed with a grade of "C" or better.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.

**2. Common Upper Division Business Core (19 units)**

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

**3. Upper Division Required Courses for the Major in Management (24 units)****Common Required Courses for the Major in Management (12 units)**

|      |     |                                   |
|------|-----|-----------------------------------|
| BLAW | 308 | Business Law II (3)               |
| MGT  | 370 | Management Skills Development (3) |
| MGT  | 380 | Employment Practices (3)          |

**Communication Course, select one of the following:**

|      |     |                                       |
|------|-----|---------------------------------------|
| COMS | 323 | Group Communication (3)               |
| COMS | 443 | Rhetoric in Business (3)              |
| ENGL | 305 | Intermediate Expository Writing (3)   |
| ENGL | 306 | Report Writing (3)                    |
| ENGL | 407 | Composition and the Professions (3)   |
| PHIL | 305 | Business Ethics and Public Policy (3) |

Note: In addition to the courses shown above, students must complete an additional 12 units of required courses for their option.

**4. Required Courses for Management Major (12 units)**

|      |      |                            |
|------|------|----------------------------|
| ECON | 308  | Economics for Managers (3) |
| MGT  | 498C | Internship—Management (3)  |

**Select 6 units of Management electives from the following:**

|     |     |   |
|-----|-----|---|
| MGT | 450 | Organization Change and Development (3)   |
| MGT | 454 | Leadership, Power and Politics (3)  |
| MGT | 456 | Negotiation and Conflict Management (3)   |
| MGT | 458 | Decision Making and Creativity (3)  |
| MGT | 460 | Strategic Human Resource Management (3)   |
| MGT | 462 | Business and Society (3)  |
| MGT | 464 | International Business Management (3)   |
| MGT | 466 | Strategic Leadership of Sustainability: Organizational Challenges and Opportunities (3) |
| MGT | 496 | Experimental Topics Course—Management (3)   |
| MGT | 499 | Independent Study (3)   |

**5. General Education (29-32 units)**

Of the 48 units of the General Education requirement, 13 units are satisfied by the following courses: MATH 103 satisfies 3 units of the Basic Skills mathematics requirement; ECON 160 and 161 satisfy 6 units of Social Sciences; BLAW 280 satisfies 3 units of Lifelong Learning; and COMP 100 satisfies 1 additional unit. In addition, COMS 323 or PHIL 305, if taken to satisfy the 3-unit communications requirement, can satisfy 3 more units of Upper

Division general education. Further, ECON 308 may be able to satisfy 3 units of Upper Division GE in some programs.

The Department of Management strongly recommends the following General Education electives for its majors. Elements of these general education courses are integrated into the management curriculum:

|      |     |                                 |
|------|-----|---------------------------------|
| ANTH | 152 | Culture and Human Behavior (3)  |
| ENGL | 300 | Contemporary Literature (3)     |
| PHIL | 200 | Critical Reasoning (3)          |
| R S  | 205 | Contemporary Ethical Issues (3) |

**Minors in Management**

The Management Minor allows non-management majors the opportunity to pursue a secondary interest in the field of management.

One of the usual prerequisites for these courses (BUS 302/L) will be waived for students in either the management or human resource management minor. However, they must pass MGT 360 before taking courses other than MKT 100 and also must pass the Upper Division Writing Proficiency Exam with a score of 8 or higher before taking 400-level electives. These minors are not available to Management majors.

**Minor in Management****1. Required Courses (12 units)**

|     |                  |   |
|-----|------------------|---|
| MGT | 360              | Management and Organizational Behavior (3)        |
| MGT | 370              | Management Skills Development (3)                 |
| MGT | 380              | Employment Practices (3)                          |
| MKT | 100 <sup>1</sup> | Conceptual Foundations of American Enterprise (3) |

<sup>1</sup>MKT 100 Satisfies 3 units of General Education in Lifelong Learning

**Each student must successfully complete two of the following courses (6 units):**

|     |      |   |
|-----|------|---|
| MGT | 450  | Organization Change and Development (3)   |
| MGT | 454  | Leadership, Power and Politics (3)  |
| MGT | 456  | Negotiation and Conflict Management (3)   |
| MGT | 458  | Decision Making and Creativity (3)  |
| MGT | 460  | Strategic Human Resource Management (3)   |
| MGT | 462  | Business and Society (3)  |
| MGT | 464  | International Business Management (3)   |
| MGT | 466  | Strategic Leadership of Sustainability: Organizational Challenges and Opportunities (3) |
| MGT | 498C | Internship—Management (3)   |
| MGT | 499  | Independent Study (3)   |

**Total Units Required for the Minor****18****Minor in Human Resource Management****Required Courses (15 units)**

|     |     |  |
|-----|-----|--|
| MGT | 360 | Management and Organizational Behavior (3)   |
| MGT | 370 | Management Skills Development (3)            |
| MGT | 380 | Employment Practices (3)                     |
| MGT | 460 | Strategic Human Resource Management (3)      |
| PSY | 356 | Industrial and Organizational Psychology (3) |

**Each student must successfully complete one of the following courses:**

|     |      |   |
|-----|------|---|
| MGT | 450  | Organization Change and Development (3)   |
| MGT | 454  | Leadership, Power and Politics (3)  |
| MGT | 456  | Negotiation and Conflict Management (3)   |
| MGT | 466  | Strategic Leadership of Sustainability: Organizational Challenges and Opportunities (3) |
| MGT | 498C | Internship—Management (3)   |
| MGT | 499  | Independent Study (3)   |

**Total Units Required for the Minor****18**



## Course List

### MGT 360. Management and Organizational Behavior (3)

*Prerequisite:* Completion of Lower Division business Core. BUS 302/L is a colprerequisite for business majors. Introduction to the basic concepts in management and organizational behavior. Applies these concepts to the management of people and resources toward the accomplishment of organizational goals. Emphasis is on the organizational applications of behavioral science concepts, interpersonal skills and team building.

### MGT 370. Management Skills Development (3)

*Prerequisite:* Grade of "C" or higher in MGT 360. BUS 302/L is a prerequisite for Business majors. A presentation of major concepts of the behavioral sciences that apply to the management of organizations. Focus is on understanding factors and developing skills that affect the behavior and ultimately the performance of individuals and groups within organizations.

### MGT 380. Employment Practices (3)

*Prerequisite:* Grade of "C" or higher in MGT 360. BUS 302/L is a prerequisite for Business majors. Analyzes how, why and the procedures involved in recruiting, retaining, evaluating and managing employees in light of current issues and trends in the legal and socio-demographic environments.

### MGT 450. Organization Change and Development (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Examines current practices in the application of behavioral science knowledge to organization change issues. Focus is on the dynamics of change as well as current diagnostic techniques and intervention strategies.

### MGT 454. Leadership, Power and Politics (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Concentrates on the ability of individuals to lead others in important undertakings, including the management of organizations, the management of large-scale change and the resolution of complex problems. Focuses on behavioral approaches to leadership, particularly attaining and exerting power and managing the political subsystem effectively and ethically.

### MGT 456. Negotiation and Conflict Management (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Primary objective of this course is to introduce students to current theories and processes for negotiation and conflict management as practiced in a variety of settings. The course also builds students' skills in using negotiation and conflict management techniques.

### MGT 458. Decision Making and Creativity (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Analysis and skill-building in creative and ethical decision making, focused on managerial and organizational contexts. Decision making is considered as a comprehensive process, encompassing identification and framing of issues/problems, evaluation of alternatives, choice, implementation and learning from the experience. Attention is given to a variety of contemporary decision making and creativity techniques, in addition to traditional and rational decision making models.

### MGT 460. Strategic Human Resource Management (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Examination of the formulation and implementation of human resource policy at the strategic level. Emphasis is placed on how human resource functions can integrate with the overall strategy of the firm to make the firm more competitive.

### MGT 462. Business and Society (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. The course looks at the relationship among business, government, not-for-profits and society. The major issues covered include: ethical dilemmas for business; models of relationships among business, government and society; and the impact of the public policy process on business and vice-versa.

### MGT 464. International Business Management (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Studies various issues related to managing international businesses effectively. The purpose is to develop skills in identifying critical issues facing, analyzing key factors related to and developing solutions for businesses that either compete or will compete in global business environments.

### MGT 466. Strategic Leadership of Sustainability: Organizational Challenges and Opportunities (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Examines emerging concepts in organizational science, such as chaos theory, that can help students develop the conceptual and behavioral skills necessary to manage in the complex world of tomorrow. As such, this course continually adapts and adjusts to reflect new developments in management and in fields that can influence the management process.

### MGT 496A-Z. Experimental Topics Courses Management (3)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Course content to be determined.

### MGT 498 A-C. Internship Management (1-6)

*Prerequisites:* Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. Individual study regarding the application of management principles in the workplace. Student must obtain an approved internship pertaining to present or future career. A maximum of 12 units may be earned by combining Internship (MGT 498) and Independent Study (MGT 499). (Credit/No Credit only)

### MGT 499. Independent Study (1-3)

*Prerequisites:* Consent of Department Chair and consent of an instructor to act as sponsor; Grade of "C" or higher in MGT 360; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L is a prerequisite for Business majors. In order to do an Independent Study assignment in the College of Business and Economics, a student must have at least a 3.0 overall GPA, a 3.0 or higher GPA in all major courses and a 3.0 or higher GPA in his/her option courses. A student who does not meet these grade point requirements will not receive credit for any MGT 499 that he/she may take. Admission is based on evidence of ability to pursue Independent Study in-depth and on approval of a project submitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required

before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. A maximum of 6 units of Independent Study (MGT 499) may be earned in the College of Business and Economics. Further, a maximum of 12 units may be earned by combining Internship (MGT 498) and Independent Study (MGT 499).

## Graduate

Graduate courses are open only to selected Classified and Conditionally Classified graduate students who have attained an acceptable score on the GMAT. To determine their eligibility for enrollment, students majoring in areas other than business must consult with the Director of Graduate Programs of the College of Business and Economics.

### **MGT 620. Behavior in Organizations (3)**

*Prerequisite:* GBUS 600 (may be taken concurrently with MGT 620).

Covers the behavioral issues facing organizations and their managers, the methods and systems for addressing them and the interpersonal and analytical knowledge and skill needed to apply these methods and systems effectively. Focuses on practical experience, skill-building and theory about motivation, leadership, interpersonal communication, group processes and team building, decision making and job and organizational design.

### **MGT 630. Human Resource Strategies (3)**

*Prerequisite:* GBUS 600. Examination of the interaction between organizations and their political, social, economic and technical environments. Issues of ethical and social responsibility are examined.

### **MGT 635. Human Resource Management (3)**

*Prerequisite:* MGT 620. Provides students with a basic knowledge of the key aspects of managing an organization's most important resource—people. Covers major human resource theories, concepts, practices and related skills. Students will learn about the main employment practices of human resource management such as workforce planning, employment relations and employee retention.

### **MGT 661. Organization Theory and Design (3)**

*Prerequisite:* GBUS 600. Innovative assessment of systems theory as a strategic approach to aligning an organization's strategies, structure, technology and human resource practices with its environment. Views the history of organization theory as a story that illustrates diverse and creative ways of analyzing organizations.

### **MGT 662. Strategic Planning and Implementation (3)**

*Prerequisite:* GBUS 600. A pragmatic approach to strategy formulation and implementation from the vantage point of executive management. Requires students to conduct a strategic analysis of a firm and its lines of business, emphasizing the importance of strategic management and strategic thinking as ongoing processes.

### **MGT 663. Global Strategic Management (3)**

*Prerequisite:* GBUS 600. Explores the environmental challenges for global businesses, examining both the traditional and emergent global strategic responses of business to different market conditions. Emphasis is on contextual factors and the need for innovative strategies in an increasingly complex and changing environment in order to attain and/or maintain a competitive advantage.

### **MGT 664. Cross-Cultural Management (3)**

*Prerequisite:* GBUS 600. Examination of the impact of culture on managing within a global environment. Develops an appreciation for one's own culture, knowledge, awareness and sensitivity to cross cultural differences. The course develops the tools needed to handle the wide variety of situations challenging to the multinational manager.

### **MGT 665. Management of Technology and Innovation (3)**

*Prerequisite:* GBUS 600. Explores the emerging literature regarding the integration of strategy, technology and innovation. Stresses the strategic management of technological resources in order to gain a competitive advantage in the marketplace through timely innovation. There is extensive focus on the evolution of high-tech industries and the factors contributing to their success.

### **MGT 667. Leadership (3)**

*Prerequisite:* GBUS 600. This course concentrates on contemporary leadership theory and practice with an emphasis on self-assessment and development of participants' leadership skills. The course focuses on behavioral approaches to leadership, including gaining power and managing the political subsystem.

### **MGT 668. Selected Topics (1-3)**

*Prerequisite:* GBUS 600. The exploration of a topic currently being debated by the management community or the study of management through alternative means (e.g., classical literature, film) or the practice of management in a specific industry (e.g., film). Check with department for specific offering.

### **MGT 671. Change Management (3)**

*Prerequisite:* GBUS 600. Develops a conceptual framework and the personal skills that form the foundation for effective change management in organizations, whether in the role of manager or consultant. There is extensive use of structured role-plays, cases and analysis of incidents from students' current work experiences.

### **MGT 693. Seminar in Strategic Management (3)**

*Prerequisite:* Taken during last year of course work for MBA students. An integrative seminar dealing with broad business policy problems via the case method. There will be definition and analysis of internal and external factors affecting the development of the objectives and policies of the firm. The course stresses the interrelationships of major functional areas and the pervasive adjustments that may result from changes in a specific policy. Students are expected to use their personal experience and apply the analytical tools obtained from specialized courses in the solution of organization-wide problems. Emphasis is placed on case study methodology.

### **MGT 699. Independent Study-Management (3)**

*Prerequisites:* Permission of Graduate Advisor and Department Chair. No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College of Business and Economics without prior approval of the Dean. Only those graduate students who have at least a current 3.0 GPA may register in a 600-level Independent Study course. Note: See Graduate Business Interdepartmental Courses for GBUS 694C, 695C, 696C, 697C and 698C.

# Marketing

## College of Business and Economics

**Chair: Mary T. Curren**

**Department of Marketing**

**Juniper Hall (JH) 3119**

**(818) 677-2458**

**[www.csun.edu/marketing](http://www.csun.edu/marketing)**

### *Staff*

JoAnn Fernandez, Cindy Trigg

### *Marketing Faculty*

David Ackerman, Mariam Beruchashvili, Brian Connert, Deborah A. Cours, Mary T. Curren, Oscar W. DeShields, Curt J. Dommeyer, Barbara L. Gross, Deborah D. Heisley, Judith E. Hennessey, Tina Kiesler, H. Bruce Lammers, Stephen Samaha, Franck Vigneron, Kristen Walker

### *Emeritus Faculty*

Shirley C. Anderson, Charles A. Beachell, Don F. Kirchner, Max E. Lupul, Susan Plutsky, Robert Yost

### *Adjunct Faculty*

Harold H. Kassarian, J. D. Power

## Degree Programs

**B.S., Marketing**

**Minor in Marketing**

## Mission

Our mission is to blend education and research and thus distinguish ourselves in the community we serve as a unique resource to teach and advance the application of marketing knowledge, theory and skills, with which to facilitate linkages between organizations and customers. By effectively educating our diverse student population to high standards of performance, we prepare them to become productive leaders. Our faculty strives to extend the frontiers of knowledge in the marketing discipline by research and application of our research findings to the business community.

## The Major

Marketing is an extremely broad field encompassing a range of business activities that have been estimated to account for approximately 45% of Gross National Product (GNP). It involves such matters as the search for new product opportunities, product development and management, distribution, advertising and promotion, sales, sales management and post-sale activities. People employed in advertising (agencies, clients, broadcast and print media), research firms, wholesalers, retailers, logistics and transportation firms of every kind are part of the marketing segment of our economy.

Every firm, whether it is a manufacturer, retailer, wholesaler or service provider, needs marketing people to discover, measure and analyze markets; develop and manage products and services; manage storage and distribution; create and manage advertising, promotion and sales; establish coherent pricing policies; and maintain positive customer relations.

The Marketing degree gives our students the opportunity to gain quantitative and qualitative skills in the field. Moreover, there is sufficient flexibility in our program to allow our students to seek additional courses to fit their needs and interests in areas outside of marketing.

## Careers

The Marketing Degree prepares our students for careers in a wide variety of fields. These include advertising, international marketing, marketing management, marketing research, retailing and sales management.

## Student Learning Outcomes of the Undergraduate Program

In recognition of its responsibility to support the programs at the College of Business and Economics, the goal of Marketing Department faculty is to measurably enhance students' skills and abilities in the area of:

1. Problem solving and critical thinking
2. Written and oral communication
3. The application of information and research technology
4. Long-range strategic planning and implementation
5. Tactical marketing and/or supply chain management expertise

Our mission is accomplished not only by teaching and research efforts, but also through faculty guidance and community involvement activities, including the Wells Fargo Center for Small Business and Entrepreneurship and its Small Business Institute, and other partnerships with the community; continuous encouragement and sponsorship of marketing internships for students; continuous involvement with the College of Business and Economics' chapter of the American Marketing Association; and continuous enhancement of the Marketing Laboratory, which gives students and other constituents access to education and training in the use of cutting-edge information research technology.

## Academic Advisement

All Lower Division program advisement is through the College Student Services Center in JH 2113. Upon completion of BUS 302/L, students are encouraged to seek advisement through faculty mentors from the department of their major.

## Business Majors

A Business Major is any student majoring in Accountancy; Finance; Information Systems; Management; Marketing; or Business Administration with an option in either Business Law, Global Supply Chain Management, Insurance and Financial Services, Real Estate or Systems and Operations Management. All Business majors share 27 units of common Lower Division core courses and 19 units of common Upper Division core courses.

## Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

## Special Grade Requirements

Transfer students should be aware that no grade lower than a "C" will be accepted upon transfer from another institution to satisfy College of Business and Economics requirements.

## Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

## Requirements for the Bachelor of Science Degree in Marketing

Check course descriptions for prerequisite courses. Prerequisites must be completed prior to enrolling in each course.

### 1. Common Lower Division Business Core (27 units)

|      |                  |   |
|------|------------------|---|
| ACCT | 220              | Introduction to Financial Accounting (3)              |
| ACCT | 230              | Introduction to Managerial Accounting (3)             |
| BLAW | 280              | Business Law I (3)                                    |
| COMP | 100              | Computers: Their Impact and Use (3)                   |
| ECON | 160              | Principles of Microeconomics (3)                      |
| ECON | 161              | Principles of Macroeconomics (3)                      |
| ENGL | 205              | Business Communication in its Rhetorical Contexts (3) |
| MATH | 103 <sup>1</sup> | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup> | Basic Business Statistics (3)                         |

<sup>1</sup>MATH 103 or a higher level mathematics course must be completed with a grade of "C" or better.

<sup>2</sup>The 4-unit MATH 140 course also satisfies this requirement.

### 2. Common Upper Division Business Core (19 units)

|     |      |  |
|-----|------|--|
| BUS | 302  | Gateway Experience (3)                     |
| BUS | 302L | Gateway Experience Laboratory (1)          |
| FIN | 303  | Financial Management (3)                   |
| MGT | 360  | Management and Organizational Behavior (3) |
| MKT | 304  | Marketing Management (3)                   |
| SOM | 306  | Operations Management (3)                  |
| BUS | 497  | Capstone (3)                               |

### 3. Required Courses For Marketing Major (9 units)

|     |     |                                  |
|-----|-----|----------------------------------|
| MKT | 346 | Marketing Research (3)           |
| MKT | 348 | Consumer Behavior (3)            |
| MKT | 449 | Marketing Management Seminar (3) |

### 4. Elective Courses For Marketing Major (6 units)

Select 6 units from the Marketing Electives below or select 3 units from the Marketing Electives and 3 units from the Cross-discipline Electives listed below.

#### Marketing Electives

|         |                  |   |
|---------|------------------|---|
| BUS     | 491 <sup>3</sup> | Small Business Consulting (3)               |
| MKT     | 440              | Integrated Marketing Communications (3)     |
| MKT     | 441              | Sales Management (3)                        |
| MKT/SCM | 442              | Business to Business Marketing (3)          |
| MKT     | 443              | Retail Management (3)                       |
| MKT     | 445              | International Marketing Management (3)      |
| MKT/SCM | 447              | Logistics and Transportation Management (3) |
| MKT     | 448              | Internet Marketing (3)                      |

#### Cross-discipline Electives

|      |     |   |
|------|-----|---|
| ACCT | 470 | Strategic Cost and Profit Management (3)        |
| BLAW | 430 | Marketing Law (3)                               |
| BLAW | 450 | Intellectual Property Law (3)                   |
| ECON | 309 | The Use and Interpretation of Economic Data (3) |
| ECON | 307 | Economics for Marketing Professionals (3)       |

### 5. Experiential Requirement (3 units)

Select 3 units from the following courses to fulfill the Experiential requirement for the Marketing Major. Alternatively, students may fulfill this requirement through active participation in approved regional and national competitions supervised by faculty. These competitions include the annual American Advertising Federation Collegiate Competition and the California Collegiate Sales Competition.

|     |     |                         |
|-----|-----|-------------------------|
| BUS | 480 | Research on the SFV (3) |
|-----|-----|-------------------------|

|     |                  |                                   |
|-----|------------------|-----------------------------------|
| BUS | 491 <sup>3</sup> | Small Business Consulting (3)     |
| MKT | 498              | Internships and Field Studies (3) |

General Education. Of the 48 units of the General Education requirement, 13 units are satisfied by the following courses: MATH 103 satisfies 3 units of the Basic Skills mathematics requirement; ECON 160 and 161 satisfy 6 units of Social Sciences; BLAW 280 satisfies 3 units of Lifelong Learning; and COMP 100 satisfies one additional unit.

The Department of Marketing strongly recommends that its majors select one of the courses from each category below when fulfilling their GE Requirements.

#### Social, Cultural and Behavioral Science Foundations

|     |                  |                                  |
|-----|------------------|----------------------------------|
| PSY | 150 <sup>4</sup> | Principles of Human Behavior (3) |
| SOC | 305 <sup>4</sup> | Culture and Personality (3)      |
| SOC | 307 <sup>4</sup> | Ethnic Diversity in America (3)  |

#### Technological and Natural Environment Foundations

|      |                  |  |
|------|------------------|--|
| GEOG | 101 <sup>4</sup> | The Physical Environment (3)                         |
| GEOG | 206 <sup>4</sup> | Introduction to Geographic Information Systems (2/1) |
| GEOG | 366 <sup>4</sup> | Geography of Environmental Hazards (3)               |
| GEOL | 130 <sup>4</sup> | Physical Geology (3)                                 |
| GEOL | 300 <sup>4</sup> | Environmental Geology (3)                            |
| URBS | 310 <sup>4</sup> | Growth and Development of Cities (3)                 |

<sup>3</sup>Senior Standing with a 3.0 or higher GPA, others will be considered with recommendation.

<sup>4</sup>Courses that are also GE.

|  |              |
|--|--------------|
| <b>Total Units in the Major</b>            | <b>64</b>    |
| <b>General Education Units</b>             | <b>32-35</b> |
| <b>Additional Units</b>                    | <b>21-24</b> |
| <b>Total Units Required for the Degree</b> | <b>120</b>   |

## Minor in Marketing

The Marketing Minor allows non-marketing majors the opportunity to pursue secondary interests in marketing. This minor is not available to marketing majors.

### 1. Required Courses (18 units)

|      |                          |   |
|------|--------------------------|---|
| ECON | 160 <sup>1</sup>         | Principles of Microeconomics (3)                  |
|      | or ECON 300 <sup>1</sup> | Economic Principles and Problems (3)              |
| MKT  | 100 <sup>1</sup>         | Conceptual Foundations of American Enterprise (3) |
| MKT  | 304                      | Marketing Management (3)                          |
| MKT  | 348                      | Consumer Behavior (3)                             |

#### Select 6 units from the following:

|         |                  |   |
|---------|------------------|---|
| ACCT    | 470              | Strategic Cost and Profit Management (3)    |
| BLAW    | 430              | Marketing Law (3)                           |
| BUS     | 480              | Research on the SFV (3)                     |
| BUS     | 491 <sup>2</sup> | Small Business Consulting (3)               |
| ECON    | 307 <sup>1</sup> | Economics for Marketing Professionals (3)   |
| ECON    | 309              | The Use and Interpretation of Data (3)      |
| MKT     | 346              | Marketing Research (3)                      |
| MKT     | 440              | Integrated Marketing Communications (3)     |
| MKT     | 441              | Sales Management (3)                        |
| MKT/SCM | 442              | Business to Business Marketing (3)          |
| MKT     | 443              | Retail Management (3)                       |
| MKT     | 445              | International Marketing Management (3)      |
| MKT/SCM | 447              | Logistics and Transportation Management (3) |
| MKT     | 448              | Internet Marketing (3)                      |

Alternatively, a Marketing minor may substitute one non-Marketing Lower or Upper Division three-unit course for an elective with approval of the Marketing Department Chair.

<sup>1</sup>Courses that are also GE. ECON 160 or 300 and ECON 360 satisfy six units of the Social Sciences requirement. MKT 100 satisfies three units of the Lifelong Learning requirement.

<sup>2</sup>Senior Standing with a 3.0 or higher GPA, others will be considered with recommendation.

|                          |    |
|--------------------------|----|
| Total Units in the Minor | 18 |
|--------------------------|----|

## Course List

### MKT 100. Conceptual Foundations of American Enterprise (3)

For non-Business majors only. Designed to provide an introduction to the American enterprise system, its economic foundation and basic concepts of business organization and the nature of business activity. (Available for General Education, Lifelong Learning.)

### MKT 304. Marketing Management (3)

*Prerequisites:* Either 1) ECON 160 or 300 and a college-level statistics course; or 2) ECON 160 or 300 and MKT 100. BUS 302/L are co/prerequisites for Business majors. All Marketing majors must attain a grade of "C" or higher in MKT 304. Introduction to marketing management's role in an organization's business strategy. Topics include marketing management strategy, implementation and control; customer satisfaction and consumer behavior; product development; pricing strategy; marketing communications and promotion; distribution; international marketing; and marketing environment, laws and ethics. To enhance critical thinking, communication skills and leadership skills, the course work normally includes such elements as classroom discussion, case analyses, computer simulations and experiential exercises, and written and oral presentations.

### MKT 346. Marketing Research (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher); a college-level statistics course; or consent of instructor. BUS 302/L are prerequisites for Business majors. Use of scientific methods in the formulation and solution of marketing management problems. Emphasis is on the use of marketing research as an adjunct to marketing strategy and policy formulation and on extensive application of statistical techniques and decision-theory concepts to primary and secondary data collection and interpretation.

### MKT 348. Consumer Behavior (3)

*Prerequisite:* MKT 304 (Marketing majors must attain a grade of "C" or higher) or consent of instructor. BUS 302/L are prerequisites for Business majors. Comprehensive study of behavioral models and concepts to help understand, evaluate and predict consumer behavior in terms of marketing implications. Determinants of consumer behavior are explored to gain understanding of the complex forces as they affect the marketplace. Emphasis is upon understanding the processes that influence the acquisition, consumption and disposition of private and public sector goods and services.

### MKT 440. Integrated Marketing Communications (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher); Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Overview of marketing communications, including advertising and sales promotion. Behavioral, legal, economic and institutional aspects, as well as decision models applied to selected areas of promotion.

### MKT 441. Sales Management (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher) or consent of instructor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Activities and organization of the sales department. Methods employed by sales managers in selecting, training and supervising salespeople; selling methods, materials and campaigns; distribution channels and territories; pricing, budgets, controls and sales research. Lectures, cases, discussions and guest speakers.

### MKT/SCM 442. Business to Business Marketing (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher) or consent of instructor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Analysis of the marketing structure for industrial products, including raw materials, installations, operating supplies, accessory equipment and fabricating materials. Buying motives and buying habits for industrial goods, major trade channels, research, pricing, advertising and legal aspects. The purchasing function. Buying by governmental agencies. Governmental regulation. (Crosslisted with SCM 442.)

### MKT 443. Retail Management (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher) or consent of instructor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Retailing methods from the standpoint of the owner and manager. Buying planned stocks, inventory control, markup, accounting for stock control, pricing, style merchandising and advertising. Emphasis on problems of retail management, including departmentation, personnel control, supervisory training, store layout and store location.

### MKT 445. International Marketing Management (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher); senior standing; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Study of international marketing conditions and constant changes. Topics include foreign market research; trade promotion; political, legal, economic and cultural environments; product and service adaptability; and multinational competition.

### MKT/SCM 447. Logistics and Transportation Management (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher); Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Introduction to the management of firms that market transportation services; the managerial implications of the legal, economic and social environment. (Crosslisted with SCM 447.)

### MKT 448. Internet Marketing (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher) or consent of instructor; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Introduces the student to the principles of internet marketing. Focuses on the use of internet technologies as they have come to be used for the marketing, selling and distribution of goods and services. The course makes use of lectures, readings, cases, guest speakers and student projects.

### MKT 449. Marketing Management Seminar (3)

*Prerequisites:* MKT 304 (Marketing majors must attain a grade of "C" or higher); either MKT 346 or 348; 2nd semester senior standing; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Major in business or economics. Advanced case approach to marketing

management decisions. Emphasis on developing marketing in response to variations in the competitive economic environment.

**MKT 496A-Z. Experimental Course-Marketing (3)**

*Prerequisite:* Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. Course content to be determined. (See subtitles in appropriate Schedule of Classes)

**MKT 498A-C. Field Assignments and Reports-Marketing (1-3)**

*Prerequisite:* Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L and MKT 304 (Marketing majors must attain a grade of "C" or higher) are prerequisites for Business majors. Individual study pertaining to present or future career. Consultation with instructor to determine program that includes field assignments and reports. A maximum of 12 units may be earned by combining Field Assignments and Reports (MKT 498) and Independent Study (MKT 499). An Academic Internship course. (Credit/No Credit only)

**MKT 499. Independent Study-Marketing (1-3)**

*Prerequisites:* Consent of Department Chair and consent of an instructor to act as sponsor; MKT 304 (Marketing majors must attain a grade of "C" or higher); Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/L are prerequisites for Business majors. In order to do an Independent Study assignment in the College of Business and Economics, students must have at least a 3.0 overall GPA, a 3.0 or higher GPA in all major courses and a 3.0 or higher GPA in option courses. Students who do not meet these requirements will not receive credit for MKT 499. Admission is based on evidence of ability to pursue Independent Study in-depth and on approval of a project submitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. A maximum of 6 units of Independent Study (MKT 499) may be earned in the College of Business and Economics. Further, a maximum of 12 units may be earned by combining Field Assignments and Reports (MKT 498) and Independent Study (MKT 499).

## Graduate

Graduate courses are open only to selected Classified and Conditionally Classified graduate students. To determine their eligibility for enrollment, students majoring in areas other than business must consult with the Director of Graduate Programs of the College of Business and Economics.

**MKT 640. Marketing Management (3)**

*Prerequisites:* ECON 500; SOM 591 or equivalent. Advanced approach to marketing policy. Analysis of problems in marketing management. Emphasis on development of competence in adjusting marketing policies to changes in the general economic, competitive and social climate.

**MKT 641. Seminar in International Marketing (3)**

*Prerequisite:* MKT 640. Case studies in global marketing. International market assessment, methods of market entry, international market segmentation and development, global sourcing and distribution policy; global pricing, product and communications policy. Analysis of published cases and development of an original research project.

**MKT 642. Seminar in Marketing Communications and Market Stimulation (3)**

*Prerequisite:* MKT 640. Methods of research and theory in market stimulation and mass communication. Particular emphasis on attitude change and the factors affecting the processing of information.

**MKT 643. Seminar in Product Development and Management (3)**

*Prerequisite:* MKT 640. Current research pertaining to generating, analyzing, planning and controlling the organization's existing and new product efforts. Portfolio analysis, planning and development systems, and positioning and deletion decisions.

**MKT 644. Seminar in Consumer Behavior (3)**

*Prerequisite:* MKT 640. Study of recent contributions from the behavioral sciences that provide insight into consumer motivation and consumption behavior. Emphasis is on psychological and sociological models and current research from the literature.

**MKT 645. Seminar in Promotional Planning (3)**

*Prerequisite:* MKT 640. Case studies in the executive determination of promotional strategy, program planning, coordination and administration; issues in the optimal allocation of promotional resources and measurement of effectiveness. Special problems of ethics and government regulation.

**MKT 646. Seminar in Pricing Strategy and Policy (3)**

*Prerequisites:* MKT 640. Analysis of the issues underlying price decisions: economic, political, social and competitive. Price/quality relationships. Price forecasting. New product pricing and related problems through the product life cycle. Product line pricing. Stochastic bidding models. Antitrust considerations.

**MKT 647. Marketing Research Seminar (3)**

*Prerequisites:* MKT 640; SOM 591 or equivalent. The application of marketing research techniques to business problems. Emphasis is on research design, questionnaire development, data collection techniques and univariate and multivariate statistics.

**MKT 648. Seminar in Analytic Models of Market Behavior (3)**

*Prerequisite:* MKT 640. Examination of quantitative and behavioral models and recent mathematical developments pertaining to brand switching, new product introduction, distribution and channel structure, media selection and advertising response models and simulation of marketing processes.

**MKT 649. Seminar in Marketing Strategy and Policy (3)**

*Prerequisite:* MKT 640. Integrative seminar dealing with marketing management policy problems via the case method. Emphasis on the adjustment of marketing policy to changes in the economic and social environment. Application of background and analytic tools obtained from specialized courses to solve marketing policy problems.

**MKT 651. Customer Satisfaction (1)**

*Prerequisite:* GBUS 600. Customer satisfaction is at the very core of the classic “marketing concept” and of more recent managerial approaches, such as total quality management. Course emphasis is on critically evaluating the conceptualization, measurement and delivery of customer satisfaction.

**MKT 652. Direct Marketing (1)**

*Prerequisite:* GBUS 600. Direct marketing is a direct response marketing communications strategy used by manufacturers, suppliers, retailers, service companies, nonprofit organizations and others. Examines major tools of direct marketing such as: catalog marketing; direct mail marketing; telemarketing; TV shopping networks; radio, magazine and newspaper direct response marketing; electronic and computer shopping; and kiosk shopping. Emphasis is on evaluating and managing the role of direct marketing in the integrated marketing communications strategy of the organization.

**MKT 653. Integrated Marketing Communications (1)**

*Prerequisite:* GBUS 600. Emphasizes an understanding and appreciation of the effects of fully integrating the promotion mix elements in a marketing communications program: advertising, direct response marketing, personal selling, public relations and sales promotion.

**MKT 654. Qualitative Research Methods in Marketing (1)**

*Prerequisite:* GBUS 600. Emphasizes an understanding and critical evaluation of qualitative marketing research methods, such as focus groups, projective and indirect questioning, interpretive research and other nonquantitative approaches to understanding consumer behavior, motivation and values.

**MKT 699. Independent Study-Marketing (3)**

*Prerequisites:* Permission of Graduate Advisor and Department Chair. Only those graduate students who have a current 3.0 or higher GPA may register in a 600-level Independent Study course. No more than 6 units of Independent Study may be taken in any one department, and no more than 6 units may be taken in the College without prior approval of the Dean.

# California Studies

## College of Social and Behavioral Science

**Coordinator: Thomas Maddux**

**Sierra Tower (ST) 612**

**(818) 677-3566**

**www.csun.edu/csbs**

### *Program Committee*

Steven Graves (Geography), Andrea Henderson (History), Thomas Maddux (History), Merry Ovnick (History), Josh Sides (History)

### Interdisciplinary Program

#### Minor in California Studies

### Minor Program

The Minor in California Studies is an interdisciplinary program that includes courses from a variety of disciplines, including biology, ethnic studies, geography, geology, history, political science and urban studies. The minor is designed to enhance faculty and student interaction in an interdisciplinary setting and assist both in exploring the connections among different perspectives on a major subject. Students will not only study California from a variety of perspectives in the classroom, but they will also have an opportunity to engage in significant field research and internship activities as part of the minor's requirements. Internships that may assist a student's future career will be encouraged with public agencies, local archive and research collections, and private sector firms. The minor program also will encourage and support students who wish to participate in regional conferences on California Studies. Students should consult with the Coordinator or faculty on the Program Committee to review requirements, courses that are available each semester and internship and employment opportunities.

### Academic Advisement

Advisement is available from either the Coordinator of California Studies or from members of the Program Committee.

### Requirements for the California Studies Minor

A minimum of 18 units will be completed in at least three disciplines.

#### 1. Required Courses (6 units)

GEOG 330 Geography of California (3)  
HIST 488 California (3)

#### 2. Peoples of California

##### Select 3 units:

AAS 210 History of Asians in American (3)  
ANTH 307 Indians of California and the Southwest (3)  
CH S 246 Contemporary Issues of the Chicana (3)

#### 3. Research and Internship

##### 6 units with one course from each area.

##### Research:

ANTH 476A-E Field Study (3)  
CH S 497 Senior Seminar in Chicana/o Studies (3)  
GEOG 497E California (3)  
HIST 497T California (3)  
URBS 490C Field Work (3)

### Internship:

Social Science Career Internship listed under all departments in the College of Social and Behavioral Sciences: PAS 392A-Z: Field Work in the Pan African Community; POLS 486, POLS 498: Field Assignments and Reports; PSY 486, SOC 482SOC, SOC 475AEE/BEE, SOC 498AEE-CEE, URBS 494ABC and CHS 270: Field Work in Barrio Studies.

#### A minor advisor must approve the internship program

#### 4. Electives (3 units)

|                        |   |
|------------------------|---|
| BIOL 323               | Plants and Animals of Southern California (3) |
| CH S 445               | History of the Chicano (3)                    |
| GEOG 350               | Metropolitan Los Angeles (3)                  |
| GEOL 345               | Geology of California (3)                     |
| HIST 486A              | History of Los Angeles (3)                    |
| HIST/GEOG/<br>URBS 380 | Los Angeles: Past, Present and Future (3)     |
| POLS 403               | State and Local Government (3)                |
| URBS 450               | Urban Problems Seminar (4)                    |

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>18</b> |
|---|-----------|



# Central American Studies

## College of Humanities

**Coordinator: Douglas Carranza Mena**  
**Sierra Hal (SH) 194, Jerome Richfield (JR) 219**  
**(818) 677-2736**  
**www.csun.edu/cas**

### Faculty

Douglas Carranza Mena, Beatriz Cortez

### Program Committee

Douglas Carranza (Chair), Beatriz Cortez (Central American Studies), Michael Love (Anthropology), Teresa Williams Leon (Asian American Studies)

### Programs

- B.A., Central American Studies
- Minor in Central American Studies

### Mission Statement

The Central American Studies Program has a tri-fold mission: to empower the large and growing Central American community in the U.S. by promoting academic excellence, community involvement and cultural diversity; to open spaces of global citizenship and dialogue between academia and society that contribute to the construction of a Central American transnational identity; and to promote an understanding and appreciation of the diverse Central American cultures, ethnicities, experiences and worldviews from an interdisciplinary global perspective.

### Student Learning Outcomes of the Undergraduate Program

The Central American Studies Program has identified five learning outcomes:

1. Students will develop critical thinking, writing and reading skills.
2. Students will acquire an awareness of the complexity of the historical, social and cultural developments in Central America as well as an understanding of the diverse Central American cultures, ethnicities, experiences and worldviews.
3. Students will expand their understanding of the transnational Central American community's experience and its economic and cultural contributions to the U.S. and Central America.
4. Students will develop the intellectual and social foundations and leadership skills necessary for promoting social change in U.S. society, especially in relation to Central American peoples in the U.S.
5. Students will recognize, understand, evaluate and change the culture of exclusion that has been prevalent in Central America and the U.S.

### Student Organization

The Central American United Student Association (CAUSA) strives for the growing Central American community in the U.S. to succeed in the world of higher education and to prepare an influential vanguard of future leaders who will impact the changing global, political and economic arenas. CAUSA's objective also is to raise and promote awareness of the Central American community at CSUN and in the Los Angeles area. As a result, the Central American Studies Program works in collaboration with CAUSA in the organization of events and community programs. CAUSA maintains a collaborative partnership with other sister organizations on and off campus, works on student recruitment and community support and plays a significant role in the formation of student leadership.

### Academic Advisement

All program faculty members are advisors: Douglas Carranza Mena and Beatriz Cortez. Call (818) 677-2736 for information on advisement office hours or for an appointment.

### Research Institute

The Central American Research and Policy Institute (CARPI) was established in 2001 for the purpose of developing research, policy and knowledge supporting the socioeconomic, cultural and civic development of the transnational Central American community in the U.S. and Central America. Policy development and academic research includes issues of common concern such as immigration, civil society, economic development and cultural identity of Central Americans. The research sponsored by CARPI is:

1. Undertaken by faculty mentors, experts in the discipline and trained students.
2. Focused on concrete issues in the lives of the community.
3. Aimed at helping the community understand itself and the challenges and changes it faces.
4. The basis for viable proposals for community advancement in the future.

CARPI brings faculty, students and community together as partners and participants in creating and disseminating the knowledge that will enable the Central American community to live up to its tremendous potential.

### Requirements for the Bachelor of Arts Degree

The Central American Studies Major consists of two options: The Standard Major and the Double Major.

#### A. Option I: Standard Major (45 units)

##### 1. Lower Division Required Courses (12 units)

###### Select one of the following:

- |         |  |
|---------|--|
| CAS 100 | Introduction to Central American Studies (3) |
| CAS 102 | The Salvadoran Experience (3)                |

###### Required Courses:

- |         |  |
|---------|--|
| CAS 201 | Survey of Central American Literature (3)                                |
| CAS 202 | Survey of Central American Visual, Installation and Performance Arts (3) |
| CAS 270 | Fieldwork in Central American Communities (1/2)                          |

##### 2. Lower Division Electives (3 units)

###### Select 1 of the following:

- |          |  |
|----------|--|
| ART 112  | History of Non-Western Art (3)                 |
| CHS 202  | Race, Racism and Critical Thinking (3)         |
| CHS 280  | Workshop in Minority Writing (3)               |
| PAS 274  | History of Caribbean Societies since 1830s (3) |
| PAS 282  | African Religion in the New World (3)          |
| URBS 250 | Planning the Multiethnic City (3)              |

##### 3. Upper Division Requirements (21 units)

###### Select 7 of the following courses:

- |         |  |
|---------|--|
| CAS 303 | Central American Film (3)  |
| CAS 309 | Ancient to Pre-Modern History of Central American People (3)         |
| CAS 310 | Modern History of Central American People (3)                        |
| CAS 311 | The Central American Diaspora (3)                                    |
| CAS 350 | Urbanization in Central America (3)                                  |
| CAS 355 | Environment, Development and Social Exclusion in Central America (3) |
| CAS 356 | Afro-Caribbean Central American Cultures and Identities (3)          |
| CAS 364 | Culture and Violence in Central America (3)                          |
| CAS 365 | Changing Roles of Central American Women (3)                         |

|     |     |   |
|-----|-----|---|
| CAS | 366 | Contemporary Indigenous People of Central America (3)   |
| CAS | 367 | Contemporary Religious Movements of Central America (3) |
| CAS | 368 | Central American Revolutionary Movements (3)            |
| CAS | 369 | Contemporary Social Movements of Central America (3)    |
| CAS | 410 | The Central American Child (3)                          |

#### 4. Upper Division Electives (6 units)

##### Select two of the following:

|      |      |   |
|------|------|---|
| ANTH | 353  | The Maya: Ancient and Modern (3)                          |
| ANTH | 428  | Archeology of Mesoamerica (3)                             |
| ART  | 403  | History of Latin American Art (3)                         |
| CHS  | 381  | Contemporary Chicana Writers (3)                          |
| ENG  | 487  | Latino/a Literatures of the Americas (3)                  |
| GEOG | 322  | Latin America (3)   |
| GEOG | 350  | Metropolitan Los Angeles (3)                              |
| HIST | 463  | 20th Century Latin American History (3)                   |
| HIST | 468  | Social and Intellectual History of Latin America (3)      |
| HIST | 485B | The United States and Latin America since 1989 (3)        |
| SPAN | 380  | Latin American Civilization (3)                           |
| PAS  | 376  | African Enslavement in the New World (3)                  |
| PAS  | 465  | Pan Africanism: Development of an Ideology, 1865-1954 (3) |
| PAS  | 487  | Pan African Philosophical Thought (3)                     |
| POLS | 332  | Politics of Latin America (3)                             |
| POLS | 433A | Politics of Central America (3)                           |
| URBS | 380  | Los Angeles: Past, Present and Future (3)                 |

#### 5. Central American Studies Seminar (3 units)

##### Select one of the following:

|     |     |  |
|-----|-----|--|
| CAS | 421 | Central American Literature Seminar (3)  |
| CAS | 440 | Seminar on Central American Culture (3)  |
| CAS | 460 | Seminar on Central American Politics (3) |

|                                     |     |
|-------------------------------------|-----|
| Total Units in the Option           | 45  |
| General Education Units             | 48  |
| Additional Units                    | 27  |
| Total Units Required for the Degree | 120 |

#### B. Option II: Double Major (33 units)

##### 1. Lower Division Required Courses (9 units)

##### Select one of the following:

|     |     |  |
|-----|-----|--|
| CAS | 100 | Introduction to Central American Studies (3) |
| CAS | 102 | The Salvadoran Experience (3)                |

##### Select 1 of the following:

|     |     |  |
|-----|-----|--|
| CAS | 201 | Survey of Central American Literature (3)                                |
| CAS | 202 | Survey of Central American Visual, Installation and Performance Arts (3) |

##### Required course:

|     |       |   |
|-----|-------|---|
| CAS | 270/F | Fieldwork in Central American Communities (1/2) |
|-----|-------|---|

##### 2. Upper Division Requirements (21 units)

##### Select 7 of the following courses:

|     |     |  |
|-----|-----|--|
| CAS | 303 | Central American Film (3)                                    |
| CAS | 309 | Ancient to Pre-Modern History of Central American People (3) |
| CAS | 310 | Modern History of Central American People (3)                |
| CAS | 311 | The Central American Diaspora (3)                            |

|     |     |  |
|-----|-----|--|
| CAS | 350 | Urbanization in Central America (3)                                  |
| CAS | 355 | Environment, Development and Social Exclusion in Central America (3) |
| CAS | 356 | Afro-Caribbean Central American Cultures and Identities (3)          |
| CAS | 364 | Culture and Violence in Central America (3)                          |
| CAS | 365 | Changing Roles of Central American Women (3)                         |
| CAS | 366 | Contemporary Indigenous Peoples in Central America (3)               |
| CAS | 367 | Contemporary Religious Movements in Central America (3)              |
| CAS | 368 | Central American Revolutionary Movements (3)                         |
| CAS | 369 | Contemporary Social Movements in Central America (3)                 |
| CAS | 410 | The Central American Child (3)                                       |

#### 3. Central American Studies Seminar (3 units)

##### Select one of the following:

|     |     |  |
|-----|-----|--|
| CAS | 421 | Central American Literature Seminar (3)  |
| CAS | 440 | Seminar on Central American Culture (3)  |
| CAS | 460 | Seminar on Central American Politics (3) |

|                                     |     |
|-------------------------------------|-----|
| Total Units in the Option           | 33  |
| General Education Units             | 48  |
| Additional Units                    | 39  |
| Total Units Required for the Degree | 120 |

#### Minor in Central American Studies

##### 1. Lower Division Requirements (9 units)

##### Select 1 of the following:

|     |     |  |
|-----|-----|--|
| CAS | 100 | Introduction to Central American Studies (3) |
| CAS | 102 | The Salvadoran Experience (3)                |

##### Select 1 of the following:

|     |     |  |
|-----|-----|--|
| CAS | 201 | Survey of Central American Literature (3)                                |
| CAS | 202 | Survey of Central American Visual, Installation and Performance Arts (3) |

##### Required course:

|     |     |   |
|-----|-----|---|
| CAS | 270 | Fieldwork in Central American Communities (3) |
|-----|-----|---|

##### 2. Upper Division Requirements (15 units)

##### Select 2 of the following courses:

|     |     |  |
|-----|-----|--|
| CAS | 303 | Central American Film (3)  |
| CAS | 309 | Ancient to Pre-Modern History of Central American People (3)         |
| CAS | 310 | Modern History of Central American Peoples (3)                       |
| CAS | 311 | The Central American Diaspora (3)                                    |
| CAS | 350 | Urbanization in Central America (3)                                  |
| CAS | 355 | Environment, Development and Social Exclusion in Central America (3) |
| CAS | 364 | Culture and Violence in Central America (3)                          |

##### Select 1 of the following courses:

|     |     |   |
|-----|-----|---|
| CAS | 356 | Afro-Caribbean Central American Cultures and Identities (3) |
| CAS | 365 | Changing Roles of Central American Women (3)                |
| CAS | 366 | Contemporary Indigenous Peoples in Central America (3)      |

##### Select one of the following courses:

|     |     |   |
|-----|-----|---|
| CAS | 367 | Contemporary Religious Movements in Central America (3) |
| CAS | 368 | Central American Revolutionary Movements (3)            |
| CAS | 369 | Contemporary Social Movements in Central America (3)    |

|   |     |  |
|---|-----|--|
| CAS                                       | 410 | The Central American Child (3)           |
| <b>Select 1 of the following courses:</b> |     |  |
| CAS                                       | 421 | Central American Literature Seminar (3)  |
| CAS                                       | 440 | Seminar on Central American Culture (3)  |
| CAS                                       | 460 | Seminar on Central American Politics (3) |

### Spanish Language Recommendation

In order for students to complete the minor successfully, students are encouraged to develop a proficiency in Spanish listening, speaking, reading and writing. While not a requirement, we recommend that students follow one of the two tracks listed below:

#### Language Option I for Native Speakers

|      |              |   |
|------|--------------|---|
| SPAN | 104          | Elementary Written Spanish II (3) and either          |
| SPAN | 220B         | Intermediate Spanish II (3)                           |
|      | or SPAN 296A | Spanish for Natives: Intermediate Written Spanish (3) |

#### Language Option II for Non-native Speakers

|      |               |                             |
|------|---------------|-----------------------------|
| SPAN | 220A          | Intermediate Spanish (3)    |
|      | and SPAN 220B | Intermediate Spanish II (3) |

|  |            |
|--|------------|
| <b>Total Units Required for the Degree</b> | <b>120</b> |
|--|------------|

### Course List

#### CAS 100. Introduction to Central American Studies (3)

Comparative, historical introduction to political, cultural and socio-economic aspects of the Central American experience both in Central America and in the United States. Considers the question of whether there can be a single Central American identity in light of the great variety of experiences of race, gender, ethnicity and social class in the Central American community. (Available for General Education, Comparative Cultural Studies.)

#### CAS 102. The Salvadoran Experience (3)

Introduction to the political, economic, social and cultural realities of Salvadoran life in El Salvador and in the U.S.. Emphasis is on various aspects of the institutional and private life of Salvadoran communities. The course is framed by historical and contemporary comparisons with other Central American national groups with respect to their experiences of race, ethnicity, class, gender and national identity. (Available for General Education, Comparative Cultural Studies)

#### CAS 113A. Approaches to University Writing A (3)

*Prerequisite: EPT score of 120-141 or higher.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Students are required to also enroll in UNIV 060 (1 credit) or equivalent. Individual tutoring is available through the Learning Resource Center.

#### CAS 113B. Approaches to University Writing B (3)

*Prerequisite: Successful completion of CAS 113A.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113B. Students are required to also enroll in UNIV 060 (1 credit) or equivalent. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

#### CAS 114A Approaches to University Writing A (3)

*Prerequisite: EPT score of 142-150.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114A. Individual tutoring is available through the Learning Resource Center.

#### CAS 114B Approaches to University Writing B (3)

*Prerequisite: Successful completion of CAS 114A.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114B. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

#### CAS 115. Approaches to University Writing

*Prerequisite: EPT score of 151 or higher.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 115. Individual tutoring is available through the AAS AC, Chicana/o Writing Lab, Pan African Studies Lab or Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

#### CAS 151. Fundamentals of Public Speaking (3)

*Prerequisites: EPT score of 151 or better, or EPT and successful completion of 113A and 114A or equivalent.* This course will introduce students to the fundamentals of public speaking and verbal communication, with particular emphasis on issues related to the Central American experience. This course will include intensive practice in public speaking, logical reasoning and critical reasoning. Over the course of the semester, students will learn how to research, design, prepare and deliver effective and engaging oral presentations. Students will be required to deliver four speeches that address topics and themes relevant to Central America and the Central American diaspora. Relevant themes include Central American histories, societies and cultures; diverse ethnic, race, class, gender and sexual identities; histories of colonial and imperial intervention in Central America; diaspora, immigration, labor, national identity, social exclusion and political activism (Available for General Education, Oral Communication.)

#### CAS 201. Survey of Central American Literature (3)

Analysis of literary traditions throughout the history of Central America from pre-Hispanic times to the present. The course will focus on 20th and 21st century literary movements, with the main emphasis placed on the historical and political elements and the ideological proposals of these works. It includes a discussion of the relationship between literary creation and the construction of Central American identity (Available for General Education, Arts and Humanities.)

#### CAS 202. Survey of Central American Visual, Installation and Performance Arts (3)

Analysis of artistic traditions throughout the history of Central America from pre-Hispanic times to the present. The course will focus on the cultural and sociopolitical construction of Central American identities through historical and contemporary artistic creation and

representation. The main emphasis will be placed on the historical and political elements, Central American ethnic and cultural diversity, the multiple struggles for visibility and the ideological proposals that these works pose. It includes a discussion of the cultural and sociopolitical dimensions of art and the relationship between artistic production and the construction of Central American identity.

**CAS 270/F. Fieldwork in Central American Communities (1/2)**

*Preparatory CAS 100 or 102.* Field study in a selected Central American community. By reflecting on their work experience, students learn how the needs of the community can best be met and how the well-being of the community is impacted by its relationships to state and local governments, community organizations and private institutions. Faculty supervisor assists students in obtaining appropriate work placements. Field study to be conducted under supervision and after preparatory instruction to acquaint students with field learning techniques. (Available for General Education, Lifelong Learning.)

**Upper Division**

**CAS 303. Central American Film (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* History of the development of Central American cinema and analysis of film and video production by Central Americans. The course will focus on 20th and 21st century film and video production, with the main emphasis placed on the historical and political context in which Central American cinema is produced, the ideological proposals that these works make and the ways in which this production contributes to the construction of a contemporary version of Central American identity.

**CAS 309. Ancient to Pre-Modern History of the Central American People (3)**

*Preparatory: Completion of Lower Division writing requirement.* Survey of the history of Central Americans from pre-Hispanic times to the pre-Independence days. Major topics include: Indigenous cultures (complex and single societies); Indigenous and European (Spanish and Anglo) relations; religion, family and land tenure; language and education; disease, labor and population; local and global trading; Indigenous revolts and pre-independence movements. (Available for General Education, Social Sciences.)

**CAS 310 Modern History of the Central American People (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Survey of the history of Central Americans from Independence times to the present. Major topics include: Independence movements; 19th and 20th century dependency; state-nation and identity formation; politics of mestizaje; indigenous resistance; imperialism and economic growth; relations with the U.S. and Europe; politics of development; contemporary social movements; Central American diaspora. (Available for General Education, Social Sciences.)

**CAS 311. The Central American Diaspora (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Comparative survey of the socioeconomic conditions and cultural life of Central American peoples in the U.S. today, particularly in California. Issues of immigration, employment, income, education, gender, family, language, national identity, acculturation and political participation will be examined. Discussion of Central American diaspora communities in other parts of the world also may be included. (Available for General Education, Comparative Cultural Studies.)

**CAS 350. Urbanization in Central America (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* During the second half of the 20th century the Central American societies were transformed from an agrarian to an urban-based service economy. As a result of this process

and the political instability in Central America, the Central American population was massively displaced toward urban areas inside and outside the region. This interdisciplinary course will provide students with an understanding of the cultural, social, economic, demographic and political implications of the planning and development of the urban landscape in Central America and of the Central American population movement to urban spaces inside and outside the region.

**CAS 355. Environment, Development and Social Exclusion in Central America (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* The focus of this course will be the origins and ramifications of environmental degradation that stems from developmental policies that have historically impoverished Central American peoples. It examines the socio-cultural, demographic, economic, political and environmental problems experienced by Central America. It also addresses the effects of mono-crop cultivation and the devastation produced by the use of pesticides. Additionally, this course shows the linkages of land degradation and poverty, strategies of survival and resistance, and the communal response to the dynamics of global capitalism.

**CAS 356 Afro-Caribbean Central American Cultures and Identities (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* This interdisciplinary course examines the history of colonization and racism, as well as the socio-economic, political and religious conditions that Afro-Caribbean peoples in Central America have endured since the time of their arrival as part of the slave trade until their most contemporary quests for self-determination. This course explores the diverse cultures of the Afro-Caribbean population, the transnational movements and initiatives linked to this population's struggle for liberation and the challenges that such struggles have represented to the Central American nation/states. Emphasis will be placed on Afro-Caribbean Central American peoples' cultures, identities, movements, rights, media, gender and migratory issues.

**CAS 364. Culture and Violence in Central America (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* This course will provide students with a basic theoretical and practical understanding of the relationship between culture and violence in Central America and the historical and socio-economic conditions that have generated a culture of violence in the region. The course will include an analysis of the concept of violence as it takes ideological and physical forms, both in public and private spaces. Major topics of discussion include the historical legacy of exclusion, authoritarianism and the militarization of Central America; the colonial legacy of ethnic exclusion; the destruction and exploitation of the environment; the role that violence plays in the experience of displacement that Central American immigrant communities undergo; and the relationship between violence, culture and the construction of Central American identity.

**CAS 365. Changing Roles of Central American Women (3)**

*Preparatory: Completion of the Lower Division writing requirement; either CAS 100 or 102.* Comparative examination of the shifting cultural, political, economic and sex/gender roles that have shaped the lives of Central American women, including women's roles prior to and after the revolutionary movements. Also includes discussions of women activists and women's movements in various Central American communities both in the U.S. and in Central America; the search of Central American women for identity in the U.S.; and women's contributions to art, music, poetry, literature, politics and culture. (Available for General Education, Comparative Cultural Studies.)

**CAS 366. Contemporary Indigenous Peoples of Central America (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* This interdisciplinary course examines the new socio-economic, political and religious conditions that contemporary Indigenous people of Central America are facing in their daily quest for self-determination. In the last two decades, the study of Indigenous practices has challenged the traditional notion that portrays native peoples as passive subjects of the modern forces of assimilation. This course explores the transnational spaces occupied by Indigenous associations and the challenges that this Indigenous movement represents to the Central American nation/states, the participation of women in defining the future of Indigenous communities and resistance to the imposing socio-cultural and political paradigms. Emphasis will be placed on contemporary Indigenous culture, identity, movements, rights, media, gender and migratory issues.

**CAS 367. Contemporary Religious Movements in Central America (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* Designed to provide students with a basic theoretical and practical understanding of the contemporary religious movements that shape Central American life in both Central America and the U.S. Emphasizes the transnational nature of Central American religious movements, as well as the ways in which these movements are responding to the legacy of war and violence that has impacted Central American life, both in the region and in diaspora communities.

**CAS 368. Central American Revolutionary Movements (3)**

*Preparatory: Completion of the Lower Division writing requirement; either CAS 100 or 102.* Examines the historical and socio-economic conditions that have shaped the Central American revolutionary movements. Major topics of discussion include the history of Central America leading up to these movements, the role of U.S. policy in the region before and during the movements, the ideological sources of the revolutionary movements and their organizing strategies, the impact of the U.S. anti-intervention and solidarity movements, the peace processes in the region and the influence of these movements on the post-revolutionary diaspora communities in the U.S. (Available for General Education, Social Sciences.)

**CAS 369. Contemporary Social Movements in Central America (3)**

*Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor.* Designed to provide students with a basic theoretical and practical understanding of the contemporary social movements that shape Central American life in both Central America and the U.S. Emphasizes the transnational nature of Central American social movements, as well as the ways in which these movements are responding to the legacy of war and violence that has impacted Central American life, both in the region and in diaspora communities. (Available for General Education, Social Sciences)

**CAS 410. The Central American Child (3)**

*Preparatory: Completion of the Lower Division writing requirement.* This course examines the educational experience of the Central American child within the context of immigration in the U.S.. At the same time, it compares the educational experience of the Central American child with that of children from other ethnic groups. This perspective provides insight into the Central American educational experience in the U.S.. It analyzes family educational strategies, Central American cultural and ethnic diversity, as well as the legacy of war and violence that has impacted Central American life in the U.S. and their influence on the Central American child's learning process. In addition, it will assess the educational system within a context of diversity, its outcomes and cultural relevance to Central American learning styles. Moreover, it will identify the national structures of culture, racism, economics and social policy, and their impacts on the local dynamics within the Central American community as well as other ethnic groups, particularly with regard to second language learning, bilingualism and non-Western cultural identities.

**CAS 421. Central American Literature Seminar (3)**

Examines Central American literary traditions with emphasis on the 20th and 21st centuries. Focuses on the aesthetic proposals, the historical and political context in which Central American literature is produced, the Central American transnational experience and the ways in which literary production contributes to the construction of a contemporary version of Central American identity. Emphasizes application of recent trends in literary theories and critical methodologies. Variable topics. Conducted in Spanish.

**CAS 440. Research Seminar on Central American Culture (3)**

*Preparatory: Upper Division standing; 6 units in Central American Studies, including CAS 201.* Techniques and practice of the critical analysis of culture. Develop and implement a comparative research project that explores in-depth some aspect of Central American cultures. Variable content. Possible topics include the role of literature in the construction of national identity, the creation of texts through oral history, cultural transformation and continuity in the Central American diaspora, art and social protest, medicine, religion and sorcery in the Central American diaspora. May be repeated for credit with instructor consent.

**CAS 460. Research Seminar on Central American Political Issues (3)**

*Preparatory: Upper Division standing; 6 units in Central American Studies, including CAS 201.* The purpose of this seminar is to acquaint students with the techniques and practices of theoretical research. Students will develop and implement comparative research projects that explore in-depth some aspect of the Central American political experience. Variable content. Possible topics include Sandinismo in theory and practice, the role of the Catholic Church and the influence of Evangelical Protestantism in Central American communities, postwar democracy in Central America and political activism in Central American diaspora communities in California.

# Chemistry and Biochemistry

College of Science and Mathematics

**Chair: Eric Kelson**

**Eucalyptus Hall (EH) 2102**

**(818) 677-3381**

**www.csun.edu/chemistry**

## Faculty

Jeffrey Charonnat, Susan Collins, Karin Crowhurst, Daniel Curtis, Jussi Eloranta, Paula Fischhaber, Simon Garrett, Joseph Hajdu, Eric Kelson, Jheem Medh, Gagik Melikyan, David Miller, Thomas Minehan, Katsu Ogawa, Taoboem Oh, Yann Schrodi, Shiquan Tao, Jessica Vey

## Emeritus Faculty

Henry Abrash, Kenneth Hardcastle, Francis Harris, William Harrison, Margaret Holzer, I-Nan Hsu, Sandra Jewett, Paul Klinedinst, LeRoy Nyquist, Carl Olsen, Sandor Reichman, Edward Rosenberg, James Schaeffer, Ricardo Silva, Dean Skovlin

## Degree Programs

Undergraduate:

**B.A., Chemistry**

**B.S., Chemistry**

**B.S., Biochemistry**

**Minor in Chemistry**

Graduate:

**M.S., Biochemistry**

**M.S., Chemistry**

## The Major

Chemistry is called the central science. It addresses problems raised in related fields such as biology, geology, physics and engineering. Chemists solve such problems by analyzing substances, synthesizing new materials and by measuring their properties. They also investigate biochemical systems.

## Careers

A degree in chemistry will enable you to work as a professional chemist, synthesizing compounds, analyzing qualitatively and quantitatively the content of various materials and measuring the properties of chemical substances. A degree in biochemistry will enable you to work in the developing field of genetic engineering. A degree in chemistry will help you pursue a career in the areas of environmental protection, biotechnology, nanotechnology and in many areas related to chemical and pharmaceutical sciences. In addition, any of the degree options in chemistry will enable you to enter professional programs such as medical, dental or pharmacy school.

## Academic Advisement

Each undergraduate major has an assigned faculty advisor. Chemistry majors must consult with their advisor for program planning and approval each semester before being allowed to register for classes. Elective courses taken to fulfill requirements in the major should have prior approval of the student's advisor. Please contact the Department Office for graduate program.

## Department Programs

The B.A. degree is designed for students who desire: (a) a strong chemistry background for careers in the health field (see advisor concerning additional necessary courses); (b) careers in industry, including textile chemistry, technical sales, government laboratories, patent law, library fields, etc.; or (c) a single subject teaching credential (science, chemistry).

The B.S. Degree in Chemistry is designed to prepare students who desire: (a) to pursue graduate work in chemistry; (b) to work in indus-

try or government laboratories; or (c) to work in the fields of technical sales, hazardous materials testing and handling, chemical literature or chemical patents.

The B.S. Degree in Biochemistry degree is designed for students who desire: (a) pre-medical, pre-dental, pre-pharmacy or pre-veterinary preparation; (b) graduate study in biochemistry; or (c) careers in the life sciences that require an understanding of biological phenomena at the molecular level.

The curricula for the B.S. degree in Chemistry and for the B.S. degree in Biochemistry have been reviewed by the American Chemical Society (ACS) and meet its requirements for approved programs.

The M.S. degree in Chemistry is designed to prepare students for research-oriented careers in chemical industry, for entry into doctoral programs at other institutions or for teaching of chemistry at institutions such as community colleges.

The M.S. in Biochemistry allows specialization in the areas of biochemistry, molecular biology or bioorganic chemistry and is intended for students desiring research-oriented careers in chemical, biochemical, biotech industry, post-secondary chemistry teaching or entry into Ph.D. programs.

## Student Learning Outcomes of the Undergraduate Program

1. Demonstrate basic knowledge in the following areas of chemistry: analytical, biochemistry inorganic, organic and physical.
2. Organize and communicate scientific information clearly and concisely, both verbally and in writing.
3. Effectively utilize the scientific literature, including the use of modern electronic search and retrieval methods, to research a chemistry topic or to conduct chemical research.
4. Work effectively and safely in a laboratory environment, including the ability to follow experimental chemical procedures and maintain a proper lab notebook.
5. Effectively utilize modern chemical instrumentation to obtain data and perform research.
6. Perform qualitative and quantitative chemical analysis, including the application of computer technology for such analyses.
7. Describe the impact of chemistry on our world, including the environment, the economy and medicine.
8. Demonstrate an ability to determine the scientific validity of a claim that pertains to consumer products, the environment or the life sciences.

## Requirements for the B.A. Degree in Chemistry

### 1. Lower Division Required Courses (24 units)

|      |        |   |
|------|--------|---|
| CHEM | 101/L  | General Chemistry I and Lab (4/1)       |
| CHEM | 102/L  | General Chemistry II and Lab (4/1)      |
| MATH | 255A   | Calculus for the Life Sciences I (3)    |
| MATH | 255B   | Calculus for the Life Sciences II (3)   |
| PHYS | 220A/L | Mechanics and Lab (3/1)                 |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1) |

### 2. Upper Division Required Courses (27 units)

|         |       |  |
|---------|-------|--|
| CHEM    | 321/L | Chemical Analysis I and Lab (2/2)                    |
| CHEM    | 333/L | Organic Chemistry I and Lab (3/1)                    |
| CHEM    | 333R  | Problem Solving in Organic Chemistry I (1)           |
| CHEM    | 334/L | Organic Chemistry II and Lab (3/1)                   |
| CHEM    | 334R  | Problem Solving in Organic Chemistry II (1)          |
| CHEM    | 351/L | Physical Chemistry I and Lab (4/1)                   |
| CHEM    | 401   | Inorganic Chemistry (3)                              |
| CHEM    | 422/L | Chemical Analysis II and Lab (2/2)                   |
| CHEM    | 495A  | Directed Undergraduate Research                      |
| or CHEM | 499A  | Independent Study with presentation of a seminar (1) |

**3. Upper Division Electives (7 units)**

Chemistry electives selected with approval of major advisor from 400- or 500-level courses in Chemistry. At least 3 units must be from electives other than CHEM 495 and 499.

|  |            |
|--|------------|
| <b>Total Units in the Major</b>            | <b>58</b>  |
| <b>General Education Units</b>             | <b>36</b>  |
| <b>Additional Units</b>                    | <b>26</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

**Requirements for the B.S. Degree in Chemistry****1. Lower Division Required Courses (36 units)**

|      |           |   |
|------|-----------|---|
| CHEM | 101/L     | General Chemistry I and Lab (4/1)               |
| CHEM | 102/L     | General Chemistry II and Lab (4/1)              |
| MATH | 150A      | Calculus I (5)                                  |
| MATH | 150B      | Calculus II (5)                                 |
| MATH | 250       | Calculus III (3)                                |
| MATH | 280       | Applied Differential Equations (3)              |
| PHYS | 225/220AL | Physics I/ Mechanics Lab. (4/1)                 |
| PHYS | 226/220BL | Physics II/ Electricity and Magnetism Lab (4/1) |

**2. Upper Division Required Courses (40 units)**

|      |              |  |
|------|--------------|--|
| CHEM | 321/L        | Chemical Analysis I and Lab (2/2)                    |
| CHEM | 333/L        | Organic Chemistry I and Lab (3/1)                    |
| CHEM | 333R         | Problem Solving in Organic Chemistry I (1)           |
| CHEM | 334/L        | Organic Chemistry II and Lab (3/1)                   |
| CHEM | 334R         | Problem Solving in Organic Chemistry II (1)          |
| CHEM | 351/L        | Physical Chemistry I and Lab (4/1)                   |
| CHEM | 352/L        | Physical Chemistry II and Lab (4/1)                  |
| CHEM | 401/L        | Inorganic Chemistry and Lab (3/1)                    |
| CHEM | 411          | Synthesis (3)  |
| CHEM | 422/L        | Chemical Analysis II and Lab (2/2)                   |
| CHEM | 464          | Principles of Biochemistry (4)                       |
| CHEM | 495A         | Directed Undergraduate Research (1)                  |
|      | or CHEM 499A | Independent Study with presentation of a seminar (1) |

**3. Upper Division Electives (3 units)**

Chemistry electives selected with approval of the major advisor from 400- or 500-level courses in Chemistry other than CHEM 495 and 499

|  |            |
|--|------------|
| <b>Total Units in the Major</b>            | <b>79</b>  |
| <b>General Education Units</b>             | <b>36</b>  |
| <b>Additional Units</b>                    | <b>5</b>   |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

**Requirements for the B.S. Degree in Biochemistry:****1. Lower Division Required Courses (32 units)**

|      |        |   |
|------|--------|---|
| BIOL | 106/L  | Biological Principles I and Lab. (3/1)  |
| BIOL | 107/L  | Biological Principles II and Lab (3/1)  |
| CHEM | 101/L  | General Chemistry I and Lab (4/1)       |
| CHEM | 102/L  | General Chemistry II and Lab (4/1)      |
| MATH | 255A   | Calculus for the Life Sciences I (3)    |
| MATH | 255B   | Calculus for the Life Sciences II (3)   |
| PHYS | 220A/L | Mechanics and Lab (3/1)                 |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1) |

**2. Upper Division Required Courses (43 units)**

|      |       |                                   |
|------|-------|-----------------------------------|
| BIOL | 380   | Cell Biology (3)                  |
| CHEM | 321/L | Chemical Analysis I and Lab (2/2) |

|      |       |   |
|------|-------|---|
| CHEM | 333/L | Organic Chemistry I and Lab (3/1)           |
| CHEM | 333R  | Problem Solving in Organic Chemistry I (1)  |
| CHEM | 334/L | Organic Chemistry II and Lab (3/1)          |
| CHEM | 334R  | Problem Solving in Organic Chemistry II (1) |
| CHEM | 351   | Physical Chemistry I (4)                    |
| CHEM | 352   | Physical Chemistry II (4)                   |
| CHEM | 401   | Inorganic Chemistry (3)                     |
| CHEM | 422/L | Chemical Analysis II and Lab (2/2)          |
| CHEM | 461/L | Biochemistry I (3/1)                        |
| CHEM | 462/L | Biochemistry II (3/1)                       |
| CHEM | 465   | Topics in Biochemistry (3)                  |

**3. Upper Division Electives (9 units)**

A minimum of 3 units of Upper Division electives selected from the following courses:

|      |        |   |
|------|--------|---|
| CHEM | 411    | Synthesis (3)   |
| CHEM | 433    | Organic Analysis (3)  |
| CHEM | 471    | Chemical Literature, Information Retrieval and Presentation (1) |
| CHEM | 481    | Nuclear and Radiochemistry (4)                                  |
| CHEM | 495A-C | Directed Undergraduate Research (1-3)                           |
| CHEM | 499A-C | Independent Study (1-3)   |
| CHEM | 538    | Natural Products (3)  |

A minimum of 6 units of electives selected with approval of major advisor from Upper Division courses in biology.

|  |            |
|--|------------|
| <b>Total Units in the Major</b>            | <b>84</b>  |
| <b>General Education Units</b>             | <b>36</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

**Requirements for the M.S. Degree in Chemistry****A. For Admission to the Program:**

- In addition to general University requirements for admission, a Bachelor's Degree with 2.75 or higher overall GPA and a Chemistry major or other area with appropriate science content. Applicants with an overall GPA between 2.50 and 2.75 may be admitted if their GPA in the last 60 units is at or above 2.75.
- Foreign students must submit a minimum TOEFL score of 550 (paper-based test) or 213 (computer-based test) to demonstrate their proficiency in the English language.
- Departmental approval. The department may request additional supporting material to assess an applicant's preparation and likelihood for academic success.

**B. For Classified Status**

- Satisfactory scores on the departmental proficiency exams in organic, inorganic and physical chemistry or demonstrated competence through course work in these areas.
- General University requirements for classified status.

**C. Requirements for the degree:**

- A minimum of 30 units of graduate work, including a thesis. At least 21 units must be taken in 500- or 600-level courses. Normally, degree candidates are expected to serve as teaching assistants in the department.

**a. Required Courses (6-12 units)**

|      |        |                                  |
|------|--------|----------------------------------|
| CHEM | 691    | Literature Seminar (1)           |
| CHEM | 692    | Thesis Seminar (1)               |
| CHEM | 696A-C | Directed Graduate Research (3-7) |
| CHEM | 698A-C | Thesis (1-3)                     |

**b. Electives (18-24 units)**

The electives should be selected with the approval of the Graduate Coordinator from 400- and 500-level courses and must include at least one course that has a lab component.

A maximum of 9 units of 400-level courses may be applied toward the 30 units required for the degree.

2. Oral defense of thesis.
3. Formal Approval by the Graduate Thesis Committee.

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 30 |
|-------------------------------------|----|

## Requirements for the M.S. Degree in Biochemistry

### A. For Admission to the Program

1. In addition to general University requirements for admission, Bachelor's Degree with 2.75 or higher overall GPA and a major in Chemistry, Biochemistry or other area with the appropriate science content. Applicants with an overall GPA between 2.50 and 2.75 may be admitted if their GPA in the last 60 units is at or above 2.75.
2. Foreign students must submit a minimum TOEFL score of 550 (paper-based test) or 213 (computer-based test) to demonstrate their proficiency in the English language.
3. Departmental approval. The department may request additional supporting material to assess an applicant's preparation and likelihood for academic success.

### B. For Classified Status

1. Demonstrated competence in biochemistry and organic chemistry, and in physical or inorganic chemistry, either through satisfactory scores on the departmental proficiency exams or through course work in these areas.
2. General University requirements for classified status .

### C. Requirements for the Degree

1. A minimum of 30 units of graduate work, including a thesis to be completed within five years of attaining classified status. At least 21 units must be taken in 500- or 600-level courses. Normally, degree candidates are expected to serve as teaching assistants in the Department.

#### a. Required Courses (6-12 units)

##### 500-level Biochemistry Courses (6)

|          |                                  |
|----------|----------------------------------|
| CHEM 691 | Literature Seminar (1)           |
| CHEM 692 | Thesis Seminar (1)               |
| CHEM 696 | Directed Graduate Research (3-7) |
| CHEM 698 | Thesis (1-3)                     |

#### b. Electives (18-24 units)

These electives should be selected with the approval of the Graduate Coordinator from 400- and 500-level Chemistry and Biochemistry/ Biology courses and must include at least one course that has a laboratory component. A maximum of 9 units of 400-level courses may be applied toward the 30 units required for the degree. A list of suitable electives can be found at the Department website and also is available from the Graduate Coordinator or the Department Office.

2. Oral defense of thesis.
3. Formal approval by the Graduate Thesis Committee.

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 30 |
|-------------------------------------|----|

## Requirements for Minor in Chemistry

### 1. Lower-Division Required Courses (10 units)

|            |  |
|------------|--|
| CHEM 101/L | General Chemistry I and Lab (4/1)  |
| CHEM 102/L | General Chemistry II and Lab (4/1)<br>(PHYS 100A/B, General Physics, is recommended) |

### 2. Upper-Required Courses (18 units)

|            |   |
|------------|---|
| CHEM 321/L | Chemical Analysis I and Lab (2/2)   |
| CHEM 333/L | Organic Chemistry I and Lab (3/1)   |
| CHEM 333R  | Problem Solving in Organic Chemistry I (1)  |
| CHEM 334/L | Organic Chemistry II and Lab (3/1)  |
| CHEM 334R  | Problem Solving in Organic Chemistry II (1)   |
| CHEM 464/L | Principles of Biochemistry and Lab (3/1) or a minimum of 3 units of other approved Upper Division Chemistry for which the student has the prerequisite. |

|                                     |       |
|-------------------------------------|-------|
| Total Units Required for the Degree | 27-28 |
|-------------------------------------|-------|

## Course List

### CHEM 100. Principles of Chemistry (3)

*Prerequisite:* Qualifying score on the ELM examination or satisfying the exemption requirements. One-semester preparatory course that focuses on developing problem-solving skills based on an introduction to the field of chemistry. Application of the scientific method, modern ideas concerning atomic and molecular structure, principles of compound formation, and chemical nomenclature and calculations involving scientific units are emphasized. Selected topics in applied chemistry and the application of chemical principles to life and environmental sciences are explored. Engineering and Science majors should consult with their advisors before enrolling in this course. Credit cannot be earned in both CHEM 100 and 103. Students using this course to satisfy a General Education requirement in Natural Sciences may satisfy the corresponding lab requirement by completing CHEM 100L. 3 hours lecture per week.

### CHEM 100L. Principles of Chemistry Laboratory (1)

*Prerequisite:* Qualifying score on the ELM Examination or satisfying the ELM exemption requirement. *Corequisite:* CHEM 100. Optional laboratory course to accompany CHEM 100 in which the fundamentals of scientific inquiry and basic laboratory techniques are presented. May be used to satisfy the laboratory requirement in Natural Sciences of General Education provided CHEM 100 is also completed. One 3-hour lab per week.

### CHEM 101/L. General Chemistry I and Lab (4/1)

*Prerequisite:* Satisfactory score on the Chemistry Placement Test (CPT) or a grade of C or higher (C- is unacceptable) in CHEM 100 taken at CSUN only. *Corequisite:* CHEM 101L. Basic course in the fundamental principles and theories with special emphasis on chemical calculations. Includes a discussion of the kinetic molecular theory, atomic structures, the periodic table, solutions and oxidation-reduction. Recitation portion deals with problem solving, review of the lecture material and quizzes. Lab section emphasizes basic lab skills, quantitative relationships in chemistry and inorganic preparative procedures. Completion of CHEM 101/L satisfies General Education Natural Sciences, including the corresponding lab requirement. 3 hours lecture; 1 hour recitation per week; one 3-hour lab per week.



**CHEM 102/L. General Chemistry II and Lab (4/1)**

*Prerequisite:* CHEM 101/L with a minimum grade of C- in CHEM 101. *Corequisite:* CHEM 102L. Continuation of CHEM 101. Introduction to kinetics, gas phase and solution equilibria, electrochemistry, chemical thermodynamics, radio, organic chemistry and the descriptive chemistry of the more familiar metals and nonmetals. Recitation portion deals with problem solving, review of the lecture material and quizzes. Lab section consists of experiments dealing with kinetics, acid-base and solubility equilibria, selected reactions of metals and nonmetals, and qualitative elemental analysis. Completion of CHEM 102/L satisfies General Education, Natural Sciences, including the corresponding lab requirement. 3 hours lecture; 1 hour recitation per week; one 3-hour lab per week.

**CHEM 103/L. Introductory Chemistry I and Lab (3/1)**

*Prerequisite:* Qualifying score on the ELM Examination or satisfying the ELM exemption requirements. *Corequisite:* CHEM 103L. Not open to engineering, biology or physical science majors. Designed to stress fundamental principles of inorganic chemistry, the structure of atoms and molecules, the periodic table, states of matter, chemical calculations involving stoichiometry and simple algebraic operations. Credit cannot be earned in both CHEM 100 and 103. Students can use this course to satisfy the General Education, Natural Sciences laboratory requirement. 3 hours lecture and one 3-hour lab per week.

**CHEM 104/L. Introductory Chemistry II and Lab (3/1)**

*Prerequisite:* CHEM 103/L. *Corequisite:* CHEM 104L. Not open to engineering, biology or physical science majors. Continuation of CHEM 103/L. Properties of solutions, chemical equilibrium, acids and bases. Chemistry of simple organic compounds and common elements. Students can use this course to satisfy the General Education, Natural Sciences laboratory requirement. 3 hours of lecture and one 3-hour lab per week.

**CHEM 110. Chemistry in Action (3)**

One-semester course introducing chemistry and its relation to technological advances and their impact on our society and the environment. Students using this course to satisfy a General Education requirement in Natural Sciences may satisfy the corresponding lab requirement by completing CHEM 110L. 3 hours lecture per week.

**CHEM 110L. Chemistry in Action Lab (1)**

*Recommended Corequisite or Preparatory:* CHEM 110 or 100. No credit for Science and Engineering majors. Laboratory exercises introduce the fundamentals of scientific inquiry and basic laboratory techniques. May be used to satisfy the lab requirement in Natural Sciences of General Education provided CHEM 100 or 110 also is completed. One 3-hour lab per week.

**CHEM 235/L. Introductory Organic Chemistry and Lab (3/1)**

*Prerequisite:* CHEM 102/L or CHEM 104/L. *Corequisite:* CHEM 235L. A course describing simple aliphatic and aromatic compounds with an emphasis on the chemistry of functional groups. 3 hours of lecture and one 3-hour lab per week. No credit for Science and Engineering majors, except for certain options in Biology and Geology; consult your major department. This course does not substitute for CHEM 333.

**Upper Division****CHEM 321/L. Chemical Analysis I and Lab (2/2)**

*Prerequisite:* CHEM 102/L. *Corequisite:* CHEM 321L. Emphasizes the principles of analytical reactions and the theory and applications of instruments to problems of chemical analysis. Principal topics include volumetric methods and instrumental techniques such as spectrophotometry, electrochemistry and chromatography. Lab: Introduction to the experimental methods of analytical chemistry based on the theory covered in CHEM 321. Emphasis on the development of careful and accurate lab technique. 2 hours lecture per week; two 3-hour lab periods per week.

**CHEM 333/L. Organic Chemistry I and Lab (3/1)**

*Prerequisite:* CHEM 102/L. *Corequisite:* CHEM 333L (all majors), CHEM 333R for Chemistry and Biochemistry majors. *Recommended Corequisite:* CHEM 333R for all other majors. The study of the structure and properties of organic molecules, with a special emphasis on functional groups and their reactions. Attention given to the mechanisms of organic reactions and the spectroscopic techniques used to determine the structure of organic molecules. Lab: An introduction to the techniques of synthesis, purification and characterization of organic compounds. 3 hours lecture per week; one 3-hour lab per week.

**CHEM 333R. Problem Solving in Organic Chemistry I (1)**

*Corequisite:* CHEM 333. Critical analysis of topics introduced in CHEM 333. Structured group work is used to develop essential analysis and problem-solving skills. 1 hour per week.

**CHEM 334/L. Organic Chemistry II and Lab (3/1)**

*Prerequisite:* CHEM 333/L. *Corequisite:* CHEM 334L (all majors), CHEM 334R for Chemistry and Biochemistry majors. *Recommended Corequisite:* CHEM 334R for all other majors. Continuation of CHEM 333, with an emphasis on mechanisms of organic reactions and synthesis. Attention given to representative compounds of interest in biology and medicine. Lab: Exposure to reactions common in chemical synthesis, including arene substitution, transformations of carbonyl compounds, the Diels-Alder reaction and polymer synthesis. 3 hours lecture per week; one 3-hour lab per week.

**CHEM 334R. Problem Solving in Organic Chemistry II (1)**

*Prerequisite:* CHEM 333/L. *Corequisite:* CHEM 334. *Recommended Preparatory:* CHEM 333R. Critical analysis of topics introduced in CHEM 334. Structured group work is used to develop essential analysis and problem-solving skills. 1 hour per week.

**CHEM 351. Physical Chemistry I (4)**

*Prerequisites:* CHEM 102/L; PHYS 220A or 225; MATH 150B or 255B. *Corequisite for Chemistry B.A. and B.S. majors:* Chem 351L. *Recommended Corequisite or Preparatory:* Chem 351L and MATH 250. Basic laws of thermodynamics, states and changes of state, solutions, equilibria, phase rule, kinetic molecular theory, chemical kinetics and electrochemistry. 4 lecture hours per week. (Offered Fall semester)

**CHEM 351L. Physical Chemistry I Lab (1)**

*Corequisite:* CHEM 351. Laboratory course for CHEM 351. Introduction to the experimental methods of physical chemistry based on the concepts covered in CHEM 351. One 3-hour lab per week. (Offered Fall semester).

**CHEM 352. Physical Chemistry II (4)**

*Prerequisites:* CHEM 321/L, 351; PHYS 220B or 226. *Corequisite for Chemistry B.S. majors:* CHEM 352L. *Recommended Corequisite or Preparatory:* CHEM 352L; MATH 250 and 280. Continuation of CHEM 351. Quantum mechanics, atomic and molecular structure, spectroscopy, statistical mechanics and new developments and trends in physical chemistry. (Offered Spring semester)

**CHEM 352L. Physical Chemistry II Lab (1)**

*Corequisite:* CHEM 352. Laboratory course for Chem 352. Selected experiments illustrating some of the important concepts covered in CHEM 352. One 3-hour lab per week. (Offered Spring semester)

**CHEM 365/L Introduction to Biochemistry and Lab (3/1)**

*Prerequisite:* CHEM 235/L or CHEM 333/L. *Corequisite:* CHEM 365L. A course designed for non-science majors, describing chemistry and metabolism of proteins, carbohydrates, lipids, vitamins, hormones, etc. 3 hours of lecture and one 3-hour lab per week. No credit for Science or Engineering majors, except for certain options in Biology; consult your major department.

**CHEM 401. Inorganic Chemistry (3)**

*Prerequisite:* CHEM 351. Principles of chemical bonding and molecular structure; survey of the chemistry of the elements of the periodic system. 3 hours lecture per week.

**CHEM 401L. Inorganic Chemistry Lab (1)**

*Corequisite:* CHEM 401. Synthesis and characterization of inorganic and organometallic compounds. Synthetic techniques important to inorganic chemistry, such as electrochemical synthesis, autoclave reactions and inert atmosphere techniques, as well as inorganic spectroscopic techniques. One 3-hour lab per week.

**CHEM 411. Synthesis (3)**

*Prerequisite:* CHEM 334. Preparation of inorganic and organic compounds and their identification, using advanced methods. 1 hour lecture; two 3-hour lab periods per week.

**CHEM 422/L. Chemical Analysis II and Lab (2/2)**

*Prerequisite:* CHEM 321. *Corequisite:* CHEM 422L. Continuation of CHEM 321, with special emphasis on polarography and voltammetry, chromatography, spectrophotometric methods, mass spectrometry and radiochemical methods. 2 hours lecture per week; two 3-hour lab periods per week.

**CHEM 433. Organic Analysis (3)**

*Prerequisite:* CHEM 334. Identification of organic compounds using advanced spectrometric techniques that include modern NMR methods. 1 hour lecture; two 3-hour lab periods per week.

**CHEM 451. Modern Physical Chemistry (3)**

*Prerequisite:* CHEM 352. Selected topics in modern physical chemistry, including atomic and molecular structure and spectra, the chemical bond, inter-molecular forces, interaction of matter with fields and the solid state. 3 hours lecture per week.

**CHEM 461/L. Biochemistry I and Lab (3/1)**

*Prerequisites:* CHEM 321/L, 334. *Corequisites:* CHEM 461L. The first part of a two-semester biochemistry lecture series designed for biochemistry majors that includes study of protein structure and function, enzyme mechanisms, biological membranes, carbohydrate metabolism, ATP generation and lipid metabolism. Lab includes experiments involving acid/base chemistry, peptide analysis, spectrophotometric analysis, protein isolation and characterization, and enzyme kinetics. 3 hours lecture per week; one 3-hour lab per week.

**CHEM 462/L. Biochemistry II and Lab (3/1)**

*Prerequisite:* CHEM 461 or instructor consent. *Corequisites:* CHEM 462L. Continuation of CHEM 461, the second part of a two-semester biochemistry lecture series designed for biochemistry majors, including discussion of photosynthesis, amino acid metabolism, lipoproteins, metabolic interrelationships and regulation, information transfer and signal transduction. Lab includes experiments involving gel filtration, ATP biosynthesis, isolation and characterization of phospholipids, reactions of lipolytic enzymes, mitochondrial dehydrogenases, isolation of DNA, study of restriction enzymes and polymerase chain reaction. 3 hours lecture per week; one 3-hour lab per week.

**CHEM 464. Principles of Biochemistry (3)**

*Prerequisite:* CHEM 334. *Corequisite (for Chemistry majors and minors):* CHEM 464L. Properties and metabolism of the constituents of biological systems. Mechanism of enzyme action, energy relations in biological systems. 3 hours lecture per week. Available for graduate credit.

**CHEM 464L. Principles of Biochemistry Laboratory (1)**

*Prerequisite:* CHEM 334. *Corequisite:* CHEM 464. *Recommended Preparatory:* CHEM 321/L. Experiments involving acid/base chemistry, peptide structure, spectrophotometric analysis, biomolecule purification and enzymology designed to develop the ability to collect, analyze and report experimental biochemical information. One 3-hour lab per week. Available for graduate credit.

**CHEM 465. Topics in Biochemistry (3)**

*Prerequisite:* CHEM 462 or instructor consent. Seminar in major recent developments in biochemistry. 3 hours lecture per week.

**CHEM 471. Chemical Literature, Information Retrieval and Presentation (1)**

*Prerequisites:* Open only to junior and senior science majors and graduate students in science. Use of the chemical literature, including abstracts and computer retrieval systems. Preparation of manuscripts and oral presentations. 1 hour lecture per week.

**CHEM 481. Nuclear and Radiochemistry (4)**

*Prerequisite:* CHEM 352. Study of the atomic nucleus and its properties. Description of nuclear phenomena and an introduction to nuclear theory. Lab: Techniques for the study of radio-nuclides and the application of isotopic tracers to problems in biology, chemistry, geology and physics are explored. 2 hours lecture per week; two 3-hour lab periods per week.

**CHEM 495A-C. Directed Undergraduate Research (1-3)**

*Prerequisite:* One course beyond CHEM 102 in the area related to the research. Interested students should make arrangements with the department as soon as possible, preferably during the previous semester. For students of advanced rank and proven competence in chemistry. Program of original independent research, culminating in a written report, carried out under the direction of one of the Chemistry faculty. Upon prior approval by the department of a detailed research proposal, the research may be performed in industrial or medical labs. In such a case, the research report must be submitted to and evaluated by a designated member of the Chemistry faculty. May be repeated for credit. No credit toward M.S. degree.

**CHEM 499A-C. Independent Study (1-3)**

See Independent Study under courses of study.

## Graduate

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Graduate students should refer to Graduate Programs.

**CHEM 500. Chemistry Teaching Assistant Workshop (1)**

*Prerequisite:* Graduate student status. An instructional improvement workshop for graduate teaching assistants. Participants learn by presenting short videotaped lessons to the class and by receiving feedback on the basic skills demonstrated in the lesson. Participants are presented with a basic model for clear chemistry lab teaching and are taught effective feedback techniques. (Credit/No Credit only)

**CHEM 502. Advanced Inorganic Chemistry (3)**

*Prerequisite:* CHEM 401. Study of molecular structure of inorganic compounds; coordination chemistry; kinetics and mechanisms of inorganic reactions. 3 hours lecture per week.

**CHEM 522. Advanced Analytical Chemistry (3)**

*Prerequisite:* CHEM 422/L or approval of the instructor. An advanced-level discussion of topics in analytical chemistry with particular emphasis on separation sciences and optical spectroscopy. Topics that will be discussed in detail are fluorescence, phosphorescence, phase and distribution equilibria, extraction techniques, electrophoresis and microfluid separation. 3 hours lecture per week.

**CHEM 531. Survey of Organic Reactions (3)**

*Prerequisite:* CHEM 334. Detailed survey of the ranges of application and mechanisms of organic oxidations, reductions, additions, eliminations, condensations and degradations with specific reference to their applications to problems of synthesis and structure elucidation. 3 hours lecture per week.

**CHEM 534. Advanced Organic Chemistry (3)**

*Prerequisites:* CHEM 334, 352. Physical and physicochemical consideration of organic chemistry. Kinetics, configuration. 3 hours lecture per week.

**CHEM 538. Natural Products (3)**

*Prerequisite:* CHEM 334. Chemistry and biosynthesis of naturally occurring compounds, including alkaloids, steroids, terpenes and mold metabolites, based on structure elucidation, synthesis, biosynthetic considerations and physiological properties. Use of modern methods for structure determination and application of unique structural features in theoretical chemistry. 3 hours lecture per week.

**CHEM 541. Environmental Chemistry I (2)**

*Prerequisite:* CHEM 422/L or instructor consent. *Recommended Corequisite:* CHEM 541L. Comprehensive survey of the Earth's natural processes in atmosphere, water and soil, and the chemical aspects of the impact that human activities have produced in the natural environment. Also, topics such as energy resources, hazardous waste management/treatment and risk assessment are discussed. 2 hours lecture per week.

**CHEM 541L. Environmental Chemistry I Lab (2)**

*Prerequisite:* CHEM 422/L or instructor consent. *Recommended Corequisite:* CHEM 541. Application of chemical and instrumental methods for the identification and quantification of inorganic and organic contaminants present in water, soil and air samples using E.P.A.-approved methodologies and protocols. Two 3-hour lab periods per week.

**CHEM 542. Environmental Chemistry II (1)**

*Prerequisite:* CHEM 541/L or instructor consent. *Recommended Corequisite:* CHEM 542L. Advanced-level discussion of topics in air, water and soil pollution. Includes the role of humic substances in natural waters, stratospheric ozone depletion, acid rain, photochemical smog, soil and treatment technologies. Case studies on soil and water pollution also are discussed. 1 hour lecture per week.

**CHEM 542L. Environmental Chemistry II Lab (2)**

*Prerequisite:* CHEM 541/L or instructor consent. *Recommended Corequisite:* CHEM 542. Advanced level experimental investigation on the identification and analysis of contaminated water, air and soil samples are carried out. Experiments using latest treatment technologies are conducted to understand the application of chemical and biochemical concepts toward solving environmental problems. Also, experiments to characterize complex environmental systems are undertaken. Two 3-hour lab periods per week.

**CHEM 551. Chemical Thermodynamics (3)**

*Prerequisite:* CHEM 352. Thermodynamic properties of pure systems, mixtures, electrochemical systems, surface phases and systems under the influence of external fields; equilibria and thermodynamics of chemical reactions. 3 hours lecture per week.

**CHEM 552. Quantum Chemistry (3)**

*Prerequisite:* CHEM 352. Elements of wave mechanics and the application to chemical problems. 3 hours lecture per week.

**CHEM 553. Chemical Kinetics (3)**

*Prerequisite:* CHEM 352. Critical consideration of the kinetics of reactions in gaseous and condensed phases, experimental methods, treatment of data, catalysis and chain reactions. Recent developments in the theory of reaction rates. 3 hours lecture per week.

**CHEM 554. Macromolecules (3)**

*Prerequisite:* CHEM 352. Physical chemistry of high molecular weight compounds, ultracentrifuge, electro-phoresis, light scattering. 3 hours lecture per week.

**CHEM 564. Bio-Organic Chemistry (3)**

*Prerequisite:* CHEM 334, 464 or approval of advisor and instructor. Application of physical organic methods to solution of structural and mechanistic problems in biochemistry.

**CHEM 565. Receptor Biochemistry (3)**

*Prerequisite:* CHEM 464 or 461. Study of the kinetics, structural requirements and signal-transduction mechanisms of receptor-ligand interactions. 3 hours of lecture per week.

**CHEM 566. DNA-Protein Interactions (3)**

*Prerequisites:* CHEM 464, or 461 and 462. An advanced biochemistry course with an in-depth study of the biochemistry of DNA-protein interactions. The course focuses on subfields of biochemistry that involve direct physical interaction between DNA and proteins, including DNA repair, mutagenesis, replication, transcription, translation, RNA interference, DNA packaging and chromosomal maintenance. 3 hours of lecture per week.

**CHEM 595A-Z. Experimental Topics Courses (1-3)**

*Prerequisites:* Advisor and instructor consent. Specialized topics from a concentrated field of current interest presented at an advanced level. Since the topic chosen is different each semester, students may repeat this course with approval.

**CHEM 599A-C. Independent Study (1-3)****CHEM 691. Literature Seminar (1)**

*Prerequisites:* Graduate standing; Instructor consent. Oral reports by graduate students on important topics from the current literature in chemistry.

**CHEM 692. Thesis Seminar (1)**

*Prerequisites:* Graduate standing; Instructor consent. Oral reports by graduate students on the results of their thesis research. Before presenting the report, students must submit a rough draft of their M.S. thesis to their Graduate Thesis Committee and to the Department of Chemistry and Biochemistry as a whole.

**CHEM 696A-C. Directed Graduate Research (1-7)**

*Prerequisites:* Classified status; Consent of a faculty member who will serve as thesis advisor. Program of research conducted under the direction of the thesis advisor in an area of interest to the student. May be repeated, but no more than 7 units are allowed toward the M.S. degree.

**CHEM 698A-C. Thesis (1-3)**

*Prerequisites:* Classified standing; Advisor's consent. For the M.S. Degree: Thesis includes the preparation and writing of the master thesis. May be repeated once, but not more than 3 units are allowed towards the M.S. degree.

# Chicana and Chicano Studies

College of Humanities

**Chair: Mary Pardo**

**Jerome Richfield Hall (JR) 148**

**(818) 677-2734 and (818) 677-2735**

**[www.csun.edu/chicanostudies](http://www.csun.edu/chicanostudies)**

## Staff

Griselda Corona (Administrative Support Coordinator II), Yanira Pineda (Administrative Support Coordinator I), Yanina Flores (Administrative Support Assistant)

## Faculty

Rodolfo Acuña, Christina Ayala-Alcantar, Yreina Cervantez, Martha Escobar, Alicia Estrada, Jorge Garcia, Peter Garcia, Ramon Garcia, Rosemary Gonzalez, Gabriel Gutierrez, Fermin Herrera, Isabel Herrera, Marta López-Garza, Lara Medina, Theresa Montañó, Renee Moreno, Margarita Nieto, Roberta Orona-Cordova, Mary Pardo, Rosa Rivera-Furumoto, David Rodriguez, Raul Ruiz, Ana Sanchez-Muñoz, Denise Sandoval, Francisco Tamayo, Yarma Velazquez-Vargas

## Emeritus Faculty

Rodolfo Acuña, Francine Hallcom, Jose Hernandez, Rafael Perez Sandoval, Gerald Resendez, Everto Ruiz, Oscar Marti

## Programs

Undergraduate:

**B.A., Chicana/o Studies**

**Minor in Chicana/o Studies**

Graduate:

**M.A., Chicana/o Studies**

## The Major

The Chicana/o Studies Major consists of two options: the Single Major and the Double Major.

## Chicana/o Studies Writing Program

Students have the opportunity to complete the University's writing requirements through courses offered by the Department of Chicana/o Studies. The department offers three entry-level writing classes, two of which are "stretched" over two terms, A in the Fall and B in the Spring: CHS 113A and 113B, Stretch Composition; and CHS 114A and 114B, Stretch Composition. The department also offers CHS 115, Approaches to University Writing. Students who receive a test score of 151 and above on the English Placement Test may enroll in CHS 115, Approaches to University Writing. Students who score 120-141 on the EPT will be placed into CHS 113A in the Fall and CHS 113B in the Spring. Students who score 142-150 on the EPT will be placed into CHS 114A in the Fall and CHS 114B in the Spring. Please consult our Writing Coordinator or advisors in the department for further information on placements.

Further development of writing and research skills is provided in CHS 230, Introduction to Research Methods. The department also offers CHS 280, Workshop in Minority Creative Writing. Students may also complete their oral communication skills requirement in CHS 151, Speech Communication after passing CHS 115. To support students writing needs, the department has a state-of-the-art computer lab open to students daily. Tutorial support also is available Monday-Friday in the CHS Tutoring Center.

## Student Organizations

The Department of Chicana/o Studies was established through the combined effort of students and faculty in the 1960s. For this reason, it has always shared a special relationship with Chicana/o student organizations at CSUN. The principal student organization that has coexisted and developed parallel to the department is El Movimiento Estudiantil Chicano de Aztlan (MEChA). MEChA is the umbrella organization for various groups, subcommittees and a number of special ad-hoc committees, such as Aztlan Graduation, Ballet Folklorico de Aztlan, Chicanos For Community Medicine and Dia de Los Muertos. MEChA often serves as an advisory organization to the department, as student input has always been crucial to the planning and implementation of departmental activities.

## Academic Advisement

The Chicana and Chicano Studies Department helps students select the program and courses that best satisfy their individual needs and interests. Contact Mary Pardo (Chair) at (818) 6772734 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a major or minor in Chicana/o Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

## Student Learning Outcomes of the Undergraduate Program

1. Demonstrate an ability to think critically, analytically and creatively about the Chicana/o experience in the local and global society.
2. Demonstrate competency in oral-communication, written-communication and research skills.
3. Demonstrate an understanding of creative and performance arts.
4. Acquire a comprehensive knowledge and understanding of Chicana/o history, culture, arts, language and socio-political issues.
5. Acquire the leadership skills that will promote social change in Chicana/o communities and broader society.

## Career

The interdisciplinary nature of our undergraduate and graduate degrees in Chicana/o Studies prepares students for work in a wide range of fields. Our students find employment in such areas as education, community and social services, law, government, counseling, probation and business. In addition, Chicana/o Studies provides our students with many pathways for graduate work in areas that include education, history, political science, sociology, social work, women's studies, ethnic studies, urban studies, law and the arts.

## Requirements for the Bachelor of Arts Degree

### A. Option I: Single Major In Chicana/o Studies

#### 1. Lower Division Required Courses (12 units)

|     |          |   |
|-----|----------|---|
| CHS | 100      | Chicana/o Culture (3)                                     |
| CHS | 201      | Survey Mexican Literature in Translation (3)              |
| CHS | 230      | Introduction to Research Methods in Chicana/o Studies (3) |
| CHS | 270SOC/F | Field Work in Barrio Studies (3)                          |

#### 2. Upper Division Required Courses (21 units)

|        |     |   |
|--------|-----|---|
| CHS    | 345 | History of the Mexican Peoples (3)            |
| or CHS | 351 | Survey of Mexican Philosophical Thought (3)   |
| CHS    | 365 | Third World Women and the Chicana (3)         |
| CHS    | 380 | Chicana/o Literature (3)                      |
| or CHS | 381 | Chicana Literature (3)                        |
| CHS    | 401 | Pre-Cuauhtemoc Meso-American Civilization (3) |
| CHS    | 445 | History of the Chicana/o (3)                  |

|     |     |   |
|-----|-----|---|
| CHS | 460 | Politics of the Chicana/o (3)           |
| CHS | 497 | Senior Seminar in Chicana/o Studies (3) |

**3. Upper Division Electives (12 units)**

Select two of the three categories below and take 6 units in each category.

**A. Social Science**

|     |     |  |
|-----|-----|--|
| CHS | 346 | History of the Chicana/Mexicana (3)        |
| CHS | 350 | Religion and Chicana/o Society (3)         |
| CHS | 360 | Political Organizations of the Barrio (3)  |
| CHS | 361 | Urbanization and the Chicana/o (3)         |
| CHS | 366 | Women in Latin America (3)                 |
| CHS | 420 | The Chicana/o in the U.S. Economy (3)      |
| CHS | 470 | Cultural Differences and the Chicana/o (3) |
| CHS | 473 | The Chicana/o and Social Institutions (3)  |

**B. Humanities and the Arts**

|     |        |  |
|-----|--------|--|
| CHS | 306    | The Chicana/o in Films (3)                     |
| CHS | 310    | Regional Music of Mexico (3)                   |
| CHS | 390    | Alternative Chicana/o Press (3)                |
| CHS | 405    | Chicanas/os and the Media (3)                  |
| CHS | 413    | Practicum in Mexican American Choral Music (3) |
| CHS | 414/L  | Dance of Mexico I and Lab (1/2)                |
| CHS | 415/L  | Dance of Mexico II and Lab (1/2)               |
| CHS | 453    | Theory and the Chicana/o Experience (3)        |
| CHS | 486A/B | Nahuatl I/II (3/3)                             |

**C. Education**

|     |     |  |
|-----|-----|--|
| CHS | 416 | Children's Songs and Games (3)                                 |
| CHS | 430 | The Chicana/o Child (3)  |
| CHS | 431 | The Chicana/o Adolescent (3)                                   |
| CHS | 432 | Counseling the Chicana/o Child (3)                             |
| CHS | 433 | Language Acquisition of the Chicana/o and ESL Speakers (3)     |
| CHS | 434 | Current Educational Theories of Chicanas/os in the Schools (3) |
| CHS | 471 | The Chicana/o Family (3)                                       |
| CHS | 482 | Language of the Barrio (3)                                     |

|                                     |     |
|-------------------------------------|-----|
| Total Units in the Option           | 45  |
| General Education Units             | 48  |
| Additional Units                    | 17  |
| Total Units Required for the Degree | 120 |

**B. Option II: Double Major (33 units)****1. Lower Division Required Courses (9 units)**

|     |          |   |
|-----|----------|---|
| CHS | 100      | Chicana/o Culture (3)                           |
| CHS | 201      | Survey of Mexican Literature in Translation (3) |
| CHS | 270SOC/F | Field Work in Barrio Studies (3)                |

**2. Upper Division Required Courses (12 units)**

|     |     |   |
|-----|-----|---|
| CHS | 445 | History of the Chicana/o (3)              |
| CHS | 453 | Theory and the Chicana/o Experience (3)   |
| CHS | 473 | The Chicana/o and Social Institutions (3) |
| CHS | 497 | Senior Seminar in Chicana/o Studies (3)   |

**3. Upper Division Electives (6 units)**

Select 2 courses from the following:

|     |     |   |
|-----|-----|---|
| CHS | 351 | Survey of Mexican Philosophical Thought (3)   |
| CHS | 401 | Pre-Cuauhtemoc Meso-American Civilization (3) |
| CHS | 432 | Counseling the Chicana/o Child (3)            |
| CHS | 470 | Cultural Differences and the Chicana/o (3)    |

**4. Additional Upper Division Electives (6 units)**

Electives in Upper Division Chicana/o Studies are to be selected with the advice and approval of the advisor.

|                           |    |
|---------------------------|----|
| Total Units in the Option | 33 |
|---------------------------|----|

**Minor in Chicana and Chicano Studies****1. Lower Division Required Courses (9 units)**

|     |          |   |
|-----|----------|---|
| CHS | 100      | Chicana/o Culture (3)                           |
| CHS | 201      | Survey of Mexican Literature in Translation (3) |
| CHS | 270SOC/F | Field Work in Barrio Studies (3)                |

**2. Upper Division Required Courses (9 units)**

|     |     |   |
|-----|-----|---|
| CHS | 351 | Survey of Mexican Philosophical Thought (3) |
| CHS | 445 | The History of the Chicana/o (3)            |
| CHS | 453 | Theory and the Chicana/o Experience (3)     |

**3. Upper Division Electives (6 units)**

Electives in Upper Division Chicana/o Studies are to be selected with the advice and approval of the advisor.

|                          |    |
|--------------------------|----|
| Total Units in the Minor | 24 |
|--------------------------|----|

**Requirements for the Master of Arts Degree in Chicana/o Studies****A. University Requirements for the Master of Arts in Chicana/o Studies**

1. Minimum University GPA requirement for admission to Graduate Studies at CSUN is a 2.50 in the last 60 semester (90 quarter) units.
2. Required for Admission to Classified Status:
  - a. An undergraduate degree from an accredited institution.
  - b. Appropriate score on GRE, GMAT, MAT or other acceptable examination.
  - c. A passing score on and Upper Division Writing Proficiency Exam.
  - d. Graduate Coordinator can inform you of the specific requirement for classified status.

**B. Department Requirements for the Degree**

1. A minimum of 30 units of approved graduate work comprised of the following:

**Core requirements:**

|     |     |   |
|-----|-----|---|
| CHS | 500 | Seminar in Chicana/o studies                |
| CHS | 501 | Seminar in Social Science and the Chicana/o |
| CHS | 502 | Seminar in the Humanities and the Chicana/o |

2. An additional 12 units of 500-level courses in Chicana/o studies. Nine units of approved 400- and 500-level courses in Chicana/o Studies (6 of these 9 units may be taken outside of the department with prior approval of the coordinator)

3. A comprehensive evaluation in the discipline of Chicana/o Studies in the form of any one of the following: (a) Thesis, (b) Oral and Comprehensive Exam, or (c) Project

**Course List****CHS 113A. Approaches to University Writing A (3)**

*Prerequisite:* EPT score of 120-141 or higher. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Students are required to also enroll in UNIV 060 (1 credit) or equivalent. Individual tutoring is available through the Chicana/o Writing Lab and Learning Resource Center.

**CHS 113B. Approaches to University Writing B (3)**

*Prerequisite:* Successful completion of CAS 113A. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113B. Students are required to also enroll in UNIV 060 (1 credit) or equivalent. Individual tutoring is available through the Chicana/o Writing Lab and Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC).

**CHS 114A Approaches to University Writing A (3)**

*Prerequisite:* EPT score of 142-150. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114A. Individual tutoring is available through the Learning Resource Center.

**CHS 114B Approaches to University Writing B (3)**

*Prerequisite:* Successful completion of CAS 114A. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114B. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

**CHS 115. Approaches to University Writing**

*Prerequisite:* EPT score of 151 or higher. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 115. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

**CHS 100. Chicana/o Culture (3)**

Introductory study of cultural, economic, educational and political issues as they impact the Chicana/o in the U.S. Includes a study of the contributions that Chicana/os have made in these areas. (Available for General Education, Comparative Cultural Studies.)

**CHS 101. Spanish for Chicanos I (3)**

*Prerequisite:* Instructor consent, subject to verification of oral skills at the beginning of the semester. Basic instruction in spoken and written formal Spanish for students who already have some comprehension of and fluency in the language. Designed for Chicano/Latino and other students from a Spanish-speaking background. Emphasis is placed on improving speaking, writing and reading in academic registers. (Available for General Education, Comparative Cultural Studies.)

**CHS 102. Spanish for Chicanos II (3)**

*Prerequisite:* Successful completion of CHS 101 or instructor consent. Continuation of the study of spoken and written formal Spanish for students who already have comprehension of and fluency in the language. Designed for Chicano/Latino and other students from a Spanish-speaking background. Emphasis on oral expression, writing and reading in academic registers. (Available for General Education, Comparative Cultural Studies.)

**CHS 111. The Chicana/o and the Arts (3)**

Survey of Chicana/o visual art, music and drama and their role in Chicana/o culture. Offers a historical approach to Chicana/o contributions in the arts. (Available for General Education, Arts and Humanities.)

**CHS 151. Freshman Speech Communication (3)**

*Prerequisite:* EPT score of 151 or better, or EPT and successful completion of 113A or 114A or equivalent. Examination of the principles essential to effective verbal communication skills through the study and practical application of basic speech forms. Attention given to individual and group communication activities designed to improve one's ability to organize, reason critically and listen effectively. Students are required to give speeches. (Crosslisted with PAS 151 and COMS 151.) (Available for General Education, Oral Communication.)

**CHS 201. Survey of Mexican Literature in Translation (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Comprehensive overview of the literary heritage of Mexico from pre-Colombian times to the present. Includes an analysis of its historical, technical and lyrical dimensions and its relationship with other Hispanic literature in order to develop a critical appreciation of literary art. (Available for General Education, Arts and Humanities)

**CHS 202. Race, Racism and Critical Thinking (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Introduction to the process of critical thinking through the lens of race-based theories and selected historical and contemporary discourse of African Americans, Asian Americans and Chicanos/Latinos on race relations and multiculturalism in American society. Examines contemporary social issues through the use of scholarly studies and a range of cultural texts in order to explore the effects of race and racism on the relationship between language and logic, processes and forms of reasoning and practices of critical reflection. Emphasis on the Chicano/Latino racial experience in contemporary America. Examines intersection of race, gender and class. (Available for General Education, Critical Thinking.)

**CHS 214. Guitar Music of the Southwest and Mexico (3)**

Develops the fundamental skills for guitar. Incorporates the study of various regional musical styles of the Southwest and Mexico. (Credit/No Credit only)

**CHS 215/L. Regional Music of the Southwest and Mexico and Lab (2/1)**

*Corequisite:* CHS 215L. Advanced study of regional music styles of Mexico and the Southwest. In addition to the guitar, attention is also given to other string instruments in each regional style. The various styles presented are practiced in class. 2 hours lecture per week; 2 hours lab per week.

**CHS 230. Introduction to Research Methods in Chicana/o Studies (3)**

*Prerequisite:* CHS 155. Introduction to research methods and writing skills through class lectures and hands-on assignments requiring the use of basic information sources and tools. Focuses on the development of basic research strategies and reinforcement of appropriate writing skills necessary to a wide spectrum of research and writing assignments. Includes an introduction to information sources and search strategies relevant to Chicana/o research.

**CHS 245. History of the Americas (3)**

Comparative analysis of significant political and social events in the U.S. from colonial times to the present. Emphasis placed on the historical development of American institutions and ideals as they have been affected by regional dynamics within the U.S. and by international, socio-political and economic relationships, particularly with Latin America. (Meets Title 5 requirements in American History, Institutions and Ideals.)

**CHS 246. Contemporary Issues of the Chicana (3)**

Using a sociological framework for understanding the contemporary experiences of Mexican American women in the U.S., focuses on the sexual division of labor in families, the workplace and community. Each section explores the variation and heterogeneity in women's class, ethnic/racial and gender identity. (Available for General Education, Comparative Cultural Studies.)

**CHS 260. Constitutional Issues and the Chicana/o (3)**

Study of important constitutional issues and cases that have affected the Chicano community. Examines how American political institutions, operating under the framework of the U.S. Constitution, have influenced the civil and political rights of Chicanos. (Meets Title 5 requirement in the Constitution of the U.S., and State and Local Government.)

**CHS 270SOC/F. Field Work in Barrio Studies (1/2)**

Field study observation of selected barrio, institutions and agencies conducted under supervision and after preparatory instruction to acquaint the student with the barrio. Academic Internship course. Prospective teacher candidates must participate in field experience in public school classrooms. (Available for General Education, Lifelong Learning.)

**CHS 280/SL. Workshop in Minority Creative Writin (2/1)**

Introductory course in minority, creative writing. Students study and experiment with techniques and strategies from four genres: personal narrative, prose fiction, drama and poetry, and then introduce these to secondary students in schools. Consult with the instructor about the semester syllabus and the minority literature concentration. Students must complete 15 hours of service learning at either a middle school, a high school or an agency that serves the Chicano/a or Latino/a community. (Available for General Education, Arts and Humanities.) (Crosslisted with ENGL and PAS 280.)

**CHS 296A-Z. Experimental Topics Courses in Chicana/o Studies (3)**

Selected topics in Chicana/o Studies with course content to be determined.

**Upper Division****CHS 306. The Chicana/o in Films (3)**

*Preparatory: Completion of the Lower Division requirement.* Analysis of the image of the Chicana and Chicano as presented in films and documentaries. Includes historical background, content analysis and social implications of selected feature films and documentaries. Students prepare a written analysis of each film viewed.

**CHS 308D/DL. Days of the Dead: Chicana/o Perspectives on Death, Spirituality and Art (2/1)**

*Preparatory: Upper Division standing; completion of one or more introductory courses in Chicano Studies, Religious Studies or Art; or by consent of the instructor.* This lecture/studio course examines the concepts inspiring the Dias de los Muertos celebration from ancient Mesoamerican mythology and worldview to contemporary expressions of the Days of the Dead in the Chicana/o community. Areas of discussion also include cross-cultural perspectives on death and eschatology—an overview of cultural attitudes and religious beliefs on death, mourning rituals and the afterlife. Students also will participate in artmaking and traditional activities in preparation for Days of the Dead celebrations. Course offered Fall semester only. 2 hours lecture, 3 hours laboratory.

**CHS 310. Regional Music of Mexico (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the cultural, instrumental and musical aspects of predominant regional musical styles of Mexico from Pre-Cuauhtemoc to contemporary times. (Available for General Education, Arts and Humanities.)

**CHS 312. Chicana/o Art Studio in Painting (3)**

*Prerequisite: Introductory course in Chicano Studies or ART 124A. Recommended: Previous art/drawing experience.* Through the medium of painting/art practice, introduction to Mexican and Chicana/o world views and aesthetics. Painting assignments provide experience working in various media, including a choice of oils, acrylic and/or watercolor, with styles/approaches to subject matter ranging from representational to expressive and abstraction. Emphasis on learning fundamental skills in painting and application of formal art elements as well as experimentation in various painting media. The class meets twice weekly for 3 hours each class, 6 hours total. Course may be repeated once. Portfolio review required.

**CHS 333. Language and Society: Chicanas/os and Other Language Minority Children (3)**

Overview of social, educational and linguistic factors that influence language development among Chicanas/os and other language minority children. Introduces students to theories and processes of first and second language acquisition and relates these to the language development and educational needs of Chicana/Latino and other immigrant children. The course emphasizes a broad understanding of first and second language acquisition processes, an applied linguistics orientation and an overview of individual and social aspects of bilingualism and the schooling experiences of Latinos and other immigrant children. (Available for General Education, Comparative Cultural Studies.)

**CHS 345. History of the Mexican Peoples (3)**

*Preparatory: Completion of the Lower Division writing requirement.* History of the development of the Mexican peoples from the beginning of Spanish colonization (1521) to the present. Analysis of the interaction between politics and economics and the factors underlying Mexico's economic underdevelopment also presented. (Available for General Education, Social Sciences.)

**CHS 346. History of the Chicana/Mexicana (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Appraisal of past and contemporary socio-political and economic contributions by Mexican women and Chicanas to developments in Mexico and the U.S. (Available for General Education, Social Sciences.)

**CHS 350. Religion and Chicana/o Society (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Comparative historical study of American Protestantism and Mexican Catholicism and their influence on Chicanas/os in the U.S. Examination of issues involving church, religion and the Chicana/o community, including analysis of the Theology of Liberation and feminist spirituality. (Available for General Education, Arts and Humanities.)

**CHS 351. Survey of Mexican Philosophical Thought (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the intellectual life of Mexico from its indigenous pre-Colombian roots through the Spanish and European influences up to its own distinctive present-day perspectives and philosophical outlook. (Available for General Education, Arts and Humanities.)

**CHS 360. Political Organizations and Social Movements of the Barrio (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the origin and development of Chicana/o organizations, such as the Mexican American Political Association (MAPA), League of United Latin American Citizens (LULAC) and La Raza Unida Party (LRUP), and their emergence of social movements emphasizing their role in the electoral process and in the development of the Chicana/o Community. (Available for General Education, Lifelong Learning.)

**CHS 361. Urbanization and the Chicana/o (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study and critical analysis of the urban Chicana/o community in the U.S. Includes theory, demography, spatial dynamics, leading economic and political issues, key institution issues, trends, and urban policy and planning. Intended for, but not limited to, prospective elementary and secondary school teachers. (Available for General Education, Social Sciences and for Section B of the Multicultural requirement for credential candidates.)

**CHS 364. World Migration and the Chicana/o (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Explores the historical and material causes of world migration from underdeveloped countries. Compares Mexican immigration to the U.S. with those of other underdeveloped and developing nations. (Available for General Education, Comparative Cultural Studies.)

**CHS 365. Third World Women and the Chicana (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Comparison of Chicana and Third World women in the U.S. and the world community. Effects of colonialism, changes in the mode of production and liberation movements are studied within the U.S. and the Third World communities. (Available for General Education, Comparative Cultural Studies.)

**CHS 366. Women in Latin America (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the political, economic, social and cultural changes that have affected women in Latin America. Regular written assignments are required. (Available for General Education, Social Sciences.)

**CHS 380. Chicana/o Literature (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of major Chicana/o writers. Includes an analysis of Chicano novels, short stories, theater and poetry. Students develop analytical skills through class discussions, written assignments and readings. (Available for General Education, Arts and Humanities.)

**CHS 381. Contemporary Chicana Literature (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Introduction to the literature produced by contemporary Chicana writers. Reading and discussion of narrative works, poetry and drama, as well as socio-historical criticism, literary theory and biography. Socio-critical and textual analysis. Regular written assignments required. (Available for General Education, Arts and Humanities.)

**CHS 390. Alternative Chicano Press (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Includes techniques of planning, writing, editing, designing and the publishing of an alternative newspaper. Analysis of the Chicana/o press and the role of Chicanas/os in the mass media. (Available for General Education, Lifelong Learning.)

**CHS 395. Introduction to Bilingual Schooling and the Chicano Student (3)**

Primarily for students who plan to pursue a teaching or counseling credential. Analyzes bilingual education as it relates to Chicano/Latino students in the schooling process. Open to students interested in bilingual schooling.

**CHS 396. Experimental Topics Courses in Chicana/o Studies (3)**

Selected topics in Chicana/o Studies with course content to be determined.

**CHS 401. Pre-Cuauhtemoc Meso-American Civilizations (3)**

General survey of civilized life in Mexico and Central America prior to 1519. Examines the Meso-American variant of world civilization and directs special attention to the societies of central Mexico during the 13th-16th centuries.

**CHS 405. Chicanas/os and the Media (3)**

Analysis of the portrayal of Chicanas and Chicanos in the media, including newspapers, magazines, television, film and advertising. Examination of sources and techniques of reporting events in the barrio is also studied. Field study included and designed for the non-professional student.

**CHS 413. Practicum in Mexican American Choral Music (3)**

Studies, disseminates and performs musical repertoire characteristic of classical, traditional and contemporary Chicana/o songs, as well as develops a variety of performances appropriate to the cultural materials at hand. Corridos, mariachis and ranchera styles and certain Indian songs are learned by the group and the intricacies of appropriate solo.

**CHS 414/L. Dance of Mexico I and Lab (1/2)**

*Corequisite: CHS 414L.* Introduction to selected dance forms representative of diverse regions of Mexico. Emphasis on basic dance techniques, mastery of characteristic foot work, as well as a study of the historical development of dance.

**CHS 415/L. Dance of Mexico II and Lab (1/2)**

*Corequisite: CHS 415L.* Advanced study of Mexican regional dance forms. Focuses on further investigation of the varied and complex dances and their historical background. 1 hour lecture; 4 hour activity.

**CHS 416. Children's Songs and Games (3)**

*Preparatory: Completion of the Lower Division writing requirement. Recommended Corequisite: CHS 414/L or 415/L.* Development of fundamentals and principles for selecting, evaluating and performing songs and games for bilingual Chicana/o and other Latina/o children. Includes historical survey as well as performance of songs and games suitable for young bilingual children.

**CHS 417. Equity and Diversity in School (3)**

Prepares teacher candidates to examine principles of educational equity, diversity and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique and reflect on their personal biases regarding children of color. (Crosslisted with ELPS, PAS, AAS, ARMN 417.)

**CHS 418 Chicana/o and Mexican Music and Cultures (3)**

Chicana/o and Mexican Music and Cultures explores regional and national history, culture, society, religion and aesthetics through musical investigations. Music-culture is discussed in vocal and/or instrumental terms as composition, form, style, genre, performance, song and dance; including aesthetics, appropriation and more recent hybridity and syncretism with Black (African-American) and White (Anglo-American) music-cultures. Students read current scholarship devoted to the role of music-culture in the expression of ethnicity, class, gender, sexuality and nationalism over several political generations of Mexican, Latina/o and Chicana/o people. Available for graduate credit.



**CHS 419 Aztlan 2012: Indigenous Time, Synchronicity, Sacred Music and Dance (3)**

Aztec and Mayan mythology, synchronicity and consciousness are examined through indigenous music, sacred dancing, ritual observance and festival. Mexican, Chicana/o and Indigenous pilgrimage, procession, social movement, Indian Catholicism and ritual activism are studied throughout Mexico and the Borderlands. Class introduces ethnoaesthetics and history, cultural politics and ethnic consciousness, artistic performance and criticism. Available for graduate credit.

**CHS 420. Chicana/o in the U.S. Economy (3)**

Examines and studies Chicanas/os in relation to the U.S. economy. Study of the development of the capitalist state and its relationship to the U.S. society. Includes analysis of labor history in the U.S. with a specific emphasis on Chicano labor history.

**CHS 430. The Chicana/o Child (3)**

Review of the cognitive, affective and psychomotor development of Chicana/o and Latina/o children. Examines patterns of school adjustment and achievement of Chicana/o and Latina/o children and other language minority students. Explores the sociocultural and linguistic aspects of learning and current theoretical frameworks and standards of implementation related to programs for language-minority students. Available for Section A of the Multicultural Requirement for Credential Candidates.

**CHS 431. The Chicana/o Adolescent (3)**

*Preparatory: Completion of Lower Division writing requirement.* Explores patterns of selection, innovation and recreation of ethnic and gender identity and theories of adolescent formation among Chicana/o and other Latino/a adolescents. Field work/observation and regular written assignments required. For prospective elementary and secondary school teachers. Available for Section A of the Multicultural Requirement for Credential Candidates.

**CHS 432. Counseling the Chicana/o Child (3)**

*Preparatory: Completion of Lower Division writing requirement.* Overview of social, cultural and educational factors that impact the psychological development of Chicana/o and other Latina/o children. Studies the nature of psychological issues associated with the immigrant and acculturation process and the role of the teacher, counselor and family in dealing with these issues. Primarily for prospective teachers and school counselors at the elementary- and secondary-school levels and is a viable option for those seeking either a teaching or counseling credential. Available for Section A of the Multicultural requirement for credential candidates.

**CHS 433. Language Acquisition of the Chicana/o and ESL Speakers (3)**

An introduction to the study of language acquisition, specifically focusing on the linguistic factors that influence language development among Chicanas/os and other language-minority children. The course provides an introduction to the structure and function of language and to theories of first and second language acquisition. We will relate these theories to monolingual language acquisition as well as language acquisition among bilingual Chicano/Latino and other immigrant children. There also will be an emphasis on the relationship of language to ethnic identity and how this relates to second language acquisition and language development.

**CHS 434. Current Educational Theories of Chicana/os in the Schools (3)**

*Prerequisite: CHS 270.* Review of research on issues and problems affecting Chicano students adapting to the schools and the teacher's response to them. Includes observation of school facilities and classroom techniques. Academic Internship course.

**CHS 445. History of the Chicano (3)**

History of the Mexican people in the U.S. presented in the context of American history and government. Examines American institutions and ideals as developed by the framers of the U.S. and California constitutions and how they have affected the role of the Mexican American in U.S. society. (Meets Title 5 requirements for Constitution of the U.S., and State and Local Government)

**CHS 453. Theory and the Chicana/o Experience (3)**

Study of contemporary political, social and cultural theories and their relationship to the Chicana/o experience in the U.S. Emphasis on theories developed by Chicanas and Chicanos. Questions on the role of praxis, democracy and the transformation of society are also examined.

**CHS 460. Politics of the Chicana/o (3)**

Critical study of Chicana/o issues, organizations, political models, participation, behavior and the electoral process in the U.S. Includes an examination of race, gender and class dynamics and their relationship to Chicana/o Politics.

**CHS 470. Cultural Differences and the Chicana/o (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the processes, effects and possible causes of social and cultural differences and conflict among Chicanos. Includes a study of preventive measures and plans to ameliorate the situation. Intended primarily for elementary and secondary school teachers. Available for Section B of the Multicultural requirement for credential candidates.

**CHS 471. Chicano Families (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Overview of demographic, social, cultural and historical perspectives of Chicano families in the U.S. Critiques social science stereotypes of Chicano families and contrast these with contemporary profiles of diverse family types. Family history project and other writing assignments are required. Intended for prospective elementary and secondary school teachers. Available for Section B of the Multicultural requirement for credential candidates.

**CHS 473. The Chicana/o and Social Institutions (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the interaction between the Chicano Community and the educational and social institutions of the dominant society. Topics such as institutional racism, segregation and abuse of authority are analyzed along with a focus on the Chicano community's organized attempts to advocate for their values and interests. Intended for, but not limited to, prospective elementary and secondary teachers. Regular writing assignments are required. Available for Section B of the Multicultural requirement for credential candidates.

**CHS 476/F. Healing Traditions in Chicana/o Communities (2/1)**

*Corequisite: CHS 476F Recommended Preparatory Course: CHS 445 or 346.* A critical examination of traditional and innovative healing practices within Chicana/o and Mexican populations in the U.S. Through texts, discussions, guest lectures and site visits, students explore a complex web of cultural spiritual practices, beliefs and commitments for the purpose of analyzing how Chicano/a communities understand and experience healing from a holistic perspective. The course emphasizes the distinct epistemologies that drive culturally specific preferences for healing. Ancient Mesoamerican spiritual knowledge and contemporary Chicana/o epistemology will provide the framework from which to understand contemporary expressions of healing. Course requires 15 hours of field work observing sites of relevant healing traditions. Available for graduate credit.

**CHS 480/F. Chicana/o-Latina/o Children's Literature in Communities (2/1)**

*Preparatory: Completion of a Lower Division literature course or CHS 380.* Critical analysis of themes and meanings of U.S.-based Chicana/o-Latina/o children's literature using contemporary literary and cultural theory tools. Students explore and practice the use of Chicana/o-Latina/o children's literature in school communities to promote cultural awareness and humanization among children and families. Course requires field work in Chicano/Latino communities.

**CHS 482. Language of the Barrio (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Examines the origin and current features of informal spoken Spanish in the Southwestern U.S. Includes an analysis of common colloquial forms, slang, profanity and code-switching. Addresses English usage among Chicanas/os. Available for Section C of the Multicultural requirement for Credential Candidates.

**CHS 486A. Nahuatl I (3)**

Study of the basic structures of the Nahuatl language as it is reflected in written manuscripts. Phonology, syntax and lexicon of Classic Nahuatl is examined with the purpose of enabling the student to translate passages from primary sources.

**CHS 486B. Nahuatl II (3)**

*Preparatory: CHS 486A.* Intermediate course in Nahuatl covers more complex structures not included in the first course. Passages from classical prose and poetry are read and translated with interest directed at basic language training. Emphasis on development of the ability to read selections from various Nahuatl documents.

**CHS 488. Literature of Borders and Globalization: The Americas (3)**

*Recommended Preparatory: CHS 115, 201 or equivalent.* The idea of a dialogical literature in the countries in the American continent, an idea that has influenced Latin American writers in the 20th century, has also been an important concept in Chicana/o literature. This course studies the fiction, poetry, essays and criticism of Chicana/o and Latin American writers in the 20th and 21st century and explores literary production in the context of borders, nationality, colonialism, globalization and cultural identity.

**CHS 489. Literature of Immigration (3)**

Immigration, a central theme in the literature written by Chicanas/os, will be examined historically and contextualized by the discourses that have defined immigration and its literary representations. As Chicana/o and Latina/o writers have expanded the literary landscape of American literature, the theme of immigration connects their work to the imaginative fiction and poetry written by North American authors in the 20th century. The theme of immigration in Chicana/o and Latino literature will be studied in conjunction with North American writers of diverse national/ethnic backgrounds and with international writers from around the globe. Available for graduate credit.

**CHS 495A-Z. Selected Topics in Chicana/o Studies (3)**

*Prerequisite: Completion of Lower Division writing requirement. Preparatory: Senior or Graduate status or permission from instructor.* In-depth study of a selected theme or issue in Chicana/o Studies. Topics will change from semester to semester and be restricted in scope and aimed at gaining depth on a particular issue. Critical writing and reading required. Offered for Credit/No Credit or letter grade and elective credit for Chicana/o Studies majors and Minors, as well as other students seeking Upper Division elective credit.

**CHS 496A-Z. Experimental Topics Courses in Chicana and Chicano Studies (3)**

Selected topics in Chicana/o Studies with course content to be determined.

**CHS 497. Senior Seminar in Chicana/o Studies (3)**

*Prerequisite: Senior standing or instructor consent.* Integrative seminar serving as a capstone to the interdepartmental major in Chicana/o Studies. Intensive study of selected topics relating to the Chicana/o and the preparation of papers by members of the class.

**CHS 499A-C. Independent Study (1-3)****Graduate****CHS 500. Seminar in Chicana/o Studies (3)**

*Prerequisite: Graduate standing.* Investigation of the various disciplines that comprise Chicana/o Studies (e.g., history, literature, etc.). Study of methods and techniques of research used in the various disciplines and their application to Chicana/o Studies are included.

**CHS 501. Seminar in the Social Sciences and the Chicana/o (3)**

*Prerequisite: CHS 500.* Seminar in the methods of analysis and writing of the social sciences. Review of the major works written by social scientists on the Chicana/o, with a critical evaluation of the racial, cultural and environmental models used to study the Chicana/o. Students survey and evaluate social science research as well as participate in a research design.

**CHS 502. Seminar in the Humanities and the Chicana/o (3)**

*Prerequisite: CHS 500.* Seminar in the humanities, comparing the Western European tradition with that of Meso-America. Study of theories of aesthetics and philosophies from both perspectives and their influence on current Chicana/o thought, literature and folklore. Emphasis on the various approaches to literary analysis of the different literary genres.

**CHS 503. Seminar on Chicana/o and the Arts (3)**

Study of the music, drama and graphic arts produced by Chicanas/os as an expression of the Chicana/o experience in the U.S. Emphasizes Chicana/o artistic expression that has its roots and inspiration in Mexican art forms, often combined with U.S. or European influences.

**CHS 504. Chicana Visual Art (3)**

*Prerequisites: Graduate status or permission from instructor.* The course examines the mytho-historical influences, 'altar-native' spiritualities, oppositional politics, hybrid realities and complex "transforming" identities that inform Chicana visual expression/creative production and cultural activism. Visual art studied includes painting, printmaking, mixed-media, altares/nichos, muralism, photography, installation, video and other diverse forms where relevant to Chicana art.

**CHS 505. Advanced Field Work in the Barrio (3)**

Advanced field study. Students are exposed to rigorous analysis of behavioral studies of the Chicano community and techniques in field work.

**CHS 506. Studies in the Education of the Chicana/o (3)**

Evaluation of the American educational system. Emphasizes school organizational structure, administrative theory and application, multicultural curriculum and instruction, parent involvement and community relations. Designed to give graduate students an opportunity to explore strategies for promoting change in our educational institutions to benefit Chicana/o and other language-minority students.

**CHS 507. Seminar in Chicana/o Studies Research Methods (3)**

*Prerequisite: Graduate status.* This course introduces students to quantitative and qualitative methods and methodology. It provides an intensive exploration of research tools and techniques relevant to Chicana/o Studies. The course provides a basic introduction to research methods and tools. Students will complete a research proposal that will include a literature review, statement of research problem and research design.

**CHS 560. Seminar in Chicana/o Politics (3)**

Advanced comprehensive study of Chicana/o politics that includes political models, issues, ideologies, organizations, participation, behavior and the electoral process. Attention given to race, gender, class and sexual-orientation dynamics. Applied qualitative and quantitative research is an integral part of the course.

**CHS 584. The Novel of the Mexican Revolution (3)**

*Prerequisite: SPAN 104 or instructor consent.* Study and text analysis of selected novels that describe the revolutionary struggle during the years 1910-1915 and the profound changes that the revolution produced in Mexican society. Emphasis on the novelists' disillusion with many of the revolutionary governments. Conducted in Spanish. (Crosslisted with SPAN 484.)

**CHS 587. The Contemporary Mexican Novel (3)**

*Prerequisite: SPAN 104 or instructor consent.* Study of the recent trends in the Mexican novel through the reading of selected works by the best-known contemporary Mexican male and female novelists. Conducted in Spanish. (Crosslisted with SPAN 587.)

**CHS 595A-Z. Experimental Topics Courses in Chicana/o Studies (3)****CHS 599. Independent Study (1-6)**

*Prerequisite: Graduate status.* Investigation of a significant problem in Chicana/o Studies. Project selected in conference with graduate faculty sponsor prior to enrollment.

**CHS 697. Directed Comprehensive Studies (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Enrollment is required in the semester in which the comprehensive exam is taken.

**CHS 698. Thesis or Graduate Project (1-3)**

*Prerequisite: Classified graduate status; Instructor consent.* Enrollment is required in the semester in which the thesis or project is completed.

# Child and Adolescent Development

College of Health and Human Development

**Chair:** W. David Wakefield

**Sequoia Hall (SQ) 285**

**(818) 677-3385**

**[www.csun.edu/hhd/cadv](http://www.csun.edu/hhd/cadv)**

## *Staff*

Javier Anguiano

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## *Emeritus Faculty*

Carol Kelly, Barbara Pollard

## Programs

**B.A. in Child and Adolescent Development**

## Major

The Department of Child and Adolescent Development offers an interdisciplinary and transdisciplinary undergraduate degree program focusing on the study of human development from conception through emerging adulthood. The degree program leads to a Bachelor of Arts in Child and Adolescent Development.

The degree program emphasizes the use of research- and evidence-based knowledge to empower students to become critical consumers of theories and content—knowledge regarding the development of children, adolescents and young adults. This foundation allows students to develop content-knowledge and skills essential for participating in informed public dialogue, social policy and best practices facilitating the positive development of children, adolescents and young adults. Students learn ways to use basic and applied research to explore educational, physical health and mental health issues. These issues include cultural processes, atypical developmental trajectories, resiliency, developmental transitions, motivation and physical and psychological well-being as they intersect the major developmental milestones. The Department is committed to an ecological model that examines developmental changes and processes across multiple contexts to identify human universals as well as context-specific differences in human development. The domains of cognitive and social development receive particular emphasis throughout the degree program. The program also emphasizes practical applications of theoretical and research-based knowledge. Students are provided the opportunity to complete a Department-sponsored year-long internship with selected community organizations and schools throughout the San Fernando Valley and greater Los Angeles area.

Students in the major complete course work from multiple academic departments across the campus that center around: (a) general foundations of the field of human development; (b) in-depth exploration of social and cognitive development; (c) ways in which practitioners and scholars conduct and use research; (d) best-practices for practitioners; (e) exploration of cultural and linguistic influences throughout development; (f) identifying academic and professional pathways to pursue upon completion of the B.A. degree; and (g) developing breadth and/or depth of study through a robust menu of elective course work.

## Careers

The major will be of interest to a wide range of students, including those who are interested in direct-service careers with children and families (e.g., teaching, counseling, therapy, social work, medicine, nursing, law, etc.), as well as indirect-service professions (e.g., educational researchers, policy analysts, lobbyists, consultants, school administrators, politicians).

Given the broad interdisciplinary focus of course work leading to the degree, students can tailor their course work to prepare for a host of professional programs.

Most professional careers in the field of child and adolescent development require advanced degrees and/or credentials and/or licenses as well as relevant work experience. After completing the Bachelor of Arts degree, many students are well-situated to pursue advanced degrees and credentials leading to careers, including but not limited to early childhood education teachers, elementary and secondary school teachers, special education teachers, school counselors, school psychologists, school administrators, school board members, educational researchers, child and family attorneys, child psychologists and therapists, licensed clinical social workers, pediatricians and obstetricians, registered nurses, child life specialists, genetic counselors, occupational therapists, college/university professors, career counselors, community/youth agency administrators, educational consultants, policy and legislative analysts, and politicians.

## Academic Advisement

The Department of Child and Adolescent Development is committed to students achieving their personal and professional goals and graduating in a timely manner. Electronic versions of forms, worksheets and advisement materials can be found at the Department website. Students are strongly encouraged to use the University's advising resources, such as "My Academic Planner" ([www.csun.edu/anr/degreeprogress/map.html](http://www.csun.edu/anr/degreeprogress/map.html)) and "Degree Progress Report" ([www.csun.edu/anr/degreeprogress/dpr.html](http://www.csun.edu/anr/degreeprogress/dpr.html)) in order to plan course work for the major. The Department encourages students to meet with faculty members outside of class (i.e., during posted office hours and by appointment) to discuss their academic progress and post-graduation career plans. Three courses in the Department (i.e., CADV 250, 495A and 495B) provide students opportunities to develop personalized post-graduation pathways.

Students are encouraged to use the list of degree requirements in the Catalog in planning and selecting course work for the degree. One advantage of the interdisciplinary nature of the major is that students often have multiple options for courses that meet the same degree requirement. To select the best course, students should carefully read the Catalog descriptions of each available option to ensure the best match between their interests and the course work description.

## Department-Sponsored Internship

Students may choose to complete a year-long academic internship at an approved local community agency contracted with the Department. The community agencies represent a broad spectrum of settings and career opportunities in the field of child and adolescent development. Students who choose to complete the internship must successfully complete two courses taken over two consecutive semesters. The assignments and activities in internship courses support students' experiential learning through self-reflection and the application of theory/concepts. In these courses, students earn a grade of Credit/No Credit. In addition to the on-campus seminars, students complete approximately 180 hours of service over two semesters in a community-based

setting serving children and adolescents (approximately 6-7 hours per week). The Department holds a Pre-Internship Information Session and Internship Fair each Spring semester that provides students opportunities to learn more about the Department-Sponsored Internship program. For the most up-to-date information, visit <http://hhd.csun.edu/cadvinternshipinfo.html>.

### Affiliated Student Organization

The Child and Adolescent Development Association (CADA) is a student organization affiliated with the Department of Child and Adolescent Development. CADA strives to enrich the lives of its members by providing career, academic and professional development activities. The Association also provides opportunities for students to develop social and professional networks within the field of child and adolescent development, education and child psychology. All students on campus regardless of major are welcome to join. For more information, visit [www.csun.edu/cada](http://www.csun.edu/cada) or send email to [cada@my.csun.edu](mailto:cada@my.csun.edu).

### Relevant Professional and Scholarly Organizations

Students are encouraged to explore regional, national and international organizations in and related to the field of child and adolescent development. Many professional and scholarly organizations allow undergraduate students to join as student members. Becoming a member of a professional organization can increase networks necessary for future employment and future graduate schooling. In addition many organizations provide specialized training opportunities and/or scholarships for undergraduate students. Department faculty members are actively involved in many of the following professional organizations, including-but not limited to the Society for Research in Child Development, the Society for Research on Adolescence, the American Educational Research Association, the National Association for the Education of Young Children, the National Council on Family Relations, the American Psychological Association, the Western Psychological Association and the Association for Psychological Science.

### Student Learning Outcomes of the Undergraduate Program

Graduates of the undergraduate program in Child and Adolescent Development will be able to:

1. Demonstrate knowledge of the theories, concepts, developmental processes and empirical approaches in the scientific study of child and adolescent development from diverse perspectives across the domains of physical, cognitive and social development.
2. Apply and integrate theoretical, research-based and evidence-based knowledge.
3. Analyze and synthesize theories, constructs and processes of child and adolescent development through university-level academic writing and oral presentations.
4. Demonstrate knowledge of evidence-based strategies of culturally competent practice/pedagogy relevant in a culturally pluralistic and linguistically diverse society.
5. Demonstrate information literacy/competence through effectively utilizing media sources and complying with the ethics of manipulating and presenting information.
6. Describe, critique and practice various empirical methodologies used to study child and adolescent development, including design, data analysis and interpretation.
7. Develop and describe an individualized post-baccalaureate plan to pursue a professional career, including such related issues as identifying short- and long-term goals, developing professional networks, engaging in career exploration/planning, identifying prospective advanced degree/training programs and overall long-term success as a professional.

## Requirements for the Bachelor of Arts Degree

### 1. Lower Division Required Courses

#### Introduction to the Field (10 units)

|          |   |
|----------|---|
| CADV 150 | Foundations of Child and Adolescent Development (3) |
| MATH 140 | Introductory Statistics (4)*                        |
| PSY 150  | Principles of Human Behavior (3)*                   |

\*Also counts as General Education

### 2. Upper Division Required Courses

#### Modes of Inquiry (8 units)\*\*

|            |  |
|------------|--|
| CADV 380/L | Methods of Child and Adolescent Study and Lab I (3/1)  |
| CADV 381/L | Methods of Child and Adolescent Study and Lab II (3/1) |

\*\*Note: Students double-majoring in Psychology may use PSY 320/L and PSY 321/L to fulfill the "Modes of Inquiry" requirement

#### Domains of Development (6 units)

|          |                                   |
|----------|-----------------------------------|
| CADV 350 | Applied Cognitive Development (3) |
| CADV 352 | Applied Social Development (3)    |

#### Cultural/Linguistic Contexts of Child and Adolescent Development (9 units)

|          |  |
|----------|--|
| CADV 460 | Race, Ethnicity, Gender and Culture in Development (3) |
|----------|--|

#### Choose 1 of the following Cultural Contexts courses:

|          |  |
|----------|--|
| AAS 355  | Biracial and Multiracial Identity (3)        |
| AAS 450  | The Asian American Child and the Schools (3) |
| AAS 453  | Asian American Families (3)                  |
| ARMN 440 | The Armenian American Child (3)              |
| CHS 430  | The Chicana/o Child (3)                      |
| CHS 431  | The Chicana/o Adolescent (3)                 |
| CHS 432  | Counseling the Chicana/o Child (3)           |
| PAS 420  | The Black Child (3)                          |
| PAS 421  | Strategies for Black Child Development (3)   |

#### Choose 1 of the following Linguistic Contexts courses:

|          |   |
|----------|---|
| ANTH 310 | Language in Culture: Anthropological Linguistics (3)* |
| CHS 433  | Language Acquisition of the Chicano (3)               |
| CHS 482  | Language of the Barrio (3)                            |
| DEAF 360 | American Deaf Culture (3)                             |
| ENG 301  | Language and Linguistics (3)                          |
| ENG 405  | Language Differences and Language Change (3)          |
| LING 441 | Sociolinguistics (3)                                  |
| PAS 395  | Bilingualism in the African American Community (3)    |
| SPAN 310 | Language and Contemporary Life (3)                    |

\*Also counts as General Education

#### Professional Development: Choose Pattern A or

#### Pattern B (12 units)

Students are eligible to apply for and complete a Department-Sponsored Internship (Pattern A) or expand their breadth and/or depth of knowledge in connecting theory-to-practice through course work (Pattern B).

#### Pattern A—Department Sponsored Year-Long Internship

|           |   |
|-----------|---|
| CADV 470  | Advanced Theories in Child and Adolescent Development (3) |
| CADV 394* | Child and Adolescent Development Internship I (3)         |
| CADV 494* | Child and Adolescent Development Internship II (3)        |

#### Complete an additional 3 units from any course(s) listed in Pattern B (see below)

#### Pattern B—Practitioner-Based Skill Sets and Content Areas

|          |   |
|----------|---|
| CADV 470 | Advanced Theories in Child and Adolescent Development (3) |
|----------|---|

**And choose any 3 of the following courses:**

|                |  |
|----------------|--|
| CADV/RTM 406/L | Enhancing Childhood Creativity (2/1)   |
| CADV 450       | Helping Children Cope with Medical Environments (3)  |
| CADV 451       | Alternative Approaches to Discipline (3)   |
| CADV 452       | Child Advocacy (3)   |
| CADV 495A*     | Child and Adolescent Development Graduate School Skills and Applied Research Training I (3)  |
| CADV 495B*     | Child and Adolescent Development Graduate School Skills and Applied Research Training II (3) |
| CADV 497AA-ZZ  | Selected Topics (3)  |
| CADV 499C*     | Independent Study (3)  |
| FCS 480        | The Helping Professional (3)   |
| SOC 459        | Child Welfare (3)  |

\*Students interested in enrolling in these courses must complete an application available at the Department Office (SQ 285).

**3. Electives (12 units)**

Choose any 12 units of course work from the list below. Although some courses listed below can be used to fulfill other requirements for the major, courses used for such requirements may not be used to satisfy the electives in the major.

**Development**

|                |  |
|----------------|--|
| CADV 250       | The Child and Adolescent Profession      |
| CADV/PSY 327   | Infancy and Early Childhood (3)          |
| CADV/PSY 335   | Middle Childhood (3)                     |
| CADV/PSY 361   | Adolescence (3)                          |
| CADV/RTM 406/L | Enhancing Childhood Creativity (2/1)     |
| CADV 451       | Alternative Approaches to Discipline (3) |
| CADV 497AA-ZZ  | Selected Topics                          |
| ENG 301        | Language and Linguistics (3)             |
| LING 417       | Language Development and Acquisition (3) |
| FCS 335        | Prenatal and Infant Development (3)      |
| FCS 438        | Adolescents in the Family Context (3)    |

**Atypical Development**

|           |  |
|-----------|--|
| PSY 310   | Behavior Disorders (3)   |
| PSY 317   | Psychopharmacology (3)   |
| PSY 351   | Behavioral Psychology and Therapy (3)                            |
| PSY 406   | Developmental Psychopathology (3)                                |
| PSY 454   | Clinical Psychology (3)  |
| PSY 464   | Cognitive and Behavioral Intervention Techniques (3)             |
| SOC 348   | Juvenile Delinquency (3)   |
| SPED 400  | Introduction to Special Education (3)                            |
| SPED 401A | Instruction in Special Education: Assessment and Instruction (3) |
| SPED 402A | Behavior Assessment and Positive Behavior Support (3)            |
| SPED 431  | Atypical Development of Infants and Toddlers (3)                 |

**Education**

|            |  |
|------------|--|
| ART 383    | Art in Early Childhood (3)               |
| ART 479    | Art Education Across Cultures (3)        |
| CADV 406/L | Enhancing Childhood Creativity (2/1)     |
| CADV 452   | Child Advocacy (3)                       |
| CADV 451   | Alternative Approaches to Discipline (3) |
| ENG 428    | Children's Literature (3)                |
| ENG 429    | Adolescent Literature (3)                |
| EPC 314    | Psychological Foundations, K-12 (3)      |

|   |   |
|---|---|
| EPC 315                                     | Psychological Foundations of Learning and Teaching (3)      |
| FCS 433                                     | Administration of Children's Programs (3)                   |
| FCS 436                                     | Parental Development (3)                                    |
| KIN 370/L                                   | Physical Education in Early Childhood Education (2/1)       |
| KIN 470/L                                   | Physical Education for Children (2/1)                       |
| MUS 361/L                                   | Music Literature for Children (2/1)                         |
| MUS 362/L                                   | Music for Early Childhood (2/1)                             |
| PSY 312                                     | Psychological Aspects of Parenthood (3)                     |
| RTM 305                                     | Dynamics of Early Childhood Play (3)                        |
| RTM 352                                     | Play and Human Potential (3)                                |
| <b>Counseling</b>                           |   |
| ART 481                                     | Art as Therapy (3)  |
| CADV 450                                    | Helping Children Cope with Medical Environments (3)         |
| EPC 451                                     | Fundamentals of Counseling and Guidance (3)                 |
| FCS 340                                     | Marriage and Family Relations (3)                           |
| FCS 432                                     | Family Theories   |
| FCS 480                                     | The Helping Professional (3)                                |
| PSY 460                                     | Counseling and Interviewing (3)                             |
| PSY 483                                     | Principles of Human Relations (3)                           |
| SOC 345                                     | Social Psychology (3)                                       |
| SOC 426                                     | Social Legislation and Social Policy (3)                    |
| SOC 459                                     | Child Welfare (3)   |
| SOC 481                                     | Counseling, Interviewing and Intervention (3)               |
| <b>Culture, Language and Development</b>    |   |
| AAS 355                                     | Biracial and Multiracial Identity (3)                       |
| AAS 450                                     | The Asian American Child and the Schools (3)                |
| ANTH 310                                    | Language in Culture (3)                                     |
| ARMN 440                                    | The Armenian American Child (3)                             |
| CHS 430                                     | The Chicana/o Child (3)                                     |
| CHS 431                                     | The Chicana/o Adolescent (3)                                |
| CHS 432                                     | Counseling the Chicana/o Child (3)                          |
| CHS 433                                     | Language Acquisition of the Chicano/a and ESL Speakers (3)  |
| DEAF 485                                    | Issues in American Sign Language (3)                        |
| ENG 301                                     | Language and Linguistics (3)                                |
| LING 417                                    | Language Development and Acquisition (3)                    |
| PAS 420                                     | The Black Child (3)   |
| PAS 421                                     | Strategies for Black Child Development (3)                  |
| SPAN 310                                    | Language and Contemporary Hispanic Life (3)                 |
| <b>Research, Methodology and Assessment</b> |   |
| CADV 380/L                                  | Methods of Child and Adolescent Study and Lab I (3/1)       |
| CADV 381/L                                  | Methods of Child and Adolescent Study and Lab II (3/1)      |
| CADV 495A                                   | Graduate School Skills and Applied Research I (3)           |
| CADV 495B                                   | Graduate School Skills and Applied Research II (3)          |
| CADV 499C                                   | Independent Study (3)                                       |
| FCS 431/L                                   | Child Growth and Development II (3/1)                       |
| PSY 320/L                                   | Statistical Methods in Psychological Research and Lab (3/1) |

|     |        |  |
|-----|--------|--|
| PSY | 321/L  | Research Methods in Psychology and Lab (3/1)             |
| PSY | 420/L  | Advanced Statistical Methods and Lab (3/1)               |
| PSY | 492SOC | Professional Development in the Social Sciences I (1)    |
| PSY | 493SOC | Professional Development in the Social Sciences II (1)   |
| RTM | 403    | Evaluation Research in Recreation and Human Services (3) |

### General Education

Several major courses also meet GE requirements. CADV 150 meets Social Sciences Lower Division GE. MATH 140 is a Basic Skills course. ANTH 310, FCS 340 and RTM 352 meet Upper Division General Education requirements.

|                          |    |
|--------------------------|----|
| Total units in the Major | 57 |
|--------------------------|----|

### Honors Program in Child and Adolescent Development

This program provides students with opportunities to develop and strengthen specific competencies, such as academic writing, research skills and community engagement that are essential for entrance into post-baccalaureate degree granting programs. To earn the Department Honors designation on University transcripts a student must:

- Be a Child and Adolescent Development major;
- Complete CADV Honors Program petition by the annual deadline;
- Complete a minimum of 45 units in letter-graded courses at CSUN;
- Score of 10 or better on the Upper Division Writing Proficiency Examination;
- Complete CADV 394B/494B or CADV 495A-B;
- Earn a "B" or better in CADV 470; and
- Earn a 3.50 GPA or better in courses the following courses: CADV 150 or equivalent; CADV 250; CADV 350; CADV 352; CADV 380/L or PSY 320/L or FCS 431/L; CADV 460; ANTH 310 or ENG 301; LING 417; MATH 140 or equivalent; PSY 321/L.

### Pursuing a Multiple Subject Preliminary Teaching Credential

Child and Adolescent Development majors interested in pursuing a Multiple Subject Teaching (MST) Credential at CSUN may begin completing selected requirements before earning the B.A. Degree that may decrease time to complete the credential. Students interested in beginning course work toward the MST Credential:

- May complete the following four classes: (a) EED 500-Fundamentals of Teaching; (b) EED 515-Basic Technology Methods; (c) ELPS 417-Equity and Diversity in School; and (d) HSCI 496 during their junior or senior years.
- Are eligible to formally apply to the CSUN Credential Program (upon completion of EED 417, 500, 515 and HSCI 496).  
**Note:** Student must have a minimum cumulative GPA of 2.75
- Are eligible to enroll in EED 520-Teaching Reading in Elementary School and EED 565M-Mathematics Curriculum and Methods (upon admission into the Credential Program).
- Are strongly encouraged to prepare for and pass the California Subject Examination for Teachers (CSET) ([www.cset.nesinc.com](http://www.cset.nesinc.com)) as passing this exam is required before students can complete the student teaching requirement of the program.

For more information on earning the Multiple Subject Teaching Credential visit the Elementary Education section of the Catalog and contact the CSUN Credential Office for advisement. The Credential Program advisors and staff can be reached at (818) 677-2586.

### Obtaining a Child Development Permit

The Child Development Permit is a state of California-authorized credential that verifies completion of the requirements established by the Commission on Teacher Credentialing (CTC) ([www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html](http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html)) for assisting, teaching or supervising in a child development program (e.g., pre-kindergarten/early childhood education programs) in the state of California. Students who complete the Minor in Childcare Administration (see Family and Consumer Sciences) will have satisfied course work and practicum/fieldwork requirements for the permit. Most undergraduate students pursuing careers in Early Childhood Education are eligible for financial support (grants and stipends) through the Child Development Training Consortium ([www.childdevelopment.org](http://www.childdevelopment.org)).

### Course List

#### CADV 150. Foundations of Child and Adolescent Development (3)

This course surveys typical and atypical child and adolescent development. Readings and course work provide basic grounding in the major theories/theorists of human development, an overview of major topics in cognitive, social and physical development as they relate to the culture in children's development and develop basic competencies for child observation as a study methodology. (Available for General Education, Social Sciences.) (IC)

#### CADV 196A-Z. Experimental Topics (1-6)

Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

#### CADV 250. The Child and Adolescent Development Profession (3)

Provides an overview of the history, contemporary status and projected future of child and adolescent development as a discipline. Contemporary professional issues, advocacy and professionalism in careers that use child and adolescent development as a foundation are investigated.

### Upper Division

#### CADV 327. Infancy and Early Childhood (3)

*Prerequisite:* PSY 150, 250. *Preparatory:* PSY 301. Relevant aspects of physical, social, cognitive and emotional change are highlighted as part of human development from conception to early childhood (conception to 8 years). Emphasis on the study of the underlying processes and influences on human development. Cultural contexts of development, key changes, continuity and individual differences are examined. Includes evaluation of selected theories, contemporary issues and practical applications. (Crosslisted with PSY 327.)

#### CADV 335. Middle Childhood (3)

*Prerequisites:* PSY 150; completion of the Lower Division writing requirement. *Preparatory:* PSY 301. This course examines developmental changes in the middle childhood years (7-12 years). Emphasis is on current research and major theories associated with middle childhood development. Cultural contexts of development, key changes, continuity and individual differences are examined. (Crosslisted with PSY 335.)

#### CADV 361. Adolescence (3)

*Prerequisites:* PSY 150; Completion of the Lower Division writing requirement. *Preparatory:* PSY 301. Analysis of the physical, cognitive, social and emotional changes from puberty to adulthood. Examines contemporary youth culture from a historical and cross-cultural perspective. Discusses evaluation of age norms and deviant development. Project involving some aspect of adolescent development is required. (Crosslisted with PSY 361.)

**CADV 350. Applied Cognitive Development (3)**

*Prerequisite:* Completion of Lower Division writing requirement; *Preparatory:* CADV 150. Students survey major topics of cognitive development from infancy to adolescence, review research literature about environmental factors that influence children's cognitive development and assess the implications for observing and working with children and their families. Students have an opportunity to learn how children's developing ability to think and articulate can be used as a basis for communicating effectively with them.

**CADV 352. Applied Social Development (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* CADV 150. This course surveys human social development from infancy through adolescence. Several theoretical frameworks that inform the study of social development are presented, as well as empirical evidence extending knowledge of the processes and content of social development. Emphasis is placed on connecting theories and constructs of social development to effective practice as child and adolescent professionals, the development of observation skills and use of developmentally appropriate practices with children and adolescents in naturalistic settings.

**CADV 380/L. Methods of Child and Adolescent Study I/Lab (3/1)**

*Prerequisites:* MATH 140; *Completion of Lower Division writing requirement.* *Preparatory:* CADV 150. *Corequisite:* CADV 380L. Designed to introduce students to the scientific process of studying children and adolescents. Through hands-on experiences, students gain insight into some of the key issues facing researchers, including problems of measurement, observation and interpretation, generation and testable questions, development of coding systems and establishment of reliability. Students work in small groups to plan and carry out their own research projects at University-affiliated sites.

**CADV 381/L. Methods of Child and Adolescent Study II /Lab (3/1)**

*Prerequisite:* CADV 380/L. *Corequisite:* CADV 381L. This course is designed to build on students' knowledge of the scientific process of studying children and adolescents. Major topics include a consideration of the philosophical and conceptual underpinnings of research, the structures and conduct of research inquiry and the generation of research questions and hypotheses. General methodology will be covered through readings and activities from the textbooks and will be tailored to questions that focus on child and adolescent development. Students will be challenged to think critically about methodological issues in research that they read and will have an opportunity to design a research study of their own. Lab: provides the opportunity to apply course concepts in a series of in-class and on-line activities

**CADV 394. Child and Adolescent Development Internship I (3)**

*Prerequisites:* CADV 150, 250; PSY 150. *Pre or Co-requisite:* CADV 350 or 352. Students must complete an application (available in Department Office, SQ 285) in the Spring semester prior to enrolling the following Fall. First of a two-semester internship sequence enabling students to apply theory to practice in a community setting. Internship includes 75 hours of service in a community organization/ setting in addition to regular class meetings. (Credit/No Credit only)

**CADV 406/L. Enhancing Childhood Creativity and Lab (2/1)**

*Prerequisite:* *Corequisite:* CADV 406/L. An Integrative seminar and lab experience focusing on the theoretical approaches for enhancing childhood creativity. The uses of play and fantasy are explored as means for developing programs that are child-oriented. Regular written assignments are required. (Crosslisted with RTM 406/L.)

**CADV 450. Helping Children Cope with Medical Environments (3)**

*Prerequisites:* CADV 150; *Completion of the Lower Division writing requirement.* The developmental impact of illness, disability and hospitalization on children and youth are studied. Methods used by child development specialists to help children cope with the emotional stress of ill health and disability will be presented.

**CADV 451. Alternative Approaches to Discipline (3)**

Investigation of literature on discipline in child development settings. Practical and theoretical approaches are related and integrated.

**CADV 452. Child Advocacy (3)**

Designed to increase student knowledge of local, state and national advocacy organizations and their influence on public policy. Focus is on the individual child development professional's role as a child advocate.

**CADV 460. Race, Ethnicity, Gender and Culture in Development (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* CADV 150. Explores the development of ethnic minority children and adolescents in multicultural settings. Particular focus is placed on students' exploration of their own understandings and awareness of culture, ethnicity and gender, based on the premise that effective professionals must clearly understand their own personal biases and level of privilege before looking at traits and characteristics of other groups. Specific attention is given to exploring the practical application of these concepts and theories in community settings.

**CADV 470. Advanced Theories in Child and Adolescent Development (3)**

*Prerequisites:* CADV 350 or 352, 380/L. *Passing score on the Upper Division Writing Proficiency Exam.* This capstone course is a culminating experience for majors. It facilitates professional development through high level discussions and thinking on concepts and theories of development for transition into graduate-level programs in human development or related fields and/or into a career. Designed to synthesize the broad concepts of child and adolescent development, and to address contemporary issues in the field.

**CADV 494. Child and Adolescent Development Internship II (3)**

*Prerequisite:* CADV 394B. The second semester internship builds on the in-depth understanding of the program and experiences gained from the first semester internship. Individual goals enhance the professional development of students. Includes 75 hours of service in a community setting/organization in addition to regular class meetings. (Credit /No Credit only)

**CADV 495A. Child and Adolescent Development Graduate School Skills and Applied Research Training I (3)**

*Prerequisite:* Students must complete Department application. *Recommended Preparatory:* CADV 150; CADV 380/L or PSY 320/L or FCS 431; *Completion of Lower Division writing requirement.* This course will address issues associated with becoming a professional in the field of child and adolescent development through developing applied research skills that will facilitate entry into graduate and professional programs in related fields. Students will: (1) develop competencies in qualitative and quantitative research methods in studying children and adolescents in both laboratory and field-based settings; and (2) gain practical experience applying knowledge of these research methods on actual active Child and Adolescent Development faculty research projects.



**CADV 495B. Child and Adolescent Development Graduate School Skills and Applied Research Training II (3)**

*Prerequisite:* CADV 495A or consent of instructor. This course builds on the foundation of applied research methods in CADV 495A by providing opportunities for students to integrate the theories and constructs of applied research in the field of child and adolescent development toward further development of graduate school skills and training. Through participation in weekly seminars in addition to hands-on experience on research projects at varying stages of the research process, this course will provide students in-depth knowledge about particular phases of research (e.g., hypotheses generation, project design, data collection, data analyses and dissemination). In addition, students will develop a personal statement of their (1) research interests and (2) theoretical grounding in child and adolescent development.

**CADV 496A-Z. Experimental Topics Courses (3)**

Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**CADV497AA-ZZ. Special Topics in Child and Adolescent Development (3)**

*Recommended Preparatory:* CADV 350, 352, 380/L. Innovative courses of study. Topics to be specified in the Schedule of Classes. Different topics may be taken for credit.

**CADV 499A-C. Independent Study (1-3)**

*Prerequisite:* Arranged with the permission of the instructor. Enrollment in an Independent Study is by permission of the Department Chair and with the consent of the instructor who agrees to be a sponsor. Enrollment is granted based on evidence of the student's ability to work independently on a project. Students who are on probation or who have been disqualified and have not yet completed academic readmission requirements may not enroll in CADV 499 courses. Regular progress meetings with the faculty sponsor and a final written report are required before credit can be given for the course. Please note that the maximum number of units from 499 courses that can be counted toward the baccalaureate degree is 6 units in a major and 6 additional units outside the major. Enrollment in an Independent Study is not allowed for the purpose of substitution for an existing course. An Independent Study is related to a major course or study and is not available for meeting a General Education requirement.

## Cinema and Television Arts

Mike Curb College of Arts, Media and Communication

**Chair:** Jonathan Stahl

Manzanita Hall (MZ) 195

(818) 677-3192

[www.ctva.csun.edu](http://www.ctva.csun.edu)

### Faculty

Karen Dee Carpenter, Eric Edson, Frances Gateward, Robert Gustafson, Michael Hoggan, Karen Kearns, Joel Krantz, Alexis Krasilovsky, Kenneth Portnoy, Jared Rappaport, Quinn Saunders, Mary C. Schaffer, John Schultheiss, Jonathan Stahl, Nate Thomas, Thelma Vickroy, Temma M. Willey, Dianah Wynter

### Emeritus Faculty

Bertram Barer, Thomas Burrows, Emory Johnson, Frederick Kuretski, Judith Marlane, Donald Wood

### Programs

Undergraduate:

**B.A., Cinema and Television Arts**

**Minor in Electronic Media Management**

Graduate:

**M.A., Screenwriting**

### The Department

The mission of the Department of Cinema and Television Arts (CTVA) is to instill in students the knowledge, expertise and creative skills that will help them to achieve their goals in the fields of television, film and new media. Our curriculum promotes the creative, analytical and conceptual thinking that will enrich their lives. The Department is affiliated with the University Film and Video Association, the Broadcast Education Association and the National Association of Broadcasters. It administers the CSUN Cinematheque and the Gallery of Film Poster Art, both housed in Manzanita Hall.

### The Major

The Cinema and Television Arts major provides students with academic and professional training for careers in the entertainment industry and related fields. The program is strongly committed to a balance between theoretical and practical education.

### The Options

The CTVA major prepares students in academic and creative aspects of the media disciplines through study in one of seven options:

**Electronic Media Management Option:** Operational and management aspects of independent, studio and network electronic media including business structures, personnel, budgets, advertising, sales, research and regulation of the media industries. A minor also is offered in this option.

**Film Production Option:** Conceptualization, production, directing, editing and distribution of film projects for both entertainment and informational purposes.

**Media Theory and Criticism Option:** History, theory and critical analysis of the culture of film and electronic media, providing a background for all professional training, with specific preparation for careers in teaching or research.

**Multimedia Production Option:** Pre-production, production and distribution of digital material for film, television and the World Wide Web. Students acquire effective computer skills to design websites, create streaming audio and video, design and create DVDs, and develop games in the interactive media environment.

**Radio Production Option:** Pre-production, production and post-production techniques for all radio formats—encompassing producing, directing and all other creative aspects of studio and field production.

**Screenwriting Option:** Conceptualization, structuring and writing of dramatic and non-dramatic scripts for film, television and new media.

**Television Production Option:** Pre-production, production and post-production techniques for all television formats—encompassing producing, directing and all other creative aspects of studio and field production.

### Careers

Some specific career choices for graduates of the Department of Cinema and Television Arts include the following:

Those involved in television, film or new media production create, supervise or assist in the entire range of activities in developing and executing projects. Creative occupations in this area include the selection of stories, talent and materials; art, set and lighting design; directing; cinematography and camera operation; audio recording and mixing; live television switching or editing; film editing; and other production and post-production technical functions. Positions are available in commercial film studios, independent production houses and studios, broadcast stations and networks, cable operations, video game companies, government agencies, hospitals, business corporations, educational institutions and other organizations with audiovisual and multimedia facilities.

Screenwriters create scripts for motion pictures, television or new media; for commercials; for promotional and public service announcements; and for continuity material used to introduce and connect various segments of musical, variety, reality and sports programs. They may work directly for a studio, station or network; work on a freelance basis; or may be under contract to independent production companies.

Multimedia specialists are involved in the research, design, production and execution of interactive projects for DVDs, internet, mobile services and game applications.

Media management positions include broadcast station and network management, business and financial administration, programming operations, sales and advertising. Film and media management opportunities include marketing, promotion, distribution and exhibition.

Management, production and writing careers also can lead to studio and independent producing of any entertainment or non-commercial media product. This includes development and fundraising, securing broadcast and film rights for a project, hiring of talent for the project, overseeing writing and production, arranging for distribution and exhibition.

Media theory and criticism graduates find positions as teachers, critics and researchers. Students often go on to graduate school to prepare for teaching careers or advanced research positions. These include marketing and audience research, ratings, media buying, assessing programming strategies and evolving media and technology strategies and expansion plans.

### Academic Advisement

Advisement is recommended but not required for all Pre-CTVA majors. Appointments to meet with Pre-CTVA advisor Kathleen McWilliams can be made by calling the Department office.

Advisement is mandatory for CTVA majors. Prior to each semester's course registration period, each major is required to meet with his/her faculty advisor to discuss course selection and assess the student's academic progress. Once a schedule for the following semester is jointly approved, the student receives departmental permission to register for classes online. Undergraduate advising for each of the seven options is as follows: Electronic Media Management—Robert Gustafson

(option head); Film Production—Nate Thomas (option head), Karen Dee Carpenter, Joel Krantz, Michael Hoggan, Temma Willey; Media Theory and Criticism—John Schultheiss (option head), Frances Gateward, Dianah Wynter; Multimedia Production—Mary C. Schaffer (option head); Radio Production—Karen Kearns (option head); Screenwriting—Jon Stahl (option head), Eric Edson, Alexis Krasilovsky, Ken Portnoy, Jared Rappaport; Television Production—Thelma Vickroy (option head), Quinn Saunders. The graduate coordinator is Eric Edson.

The Department of Cinema and Television Arts encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries may be used to fulfill some of the requirements for degree options offered by the Department.

**Student Learning Outcomes of the Undergraduate and Graduate Programs**

At the end of a program of study, students will (as reflected by the curriculum in their individual option) be able to:

1. Understand and articulate the history, theories and critical models of cinema and the electronic media;
2. Conceptualize, structure and write dramatic and non-dramatic scripts for cinema, television and new media;
3. Employ pre-production, production and post-production techniques for all electronic and digital media formats in both the studio and the field;
4. Conceptualize, produce, direct, edit and distribute cinema projects for both entertainment and informational purposes;
5. Operate and manage business structures, personnel, budgets, advertising, sales, research and regulation of independent, studio and network electronic media.

**Requirement for Admission to the Major**

All incoming freshmen and transfer students from other institutions may declare themselves as Pre-CTVA majors upon admission to the University. No supplemental materials are required for acceptance into the Pre-CTVA major.

CSUN students wishing to change from another major into Pre-CTVA must have a minimum 2.0 GPA and may apply for admission into the Pre-CTVA major by submitting to Admissions and Records a Change of Major Form signed by the Department Chair.

After successfully completing all requirements for the Pre-CTVA major listed below and after completing at least 60 units of college/university-level course work, students should apply for admission into one of the CTVA major options by submitting to Admissions and Records a Change of Major Form signed by the Department Chair.

As noted in the next section, there are additional requirements for admission into the Film and Screenwriting Options. Students intending to enter the Screenwriting Option must pass CTVA 220 with a grade of B- or better. Students intending to enter the Film Option must pass CTVA 250 with a grade of B- or better and must submit a portfolio for review and approval by the CTVA faculty. Deadline dates and portfolio format requirements can be found on the Department's website and in the Department office.

**Special Course and Grade Requirements for the CTVA Major**

All Lower and Upper Division courses taken toward completion of the Pre-CTVA and CTVA requirements must be completed with a grade of C or better (except as noted above).

**Requirements for the Bachelor of Arts Degree**

**1. Lower Division Required Courses (9-15 units)**

**Electronic Media Management (12 Lower Division units)**

|      |     |   |
|------|-----|---|
| CTVA | 100 | Introduction to Mass Communication Arts (3) |
| CTVA | 210 | Television-Film Aesthetics (3)              |

|      |             |                                      |
|------|-------------|--------------------------------------|
| CTVA | 220         | Foundations of Media Writing (3)     |
| CTVA | 230         | Fundamentals of Audio Production (3) |
|      | or CTVA 240 | Fundamentals of Video Production (3) |
|      | or CTVA 250 | Fundamentals of Film Production (3)  |

*Note: Pre-CTVA majors wishing to enter into the Electronic Media Management Option can request that the Department approve a Change of Major upon successful completion of CTVA 100 and 210.*

**Film Production (15 Lower Division units)**

|      |     |   |
|------|-----|---|
| ART  | 250 | Photography I (3)                           |
| CTVA | 100 | Introduction to Mass Communication Arts (3) |
| CTVA | 210 | Television-Film Aesthetics (3)              |
| CTVA | 220 | Foundations of Media Writing (3)            |
| CTVA | 250 | Fundamentals of Film Production (3)         |

*Note: Pre-CTVA majors wishing to enter into the Film Production Option must successfully complete all Lower Division requirements, including passing CTVA 250 with a grade of B- or better, and must submit a portfolio for review before admission to the option is granted.*

**Media Theory and Criticism (9 Lower Division units)**

|      |     |   |
|------|-----|---|
| CTVA | 100 | Introduction to Mass Communication Arts (3) |
| CTVA | 210 | Television-Film Aesthetics (3)              |
| CTVA | 220 | Foundations of Media Writing (3)            |

*Note: Pre-CTVA majors wishing to enter into the Media Theory and Criticism Option can request that the Department approve a Change of Major upon successful completion of CTVA 100 and 210.*

**Multimedia Production (12 Lower Division units)**

|      |     |  |
|------|-----|--|
| CTVA | 100 | Introduction to Mass Communication Art (3) |
| CTVA | 210 | Television-Film Aesthetics (3)             |
| CTVA | 220 | Foundations Media Writing (3)              |

**Select 1 of the Following Courses:**

|      |     |                                      |
|------|-----|--------------------------------------|
| CTVA | 230 | Fundamentals of Radio Production (3) |
| CTVA | 240 | Fundamentals of Video Production (3) |
| CTVA | 250 | Fundamentals of Film Production (3)  |

*Note: Pre-CTVA majors wishing to enter into the Multimedia Production option can request that the Department approve a Change of Major upon successful completion of CTVA 100, 210 and either 230, 240 or 250.*

**Radio Production (12 Lower Division units)**

|      |     |   |
|------|-----|---|
| CTVA | 100 | Introduction to Mass Communication Arts (3) |
| CTVA | 210 | Television-Film Aesthetics (3)              |
| CTVA | 220 | Foundations of Media Writing (3)            |
| CTVA | 230 | Fundamentals of Audio Production (3)        |

*Note: Pre-CTVA majors wishing to enter into the Radio Production Option can request that the Department approve a Change of Major upon successful completion of CTVA 100, 210 and 230.*

**Screenwriting (12 Lower Division units)**

|      |             |   |
|------|-------------|---|
| CTVA | 100         | Introduction to Mass Communication Arts (3) |
| CTVA | 210         | Television-Film Aesthetics (3)              |
| CTVA | 220         | Foundations of Media Writing (3)            |
| CTVA | 230         | Fundamentals of Audio Production (3)        |
|      | or CTVA 240 | Fundamentals of Video Production (3)        |
|      | or CTVA 250 | Fundamentals of Film Production (3)         |

*Note: Pre-CTVA majors wishing to enter into the Screenwriting Option must successfully complete all Lower Division requirements, including passing CTVA 220 with a grade of B- or better.*

**TV Production (12 Lower Division units)**

|      |     |   |
|------|-----|---|
| CTVA | 100 | Introduction to Mass Communication Arts (3) |
| CTVA | 210 | Television-Film Aesthetics (3)              |
| CTVA | 220 | Foundations of Media Writing (3)            |
| CTVA | 240 | Fundamentals of Video Production (3)        |

*Note: Pre-CTVA majors wishing to enter into the Television Production Option can request that the Department approve a Change of Major upon successful completion of CTVA 100, 210 and 240.*

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

**2. Upper Division Required Courses (33-36 units)**

Before admittance to the CTVA major, students must complete all requirements for the Pre-CTVA major listed above. Pre-CTVA major students may not enroll in Upper Division CTVA courses without the consent of the instructor. Upon completion of the Pre-CTVA major, students must apply at the Department Office for admittance to one of CTVA's seven options. To meet each option's specific requirements, students must complete all required courses and select additional Upper Division units in consultation with a faculty advisor in that option. Note that advisement is mandatory each semester for all CTVA majors. Each option provides an advisement form, available in the CTVA office, which lists both required and elective courses for the option. To fulfill the Department's commitment to critical thinking and research skills, each option requires at least one such course as CTVA 301, 319, 400 or 401.

**Required Upper Division Courses for Each Option:****A. Electronic Media Management Option (33 units)****1. Required Courses**

|      |     |                                 |
|------|-----|---------------------------------|
| CTVA | 305 | History of Broadcasting (3)     |
| CTVA | 480 | Electronic Media Management (3) |

**Select 1 of the following courses: (3 units)**

|      |     |                                  |
|------|-----|----------------------------------|
| CTVA | 301 | Design of Media Message (3)      |
| CTVA | 400 | Media and Society (3)            |
| CTVA | 401 | Mass Communications Research (3) |

**Select 6 of the following courses: (18 units)**

|      |        |   |
|------|--------|---|
| AMC  | 386A-Z | Survey of the Entertainment Industry (3)          |
| CTVA | 315    | New Directions in Electronic Media Systems (3)    |
| CTVA | 362    | Corporate and Instructional Media (3)             |
| CTVA | 384    | Electronic Media Advertising (3)                  |
| CTVA | 405    | International Broadcasting (3)                    |
| CTVA | 467    | Management of Post Production for TV and Film (3) |
| CTVA | 475    | Audience Analysis (3)                             |
| CTVA | 481    | Network Practices (3)                             |
| CTVA | 482    | Network Program Development (3)                   |
| CTVA | 487    | Regulation of Electronic Media (3)                |

**Additional units:** Select 6 additional units in CTVA or an allied field with the approval of an advisor as prescribed in the official Departmental advisement form for Electronic Media Management.

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>               | <b>45</b>  |
| <b>General Education Units</b>                | <b>48</b>  |
| <b>Additional Units</b>                       | <b>27</b>  |
| <b>Total Units Required for a B.A. Degree</b> | <b>120</b> |

**B. Film Production Option (33 units)****1. Required Courses (24 units)**

|      |      |   |
|------|------|---|
| CTVA | 310  | History of American Cinema (3)              |
| CTVA | 319  | Criticism in Cinema and Television Arts (3) |
| CTVA | 329C | Program Production (3)                      |
| CTVA | 350  | Film Directing (3)                          |
| CTVA | 351  | Anatomy of Film Producing (3)               |
| CTVA | 355  | Intermediate Film Production (3)            |
| CTVA | 452  | Senior Film Project (3)                     |
| CTVA | 494C | Internship (3)                              |

**2. Skill Area—Select 1 of the following course sequences according to your skill emphasis:****Editing (6 units)**

|      |     |                               |
|------|-----|-------------------------------|
| CTVA | 352 | Nonlinear Digital Editing (3) |
| CTVA | 356 | Advanced Film Editing (3)     |

*or***Sound (6 units)**

|      |     |                                  |
|------|-----|----------------------------------|
| CTVA | 358 | Advanced Film Sound (3)          |
| CTVA | 359 | Post Production Sound Design (3) |

*or***Cinematography (6 units)**

|  |     |                             |
|--|-----|-----------------------------|
| CTVA   | 357 | Advanced Cinematography (3) |
| UD Elective (3) With permission of your advisor, select 3 additional CTVA Upper Division units (e.g., CTVA 421, Writing the Short Film). |     |                             |

**3. Theory Area—select one of the following courses: (3 units)**

|      |     |   |
|------|-----|---|
| CTVA | 410 | Advanced Film Theory: Studies in Film Style (3) |
| CTVA | 412 | Analysis of Classic Filmmakers (3)              |
| CTVA | 413 | Women as Filmmakers (3)                         |
| CTVA | 415 | International Cinema (3)                        |
| CTVA | 416 | Documentary Tradition in Film and Video (3)     |

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|  |            |
|--|------------|
| <b>Total Units in the Option</b>           | <b>48</b>  |
| <b>General Education Units</b>             | <b>48</b>  |
| <b>Additional Units</b>                    | <b>24</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

**C. Media Theory and Criticism Option (36 units)****1. Required Courses (9 units)**

|      |     |   |
|------|-----|---|
| CTVA | 309 | Film as Literature (3)                      |
| CTVA | 319 | Criticism in Cinema and Television Arts (3) |
| CTVA | 400 | Media and Society (3)                       |

**Select 1 of the following courses: (3 units)**

|      |     |                                  |
|------|-----|----------------------------------|
| CTVA | 301 | Design of the Media Message (3)  |
| CTVA | 401 | Mass Communications Research (3) |

**Select 1 of the following courses: (3 units)**

|      |     |                                |
|------|-----|--------------------------------|
| CTVA | 305 | History of Broadcasting (3)    |
| CTVA | 310 | History of American Cinema (3) |

**Select 1 of the following courses: (3 units)**

|      |     |  |
|------|-----|--|
| CTVA | 315 | New Directions in Electronic Media Systems (3) |
| CTVA | 405 | International Broadcasting (3)                 |

**Select 3 of the following courses: (9 units)**

|      |     |   |
|------|-----|---|
| CTVA | 410 | Advanced Film Theory: Studies in Film Style (3) |
| CTVA | 412 | Analysis of Classic Filmmakers (3)              |
| CTVA | 413 | Women as Filmmakers (3)                         |
| CTVA | 415 | International Cinema (3)                        |
| CTVA | 416 | The Documentary Tradition in Film and Video (3) |

**Additional units:** Select 9 additional units in CTVA or an allied field with the approval of an advisor as prescribed in the official departmental advisement form for Media Theory and Criticism.

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|   |            |
|---|------------|
| <b>Total Units in the Option</b>              | <b>45</b>  |
| <b>General Education Units</b>                | <b>48</b>  |
| <b>Additional Units</b>                       | <b>27</b>  |
| <b>Total Units Required for a B.A. Degree</b> | <b>120</b> |

**D. Multimedia Production Option (33 units)**

**1. Required Courses (24)**

- CTVA 301 Design of Media Message (3)
- CTVA 315 New Directions in Electronic Media Systems (3)
- CTVA 327 Writing for Industrial Media (3)
- CTVA 362 Corporate and Instructional Media (3)
- CTVA 361 Computing for Multimedia (3)
- CTVA 461 Interactive Media (3)
- CTVA 464 Multimedia Design (3)
- CTVA 468 Multimedia Production (3)

**Select 1 of the following courses: (3 units)**

- CTVA 305 History of Broadcasting (3)
- CTVA 310 History of American Cinema (3)

**Additional units:** Select 6 additional units in CTVA or an allied field with the approval of an advisor as prescribed in the official departmental advisement form for Multimedia Production.

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|  |            |
|--|------------|
| <b>Total Units in the Option</b>           | <b>45</b>  |
| <b>General Education Units</b>             | <b>48</b>  |
| <b>Additional Units</b>                    | <b>27</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

**E. Radio Production Option (33 units)**

**1. Required Courses: (3 units)**

- CTVA 305 History of Broadcasting (3)
- CTVA 330 Advanced Audio Production (3)

**Select 1 of the following courses: (3 units)**

- CTVA 301 Design of the Media Message (3)
- CTVA 319 Criticism in Cinema and Television Arts (3)
- CTVA 400 Media and Society (3)

**Select 1 of the following courses: (3 units)**

- CTVA 315 New Directions in Electronic Media Systems (3)
- CTVA 487 Social Controls and Regulation of Electronic Media (3)

**Select 1 of the following courses: (3 units)**

- CTVA 320 Writing for Film and Television (3)
- CTVA 327 Writing for Industrial Media (3)

**Select 1 of the following courses: (3 units)**

- CTVA 361 Computing for Multimedia (3)
- CTVA 362 Corporate and Instructional Media (3)
- CTVA 480 Electronic Media Management (3)

**Select 3 of the following courses: (9 units)**

- CTVA 384 Electronic Media Advertising (3)
- CTVA 401 Mass Communications Research (3)
- CTVA 475 Audience Analysis (3)
- CTVA 481 Network Practices (3)
- CTVA 482 Network Program Development (3)

**Additional units:** Select 6 additional units in CTVA or an allied field with the approval of an advisor as prescribed in the official departmental advisement form for Radio Production.

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|   |            |
|---|------------|
| <b>Total Units in the Option</b>              | <b>45</b>  |
| <b>General Education Units</b>                | <b>48</b>  |
| <b>Additional Units</b>                       | <b>27</b>  |
| <b>Total Units Required for a B.A. Degree</b> | <b>120</b> |

**F. Screenwriting Option (33 units)**

**1. Required Courses: (12 units)**

- CTVA 309 Film as Literature (3)
- CTVA 320 Writing for Film and Television (3)
- CTVA 420 Screenplay Adaptation (3)
- CTVA 425 Advanced Screenwriting (3)

**Select 1 of the following courses: (3 units)**

- CTVA 301 Design of the Media Message (3)
- CTVA 319 Criticism in Cinema and Television Arts (3)

**Select 1 of the following courses: (3 units)**

- CTVA 305 History of Broadcasting (3)
- CTVA 310 History of American Cinema (3)

**Select 1 of the following courses: (3 units)**

- CTVA 327 Writing for Industrial Media (3)
- CTVA 428 Writing Screenplay Comedy (3)

**Select 1 of the following courses: (3 units)**

- CTVA 350 Film Directing (3)
- CTVA 440 Theory and Techniques of Television Directing (3)

**Additional units:** Select 9 additional units in CTVA or an allied field with the approval of an advisor as prescribed in the official departmental advisement form for Screenwriting.

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|   |            |
|---|------------|
| <b>Total Units in the Option</b>              | <b>45</b>  |
| <b>General Education Units</b>                | <b>48</b>  |
| <b>Additional Units</b>                       | <b>27</b>  |
| <b>Total Units Required for a B.A. Degree</b> | <b>120</b> |

**G. Television Production Option (33 units)**

Students in the Television Production Option will take 33 Upper Division units as indicated below:

- CTVA 305 History of Broadcasting (3)
- CTVA 340 Advanced Audio/Video Production and Editing (3)
- CTVA 341 Single-Camera Video Production and Editing (3)
- CTVA 440 Theory and Techniques of TV Directing (3)

**Select 1 of the following: Skill Area**

- CTVA 342 Digital Cinematography (3)
- CTVA 352 Nonlinear Digital Editing (3)
- CTVA 358 Advanced Film Sound (3)
- CTVA 359 Post Production Sound (3)

**Select 1 of the following: Critical Reasoning**

- CTVA 301 Design of the Media Message (3)
- CTVA 319 Criticism in Cinema and TV (3)
- CTVA 400 Media and Society (3)
- CTVA 416 Documentary Tradition (3)

**Select 1 of the following: Senior Level Capstone Production**

- CTVA 441 Directing the TV Documentary (3)
- CTVA 442 Directing TV Drama/Comedy (3)
- CTVA 443 Magazine Format Video (3)

**Select 2 of the following:**

- CTVA 327 Writing for Industrial Media (3)
- CTVA 384 Electronic Media Advertising (3)
- CTVA 475 Audience Analysis (3)
- CTVA 480 Electronic Media Management (3)
- CTVA 481 Network Practices (3)
- CTVA 482 Network Program Development (3)
- CTVA 487 Regulation of Electronic Media (3)

**Additional units**

Select 6 additional units in CTVA or an allied field with the approval of an advisor as prescribed in the official departmental advisement form for Television Production.

**General Education:** CTVA 100 can be counted toward GE Lifelong Learning and the major.

|   |            |
|---|------------|
| <b>Total Units in the Option</b>          | <b>45</b>  |
| <b>General Education Units</b>            | <b>48</b>  |
| <b>Additional Units</b>                   | <b>27</b>  |
| <b>Total Units Required a B.A. Degree</b> | <b>120</b> |

**Minor in Media Management**

This 18-unit minor with an emphasis in Media Management provides a focused course of study in management issues encountered in entertainment media management.

**1. Required Courses (9 units)**

|          |   |
|----------|---|
| CTVA 100 | Introduction to Mass Communication Arts (3) |
| CTVA 210 | Television-Film Aesthetics (3)              |
| CTVA 305 | History of Broadcasting (3)                 |

**2. Upper Division Required Elective Courses (9 units)****Select 3 from the following:**

|           |  |
|-----------|--|
| CTVA 351  | Anatomy of Film Producing (3)                          |
| CTVA 384  | Electronic Media Advertising (3)                       |
| CTVA 475  | Audience Analysis (3)                                  |
| CTVA 480  | Electronic Media Management (3)                        |
| CTVA 481  | Network Practices (3)                                  |
| CTVA 482  | Network Program Development (3)                        |
| CTVA 487  | Social Controls and Regulation of Electronic Media (3) |
| CTVA 494C | Internship (3)   |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>18</b> |
|---------------------------------|-----------|

**The Graduate Program: M.A. in Screenwriting**

The graduate program presupposes a strong undergraduate preparation or equivalent professional experience in screenwriting. The Master's program calls for more intensive study, focuses on evaluation of student's scripts and the development of creative, analytical and research techniques culminating in a screenplay/thesis project. The program offers no studio-based production instruction.

**Requirements for the Master of Arts Degree****A. Program Admission Requirements Classified Status:**

1. Bachelor's Degree: Students lacking sufficient academic or professional background in Television or Film will be expected to expand their knowledge of those fields through enrolling in courses assigned by the Graduate Advisor;
2. A 3.0 GPA in an undergraduate major and in all Cinema and Television Arts courses taken;
3. A 3.0 GPA for all undergraduate work undertaken. Candidates with outstanding professional records may seek, with substantial justification, an exception to conditions 1 and 2 above;
4. Completion of general requirements for Classified graduate status:
  - a. An above-average score on the GRE verbal portion;
  - b. A passing score on the Upper Division Writing Proficiency Exam;
5. Submission of 3 letters of recommendation.

**B. Special Requirements**

A minimum of 30 units of approved graduate work is required for the degree. University regulations require that at least 18 units of the program shall be 500- and 600-level courses. Students applying more than 36 units of course work to their graduate program must take at least 70 percent of their courses in 500- and 600-level classes. The 30 minimum units are comprised of the following:

**1. Required Courses (24 units)**

|          |  |
|----------|--|
| CTVA 500 | Studies in History (Core) (3)  |
| CTVA 501 | Studies in Theory (Core) (3)*<br>(*CTVA 500 is a prerequisite for CTVA 501)    |
| CTVA 525 | Seminar in Screenwriting (3)*<br>(*May be taken concurrently with CTVA 50      |
| CTVA 602 | Seminar in Research Methods (3)*<br>(*CTVA 602 is a prerequisite for CTVA 692) |
| CTVA 622 | Department Colloquium (3)*<br>(*May be taken concurrently with CTVA 501)       |
| CTVA 692 | Research Practicum (3)   |
| CTVA 697 | Comprehensive exam (3)   |
| CTVA 698 | Thesis or Thesis Project (3)   |

**2. Electives (12 units)**

Students take these units with the prior approval of the Graduate Advisor. These must be 400-, 500- or 600-level courses in an analytic, professional or methodological area in CTVA or related disciplines. Students may not register for more than 3 400-level courses.

|             |  |
|-------------|--|
| CTVA 420    | Screenplay Adaptation (3)                    |
| CTVA 425    | Advanced Screenwriting (3)                   |
| CTVA 428    | Writing Screenplay Comedy (3)                |
| CTVA 512    | Seminar in Film Theory (3)                   |
| CTVA 532    | Seminar in Analysis of Media Performance (3) |
| CTVA 595A-I | Studies in Mass Communication (3)            |
| CTVA 699A-C | Independent Study (1-3)                      |
| CTVA 694A-F | Internships (1-6)                            |
| CTVA 696    | Directed Research (3)                        |

|  |           |
|--|-----------|
| <b>Total Units Required for the Degree</b> | <b>30</b> |
|--|-----------|

**Course List****CTVA 100. Introduction to Mass Communication Arts (3)**

Not open to students with credit in JOUR 100. Survey of the fields of radio, television and film as they relate to other mass media. Comparative analysis and evaluation, including historical, societal, legal and individual considerations. (Available for General Education, Lifelong Learning.) (IC)

**CTVA 210. Television-Film Aesthetics (3)**

TV and film communicative art forms. Representative films and television programs are exhibited and analyzed. (Available for General Education, Arts and Humanities.) (IC)

**CTVA 220. Foundations of Media Writing (3)**

*Prerequisite: Completion of Lower Division writing requirement.* Required of all pre-majors. Basic introductory course in writing for the film and electronic media, with emphasis on preparing scripts in proper formats. Includes a writing evaluation component as part of the course requirement.

**CTVA 230. Fundamentals of Audio Production (3)**

Introductory course in audio production. Training in digital production, audio console operation, use of tape recorders and microphones, tape editing, program formats and announcing. Lab with accompanying lecture, 4 hours per week.

**CTVA 240. Fundamentals of Video Production (3)**

Basic introduction to all aspects of television studio production, audio and video; microphones, audio recorders, cameras, lenses, switching and lighting equipment. Principles of graphics and scenery. Lab with accompanying lecture, 6 hours per week.

**CTVA 250. Fundamentals of Film Production (3)**

*Prerequisite:* ART 250. Introductory course in Television-Film Production. Use of film as a creative medium and art form in mass communication, using 16mm production techniques. 6 hours lab per week.

**CTVA 301. Design of the Media Message (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Fundamentals of researching and designing the informational media program. Principles of determining audience needs, research, analysis and design, and program structure as they apply to documentaries, motivational programs and other educational and propaganda messages. Regular written assignments required.

**CTVA 305. History of Broadcasting (3)**

*Prerequisite:* CTVA 100. Radio and television broadcasting: beginnings, development, commercial and noncommercial support, regulations, impact on society, programming and future of telecommunications.

**CTVA 309. Film as Literature (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of the art of the cinema in order to establish a unique visual literature with its own critical standards. Feature films of various types and from diverse sources are screened. (Available for General Education, Arts and Humanities.)

**CTVA 310. History of American Cinema (3)**

*Prerequisites:* CTVA 100/Completion of Lower Division writing requirement. History of the development of American cinema: formats, film aesthetics, societal impact, evolution as an entertainment medium. Screening and evaluation of representative films.

**CTVA 315. New Directions in Electronic Media Systems (3)**

*Prerequisite:* CTVA 100. Examination of electronic media systems for program production and dissemination, as well as implications for producers, regulators and society as a whole.

**CTVA 319. Criticism in Cinema and Television Arts (3)**

*Prerequisites:* CTVA 210; Completion of Lower Division writing requirement. Analysis of social, cultural, literary and moral aspects of radio, television and film. Examination of media as distributors of information, propaganda and entertainment. Regular written assignments required, including the writing of critical analyses.

**CTVA 320. Writing for Film and Television (3)**

*Prerequisite:* CTVA 220. Basic dramatic screenwriting techniques for television and film. Disciplines of plot construction, characterization and dialogue are examined.

**CTVA 327. Writing for Industrial Media (3)**

*Prerequisite:* CTVA 220. Theory, history and principles of writing industrial film and television programs for business, government and other organized groups.

**CTVA 329ABC. Program Production (1-3)**

*Prerequisite:* Instructor consent. CTVA 230 is required for all students working at KCSN. Principles of management, programming and production with practical application. Students must work at least 3 hours a week for 1 unit. Maximum of 6 units allowable. (Credit/No Credit only)

**CTVA 330. Advanced Audio Production (3)**

*Prerequisite:* CTVA 230. Techniques of studio and remote audio production. Creation of radio magazine features. Training in use of sound effects, dramatic production, multi-track recording, digital production and mixing. Lab with accompanying lecture, 4 hours per week.

**CTVA 340. Advanced Video Production and Editing (3)**

*Prerequisite:* CTVA 240. Advanced course in the creative use of television studio cameras, lighting, sound, computer graphics and editing principles in television productions, including interview and dramatic formats. Both group and individual projects are structured around theory and practice. Lab with accompanying lecture, 6 hours per week.

**CTVA 341. Single-Camera Video Production and Editing (3)**

*Prerequisite:* CTVA 340. Overview of the theory and practice of electronic field production. Examines the technical and aesthetic requirements of single-camera video production and editing. 6 hours of lecture and lab activity per week.

**CTVA 342. Digital Cinematography (3)**

*Prerequisite:* CTVA 240 or 357. Advanced course with a specialized foundation in digital cinematography. The course will explore the theory and professional practice of digital cinematography for television and film. Topics include history, theory, composition, visual design, lighting and special effects. Dual emphasis on individual creativity and production group dynamics. 3 hours lecture; three hours lab per week.

**CTVA 350. Film Directing (3)**

*Prerequisite:* CTVA 250. Examination of basic creative elements and technical approaches necessary to achieve professional excellence in film direction. 6 lab hours per week.

**CTVA 351. Anatomy of Film Producing (3)**

*Prerequisite:* CTVA 240 or 250. Organization and management for both independent and studio film production. Basic business procedures, financing, budgeting, distribution, exhibition, legal matters, the development of entrepreneurial skills and structure, practices and current trends of the industry.

**CTVA 352. Nonlinear Digital Editing (3)**

*Recommended Corequisite or Preparatory:* CTVA 341 or 355. Overview of the theory and practice of nonlinear editing for video and film utilizing nonlinear digital editing work stations. Examines the technical and aesthetic requirements of editing through the use of professional film and video dailies. Gives the student fundamental knowledge and experience the Editor and Assistant Editor must have to run a digital editing system. 3 hours of lecture; 3 hours of lab activity per week.

**CTVA 355. Intermediate Film Production (3)**

*Prerequisite:* CTVA 250. Intermediate course in 16mm film production, with emphasis on story and the creative use of the motion picture camera, sound, editing and other aesthetic elements. 6 hours of lab per week.

**CTVA 356. Advanced Film Editing (3)**

*Prerequisite:* CTVA 355. Advanced course in post-production film technique and aesthetics, including the analysis, application and mastery of editing styles. 6 hours of lab per week.

**CTVA 357. Advanced Cinematography (3)**

*Prerequisite:* CTVA 355. Advanced course in film production techniques and aesthetics, including detailed examination of film grammar as it is created in the camera, lighting technology and practice, camera technology, optics of lenses and their effect on aesthetics, principles of composition, new technologies, computerized application and special cinematic situations (e.g., infrared, underwater and macro-cine). 6 hours of lab per week.

**CTVA 358. Advanced Film Sound (3)**

*Prerequisite:* CTVA 355. Advanced course in the theory and practice of sound gathering and mixing for motion picture production, including technical and aesthetic requirements. Use of various technologies and microphones. Presents the mix and post production sound editing. 3e hours lecture; 3 hours lab per week.

**CTVA 359. Post Production Sound Design for Film and Electronic Media (3)**

*Prerequisite:* CTVA 355 or 340. Advanced course with a specialized foundation in post production sound recording and mixing. The course will explore the theory and professional practice of sound design for film and electronic media. Topics include history, theory, dialogue editing, sound effects, Foley, ADR and surround sound. Dual emphasis on individual creativity and production group dynamics. 3 hours lecture; 3 hours lab per week.

**CTVA 361. Computer Fundamentals for Multimedia (3)**

*Prerequisite:* CTVA 100. General introduction to computers and their use in multimedia design, production, distribution and in desktop video. Covers computer fundamentals, the use of the graphic user interface, provides an overview of the use of computers in multimedia and familiarizes students with appropriate software. 6 hours per week.

**CTVA 362. Corporate and Instructional Media (3)**

*Prerequisite:* CTVA 100. Study of contemporary practices in corporate, school, medical and civic media as they relate to educational, training and motivational purposes. Examination of audience needs, objectives, design and writing, production, distribution, utilization and evaluation.

**CTVA 384. Electronic Media Advertising (3)**

*Prerequisite:* CTVA 100. Advertising as economic support for broadcast media. Audience, market surveys, network, affiliate rate structures. Impact of Radio-TV advertising on local and national economy.

**CTVA 395. Independent Senior Projects (3)**

*Prerequisites:* Senior status; approval of project by a faculty advisor in that option. Independent work with faculty supervision in Cinema and Television Arts.

**CTVA 400. Media and Society (3)**

*Prerequisite:* CTVA 100. Examination of contemporary views of media and societal effects. Analysis of McLuhan, Meyrowitz, Postman and other theorists. Effects of TV violence.

**CTVA 401. Mass Communications Research (3)**

*Prerequisite:* CTVA 100. Inquiry into research methodology in mass communication. Emphasis on solution of research problems in areas relating to the mass media.

**CTVA 405. International Broadcasting (3)**

*Prerequisite:* CTVA 100. Comparative examination of broadcasting in foreign nations. Analysis of how radio and television reflect the social and political life of each country.

**CTVA 410. Advanced Film Theory: Studies in Film Style (3)**

*Prerequisites:* CTVA 210 or 310; Completion of Lower Division writing requirement. Study of realistic and expressive elements as reflected in selected film and literary references. Emphasis on aesthetic implications and significance of directorial, thematic, cinematographic approaches and techniques in the film medium. Regular written assignments required.

**CTVA 412. Analysis of Classic Filmmakers (3)**

*Prerequisites:* CTVA 210 or 310; Completion of Lower Division writing requirement. In-depth analysis of the unique personal visions and creative accomplishments of specially selected film artists, studied from the point of view of technique, visual style, content and sociological implications. Regular written assignments required

**CTVA 413. Women as Filmmakers (3)**

*Prerequisites:* Completion of Lower Division writing requirement, CTVA 210 or 310. Examination of the careers and film productions of various internationally recognized women filmmakers (e.g., directors, writer/directors, etc.), focusing on their unique contributions in content and style. Emphasis on the present-day scene with films or video from France, Germany, Italy, Australia and the U.S. Regular written assignments required.

**CTVA 415A-Z. International Cinema (3)**

*Prerequisites:* Completion of the Lower Division writing requirement; CTVA 210 or 310. In-depth analysis of the creative accomplishments of the aesthetic and socioeconomic influences on the cinematic art of a single nation or geographic region other than the U.S. Specific nations or regions will vary from semester to semester. Up to two different sections of this course may be taken for credit in the following areas: (A) Australia; (B) Britain; (C) China; (D) Canada; (E) Eastern Europe; (F) France; (G) Germany; (H) Hispanic; (I) Italy; (J) Japan; and (S) Survey of a variety of countries. Regular written assignments required.

**CTVA 416. The Documentary Tradition in Film and Video (3)**

*Prerequisite:* CTVA 210. Examination of the history, functions, ethics and aesthetics of the documentary in both theatrical and television formats. Screening of works from U.S. and international sources, including those that represent the documentary purposes of observation, analysis, persuasion and aesthetic expression. Regular critical writing assignments required.

**CTVA 420. Screenplay Adaptation (3)**

*Prerequisite:* CTVA 320. Advanced development of student skills and techniques, with emphasis on the adaptation of a published literary work. Available for graduate credit.

**CTVA 421. Writing the Short Film (3)**

*Prerequisites:* CTVA 220; Either CTVA 320 (for Writing Option) or 355 (for Film Option); Instructor consent. Must be taken prior to submission of the senior film proposal. For those who intend to write short film screenplays to be used for senior film productions. Via lectures, discussions and readings, provides dramatic principles pertinent to the writing of a short film script. Students are guided incrementally in a workshop setting through the development of several drafts of the screenplay. Final outcome is a 10-15 page, production-ready shooting script. Available for graduate credit.

**CTVA 425. Advanced Screenwriting (3)**

*Prerequisite:* CTVA 420. Advanced problems in writing drama, program specials. Available for graduate credit.

**CTVA 428. Writing Screenplay Comedy (3)**

*Prerequisite:* CTVA 320. An examination of the theory, spectrum and structures of comedy, as well as the writing of comedy scenes and screenplays. Available for graduate credit.

**CTVA 440. Theory and Techniques of TV Directing (3)**

*Prerequisite:* CTVA 240. Theories and techniques of TV directing. Unique characteristics of video as they affect the art of directing. Screening and critique of representative TV programs.

**CTVA 441. Directing the TV Documentary (3)**

*Prerequisite:* CTVA 341. Advanced television directing course emphasizing educational and documentary formats. Both studio and remote production assignments. Lab with accompanying lecture, 6 hours per week.

**CTVA 442. Directing the TV Drama/Comedy (3)**

*Prerequisites:* CTVA 341; 440. Advanced television directing course emphasizing dramatic formats. Producing and directing live and recorded studio situation comedy and drama programs. 6 hours lab per week.

**CTVA 443. Magazine Format Video Production (3)**

*Prerequisite:* CTVA 341. Examines the methods and equipment that are utilized in the design and production of "magazine format" video production. Such programs combine scripted information, spontaneous discussion and pre-edited videotape segments. 6 hours per week.

**CTVA 452. Senior Film Project (3)**

*Prerequisites:* CTVA 356 or 357 or 358; Senior status. Capstone course using applied theories and techniques of film production. Approval of instructor required. Lab with accompanying lecture, 9 hours per week.



**CTVA 461. Interactive Multimedia Development (3)**

*Prerequisites:* CTVA 361; *Completion of Lower Division writing requirement.* Development, creation and integration of multimedia elements for entertainment, consumer and corporate products. Introduction to design parameters, pre-production (design documents, budgets, schedules), production, post-production (testing plans) and implementation. Regular computer assignments required. Lab, 6 hours.

**CTVA 464. Multimedia Design (3)**

*Prerequisite:* CTVA 361; *completion of the lower-division writing requirement.* Study the basic theories and techniques of multimedia production. Covers establishment of goals and objectives, program design and production practices, project validation and utilization. Lab, 6 hours.

**CTVA 467. The Management of Post Production for Television and Film (3)**

*Prerequisite:* CTVA 100. Advanced course on the management processes involved in post production, including scheduling and budgeting, setting up and managing an edit room and planning and carrying out cost-effective on-line, sound mixing, color correction and titling sessions for accurate and on-time project delivery.

**CTVA 468. Multimedia Production (3)**

*Prerequisite:* Senior status. Production of a multimedia program. Lab with accompanying lectures, 6 hours per week.

**CTVA 475. Audience Analysis (3)**

*Prerequisite:* CTVA 100. Lecture/discussion of mass audiences and the techniques used to study their wants, needs, motives, attitudes, opinions and behavior. Survey of audience measurement techniques.

**CTVA 480. Electronic Media Management (3)**

*Prerequisite:* CTVA 100. Study of business problems of station operations. Stress placed on case studies of stations.

**CTVA 481. Network Practices (3)**

*Prerequisite:* CTVA 100. Network as unique development in broadcasting, its role in distribution of information and the national economy.

**CTVA 482. Network Program Development (3)**

*Prerequisites:* CTVA 100. Theoretical and practical problems in producing current network television programs.

**CTVA 487. Social Controls and Regulation of Electronic Media (3)**

*Prerequisite:* CTVA 100. Legal and social controls in the regulation of electronic media, including broadcasting, cable television, common carriers and communication satellites. Regulatory efforts of federal agencies, such as the FCC, and controlling influences of public interest groups and the electronic media industry itself.

**CTVA 494A-F. Internship (1-6)**

*Prerequisite:* CTVA major and minor—*approval through application and instructor consent.* Extensive on-the-job training in specific areas of Radio, TV or Film production or administration. Maximum 6 units. Academic Internship Course. (Credit/No Credit only)

**CTVA 495A-Z. Current Trends in Television and Film (3)**

*Prerequisites:* CTVA major—*completion of Core requirements in Option.* Investigation of selected contemporary issues and practices in television and film. Emphasis on analysis of current trends, ethical issues and specialized operations in the entertainment business. These courses utilize industry professionals sharing their expertise in focused areas such as agency management and postproduction operations. Regular written assignments and examinations required.

**CTVA 496A-Z. Experimental Topics Courses (3)**

*Prerequisite:* 1 year of appropriate Lower Division courses in CTVA. Course content to be determined.

**CTVA 499A-C. Independent Study (1-3)****Graduate Courses—Screenwriting**

Only courses at the 400-, 500- or 600-level carry credit toward the master's degree in Screenwriting.

**CTVA 500. Theory and History of Cinema and Electronic Media (3)**

*Prerequisite:* Graduate status. Survey of the history of cinema/electronic media, as well as cinema and electronic media theory and criticism, from the silent era through the 1950s.

**CTVA 501. Theory and History of Cinema and Electronic Media II (3)**

*Prerequisite:* CTVA 500. Survey of the history of cinema/electronic media, as well as cinema and electronic media theory and criticism, from the 1950s to the present.

**CTVA 512. Seminar in Cinema and Contemporary Media Theory (3)**

*Prerequisite:* CTVA 500. Seminar in specific cinema and/or electronic media theory. Includes analysis and evaluation of the works of major cinema and media theorists.

**CTVA 525. Seminar in Screenwriting (3)**

*Prerequisites:* CTVA 425, 501. Identification and analysis of the student writer's creative strengths and weaknesses. Format includes exercises and original screenplay material specifically designed to strengthen narrative skills.

**CTVA 532. Seminar in Analysis of Media Performance I (3)**

*Prerequisite:* CTVA 500. Extended application of research and evaluation techniques as used in mass communication research to describe the quality of broadcast and film media performance.

**CTVA 595A-I. Studies in Mass Communication (3)**

*Prerequisite:* CTVA 500. Supervised graduate studies in Cinema and Television Arts Mass Communication. Faculty members will direct the studies of a small group of students in the following general areas with exact content to be determined: (A) Advanced Research; (B) History; (C) Theory; (D) Writing; (E) Radio/TV Production; (F) Film; (G) Educational Media; (H) Management; and (I) International Communication.

**CTVA 602. Seminar in Research Methods (3)**

*Prerequisite:* CTVA 500. Scope and methods of research in mass communication, including review of literature, statement of research problem, research design, collection and analysis of data and information and writing the research report.

**CTVA 622. Department Colloquium (3)**

*Prerequisite:* CTVA 500. Intensive study of contemporary issues in Screenwriting by Graduate Faculty on a rotating basis.

**CTVA 692. Research Practicum (3)**

*Prerequisites:* CTVA 501, 602. Instruction and individualized guidance in the preparation of thesis or project proposals, including introduction, literature and methodology.

**CTVA 694A-F. Internship (1-6)**

*Prerequisites:* CTVA 602; *Approval of Graduate Advisor.* Intensive on-the-job training beyond the entry level in radio, television and allied industries.

**CTVA 696. Directed Graduate Research (3)****CTVA 697A. Comprehensive Examination (1)**

Written and oral examination in the major field.

**CTVA 698A-F. Thesis or Graduate Project (1-6)**

*Prerequisites:* CTVA 501, 602; *Approval of Graduate Advisor.*

**CTVA 699A-C. Independent Study (1-3)**

*Prerequisites:* CTVA 500, 602; *Approval of sponsoring faculty member.*

# Civil Engineering and Construction Management

College of Engineering and Computer Science

**Chair: Nazaret Dermendjian**

Jacaranda Hall (JD) 4507

(818) 677-2166

[www.csun.edu/~ceam](http://www.csun.edu/~ceam)

*Staff:*

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*Faculty:*

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*Emeritus Faculty:*

Leonard Spunt, Miguel Macias, Roger Di Julio

## Programs

Undergraduate:

**B.S., Civil Engineering**

**B.S., Construction Management Technology**

**Minor in Construction Management**

Graduate:

**M.S., Engineering with Option in Structural Engineering**

## Mission Statement

To provide students with a sound basic civil engineering education and to prepare them for entry into the professional practice of civil engineering, as well as to instill in them a recognition that civil engineering is a people-serving profession. In keeping with these goals, we aim to develop in students an understanding that a successful professional career is one that addresses the needs of society and requires a lifetime of learning and leadership.

## The Major

Department faculty provides instruction in statics and strength of materials, dynamics and mechanics lab, as well as our degree programs.

Civil Engineers design the infrastructure of our world, from bridges and freeways to sewer systems and libraries. Their work touches nearly every facet of our society's everyday lives, including but not limited to structures, water supply, waste management, materials, construction, geotechnical, the environment and transportation. Their work is vital, particularly in Southern California where environmental, transportation and water issues are of major importance, and where structural problems, especially related to earthquakes, demand sound engineering solutions.

Civil Engineering majors at CSUN receive a solid, broad-based education. During the first two years and into the third year, all Engineering majors complete a common engineering Core curriculum. Among the many topic areas in the Core curriculum are mathematics, physics, chemistry, engineering materials, electrical circuits, engineering mechanics, thermodynamics, and engineering economy.

The junior and senior years in Civil Engineering build on the common engineering Core curriculum. These two years include instruction in structures, vibration analysis, hydraulics, soil mechanics, surveying, computer-aided design and graphics, strength of materials, concrete and steel design, construction engineering and senior design.

Civil Engineering students take classes and work in the following facilities: the Applied Mechanics Lab, where students apply engineering techniques to the static and dynamic behavior of mechanical systems; the Civil Engineering Senior Design Laboratory is used in a two-semester course that simulates a professional civil engineering environment; the Geotechnical Laboratory, where students look at the

behavior of soil as an engineering material; and the Structural Analysis Research Center, where students have the opportunity to work with faculty on such diverse projects as dams, buildings, towers and spacecraft.

Besides these facilities, students use Los Angeles itself as a laboratory, studying buildings, spacecraft, dams and other structures.

With the broad-based education students receive at CSUN, it is highly recommended that students prepare to take the EIT (Engineering in Training), now commonly referred to as the FE (Fundamentals in Engineering) Exam, before graduation. This is a national exam, 8 hours in length and covering the basic topics that comprise the common Core in engineering. The EIT or FE exam is the first of two exams that are required to become a registered engineer in the state of California. To sit for the second exam, additional work experience is required beyond the bachelor degree. In today's society, it is almost imperative that students, preparing for the Civil Engineering profession, become registered. CSUN has an excellent reputation of preparing students for this goal.

Civil Engineering students have opportunities to participate in student chapters of such professional societies as ASCE (American Society of Civil Engineers) and AWMA (Air and Waste Management Association), as well as interdisciplinary student organizations in the College, such as Tau Beta Pi, the Society of Women Engineers, the National Society for Black Engineers and the Society for Hispanic Professional Engineers.

The Civil Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), (410) 347-7700.

## Academic Advisement

Graduate Coordinator Stephen Gadomski can be contacted at (818) 677-2166

## Educational Objectives

To carry out the mission of the Civil Engineering program, the faculty has established the following educational objectives. During the first few years following graduation, the graduates of the Civil Engineering program will have the following qualities:

1. Graduates will accept increasing levels of responsibility over time and obtain their desired professional registrations.
2. Graduates will continue further studies in engineering and other professional disciplines as appropriate to their careers.
3. Graduates will develop creative engineering solutions to project challenges that are cost-effective and environmentally sensitive.

## Student Learning Outcomes of the Undergraduate Program

- a. An ability to apply knowledge of mathematics, science and engineering;
- b. An ability to design and conduct experiments, as well as to analyze and interpret data;
- c. An ability to design a system, component or process to meet desired needs;
- d. An ability to function on multidisciplinary teams;
- e. An ability to identify, formulate and solve engineering problems;
- f. An understanding of professional and ethical responsibilities;
- g. An ability to communicate effectively;
- h. The broad education necessary to understand the impact of engineering solutions in a global and societal context;
- i. A recognition of the need for and an ability to engage in lifelong learning;
- j. A knowledge of contemporary issues;
- k. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice;
- l. A proficiency in a minimum of four recognized major civil engineering areas;
- m. An ability to perform civil engineering design by means of design

experiences integrated throughout the professional component of the curriculum; and

- n. An understanding of such professional practice issues as procurement of work; bidding versus quality based selection processes; how design professionals and construction professionals interact to construct a project; the importance of professional licensure and continuing education; and/or other professional practice issues.

### Careers

Civil Engineering is the oldest of the engineering disciplines, responsible for projects dating back more than 5,000 years. Rebuilding and expanding the civil engineering infrastructure of the U.S.—including roads, bridges, rail networks, sewage treatment plants, deep-water ports and municipal water systems—is one of the technology areas that has been targeted for rapid development by the National Science Foundation.

Most practicing Civil Engineers are employed in the areas of structural engineering, transportation engineering, environmental engineering, water resources engineering, geotechnical engineering, construction engineering or surveying. Many of these areas, such as structural engineering, encompass the design of such diverse items as spacecraft and office buildings. Although the majority of Civil Engineers are employed in private industry, many are involved in consulting or own their own firms, and a significant number are employed in the government sector where they are involved in the provision of highways and other public works for state and local government.

The degree can be used as a stepping stone to graduate work in engineering, law, business or even medicine. Many Civil Engineering graduates return to CSUN to earn their M.S. Degree in Structural Engineering.

### Requirements for the Bachelor of Science in Civil Engineering Degree

The high school preparation program is based upon an expectation of adequate high school preparation in science, mathematics and English. High school courses should include algebra, plane geometry, trigonometry and chemistry or physics (both desirable), and four years of English. Beginning engineering students must take the Entry Level Mathematics Test (ELM), Mathematics Placement Test (MPT), Chemistry Placement Test (CPT) and English Placement Test (EPT) before registration in basic courses will be permitted.

#### Required test scores:

1. ELM (Entry Level Mathematics): A passing score is required to earn college credit for mathematics. Students are exempt from this exam if they score 550 or above on the SAT, 23 or above on the enhanced ACT, or a 3, 4 or 5 on the AP (Advanced Placement) Calculus AB or BC.
2. MPT (Mathematics Placement Test): This is required to enroll in MATH 150A. Students with scores of 3, 4 or 5 on the AP Calculus AB or BC are eligible for MATH 150B and exempt from the MPT.
3. CPT (Chemistry Placement Test) a minimum score of 40 is required to enroll in CHEM 101. All students who had high school chemistry and expect to enroll in CHEM 101 must take this test regardless of score on the AP Chemistry exam.
4. EPT (English Placement Test): A score of 151 or above is required to enroll in ENGL 155. Students with scores of 3, 4 or 5 on AP English Language and Composition receive college credit for ENGL 155 and a score of 3, 4 or 5 on the AP English Literature and Composition receive credit for ENGL 155 and 255.

Students are referred to Appendix A of the Catalog for rules and regulations as to earned college credit. Students who have not had an adequate background of pre-engineering work in high school may be required to take some additional work in their first year and may not be able to complete an engineering program in eight semesters.

### Special Grade Requirements

1. All students must pass the English Placement Test with a score of 151 or higher before enrolling in 200-level engineering courses.
2. All students must complete the Lower Division writing requirement before enrolling in 300-level engineering courses.
3. All students must attempt the Upper Division Writing Proficiency Exam before enrolling in 400-level engineering courses.
4. Grade of C- or better is required in all courses in the major.
5. Senior-level courses cannot be taken unless the student previously completed or is concurrently completing all freshman-, sophomore- and junior-level Core requirements.

#### 1. Lower Division Required Courses (44 units)

##### Freshman Year

|      |        |   |
|------|--------|---|
| BIOL | 106    | Biological Principles I and Lab (3)             |
|      | or     | GEOL 101  |
|      |        | Geology of Planet Earth (3)                     |
| CE   | 101/L  | Introduction to Civil Engineering and Lab (1/1) |
| CHEM | 101/L  | General Chemistry and Lab (4/1)                 |
| MATH | 150A   | Mathematical Analysis I (5)                     |
| MATH | 150B   | Mathematical Analysis II (5)                    |
| PHYS | 220A/L | Mechanics and Lab (3/1)                         |

##### Sophomore Year

|      |        |  |
|------|--------|--|
| CE   | 240    | Engineering Statics (3)                          |
| CE   | 280/L  | Computer Applications in Civil Engineering (1/1) |
| ECE  | 240    | Electrical Engineering Fundamentals (3)          |
| MATH | 250    | Calculus III (3)                                 |
| MATH | 280    | Applied Differential Equations (3)               |
| MSE  | 227/L  | Engineering Materials and Lab (3/1)              |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1)          |

#### 2. Upper Division Required Courses (56 units)

##### Junior Year

|     |       |   |
|-----|-------|---|
| AM  | 316   | Engineering Dynamics (3)                      |
| AM  | 317   | Mechanics Lab (1)                             |
| CE  | 308/L | Surveying and Lab (2/1)                       |
| CE  | 315/L | Construction Engineering and Lab (2/1)        |
| CE  | 340   | Strength of Materials (3)                     |
| CE  | 335   | Structures I (3)                              |
| CE  | 335L  | Structure I Computational Lab (1)             |
| CE  | 408/L | Surveying with GPS Applications and Lab (1/1) |
| ME  | 370   | Thermodynamics (3)                            |
| ME  | 390   | Fluid Mechanics (3)                           |
| MSE | 304   | Engineering Economy (3)                       |

##### Senior Year

|    |        |                                     |
|----|--------|-------------------------------------|
| AM | 410    | Vibration Analysis (3)              |
| CE | 426/L  | Soil Mechanics and Lab (3/1)        |
| CE | 438    | Reinforced Concrete Design (3)      |
| CE | 439    | Structural Steel Design (3)         |
| CE | 460/L  | Engineering Hydrology and Lab (2/1) |
| CE | 488A/L | Civil Senior Design I and Lab (1/1) |
| CE | 488B   | Civil Senior Design II (2)          |
| CE | 526    | Geotechnical Foundation Design (3)  |
| ME | 493    | Hydraulics (3)                      |

#### General Education (27 units):

Civil Engineering majors follow a modified General Education program depending upon the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs.

Civil Engineering students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Social Sciences (3 units); Arts and Humanities (6 units), Comparative Cultures (6 units); and U.S. History and Local Government (6 units). All other GE requirements

are met through completion of courses in the major.

CE majors may count CE 101/L and CE 280/L in Lifelong Learning.

## Bachelor of Science in Construction Management Technology

### Mission Statement

To prepare students for success within the professional practice of Construction Management Technology. This preparation includes an understanding of the design, engineering, business and technical principles and practices used in the construction industry. It also includes an awareness of the ethical, social and legal responsibilities of practicing professionals.

### The Major

The construction industry is the single largest industry in America, accounting for 14 percent of our nation's Gross National Product (GNP). Students interested in becoming a construction manager need a solid background in building science, business and construction management. They need to understand contracts, plans and specifications and to be knowledgeable about construction methods, materials and laws and regulations. Familiarity with computers and software programs for job costing, scheduling and estimating also is important.

Construction Management Technology students have the opportunity to participate in the student chapter of the CMAA (Construction Management Association of America), as well as interdisciplinary student organizations in the College, such as the Society of Women Engineers, the National Society for Black Engineers and the Society for Hispanic Professional Engineers.

### Special Grade Requirements for the Construction Management Technology Major

1. Students who have completed 56 units and have met the Lower Division writing requirement are required to take the Writing Proficiency Examination (WPE) as early as possible and no later than the semester in which 75 units are completed. Students who have not attempted the WPE by the completion of 75 units will have a hold placed on their subsequent class registration and may delay their graduation.
2. A grade of C- or better is required in all courses in the major.
3. Senior-level (400-plus) courses cannot be taken unless the student has previously completed or is concurrently completing all freshman-, sophomore- and junior-level Core requirements.

### Educational Objectives

The Bachelor of Science in Construction Management Technology at CSUN will prepare graduates for lifelong careers in the construction industry that will allow them to make productive contributions to society and to gain personal job satisfaction. To accomplish these overall objectives, graduates of this program will have the following qualities:

1. Technical skills necessary to enter careers in construction operation and/or maintenance of the built environment and supporting infrastructure;
2. The ability to thoroughly comprehend, manage and utilize basic construction documents used in construction;
3. The ability to specify and optimize utilization of project methods and materials;
4. The ability to perform reliable cost estimates and analyses;
5. The ability to effectively manage construction projects using state-of-the-art planning scheduling and monitoring tools;
6. Working knowledge of the management tools that are widely used for cost and schedule management in the construction industry;
7. The ability to communicate well both orally and in writing, and the

ability to work as a productive member of a construction team; and

8. A sense of exploration and the ability to maintain lifelong learning in the areas of emerging construction methods and management.

### Student Learning Outcomes of the Undergraduate Program

- a. Utilize modern instruments, methods and techniques to implement construction contracts, documents and codes;
- b. Evaluate materials and methods for construction projects;
- c. Utilize modern surveying methods for construction layout;
- d. Determine forces and stresses in elementary structural systems;
- e. Employ productivity software to solve technical problems;
- f. Estimate material quantities and costs;
- g. Produce and utilize design construction and operational documents;
- h. Perform economic analyses and cost estimates related to design construction and maintenance of systems in the construction technical specialties;
- i. Select appropriate construction material and practices;
- j. Apply principles of construction law and ethics;
- k. Apply basic technical concepts to the solution of construction problems involving hydraulics, hydrology, geotechnics, structures, construction scheduling and management, and construction safety;
- l. Perform standard analysis and design in at least one recognized technical specialty within construction engineering technology that is appropriate to the goals of the program.

### Careers

B.S. in Construction Management Technology graduates will be able to fill many government jobs in the construction industry at the local, state and federal levels. Roughly 59 percent of construction managers are employed in the construction industry; about 24 percent are employed by specialty trade contractors, engineering, architectural and construction management service firms, as well as local government; and educational institutions and real estate developers employ the rest.

Large construction projects, such as office buildings or industrial complexes, are too complicated for one person to manage. These projects are divided into many segments: site preparation, including land-clearing and earth-moving; sewage systems; landscaping and road construction; building construction, including excavation and laying foundations, erection of structural framework, floors, walls and roofs; and building systems, including fire-protection, electrical, plumbing, air-conditioning and heating. Construction managers may be in charge of one or more of these activities. Construction managers often team with workers in other occupations, such as engineers and architects.

Construction managers direct and monitor the progress of construction activities, at times through other construction supervisors. They oversee the delivery and use of materials, tools and equipment; the quality of construction; worker productivity and safety.

Construction managers regularly review engineering and architectural drawings and specifications to monitor progress and ensure compliance with plans and schedules. They track and control construction costs against the project budget to avoid cost overruns. They meet regularly with owners, engineers, architects, trade contractors, business specialists, accountants and others to monitor and coordinate all phases of a construction project.

### Requirements for Admission to the Construction Management Technology (CMT) Program

1. 60 to 70 units of transferable courses.
2. Completion of a minimum one year of Lower Division math courses, including college algebra, trigonometry and analytic geometry. A minimum grade of C must be attained in each course.
3. Complete General Education Breadth Requirements in written and oral communication.

- Completion of at least one Lower Division-transferable course in each of the following areas: 1) physics with lab; 2) science elective with lab; or 3) accounting business law or micro-economics. A minimum grade of C must be attained in each course.
- Required advisement session.

## Requirements for the Bachelor of Science in Construction Management Technology (CMT)

### 1. Lower Division Required Courses (48 units)

#### Freshman Year

|                  |                                       |
|------------------|---------------------------------------|
| COMP 100         | Computers: Their Impact and Use (3)   |
| CM 110/L         | Construction Drawings (1/1)           |
| GEOL 101/102     | Geology of Planet Earth and Lab (3/1) |
| or BIOL 106/L    | Biological Principles I and Lab (3)   |
| or CHEM 110/110L | Chemistry in Action and Lab (3/1)     |
| ECON 160         | Microeconomic Principles (3)          |
| PHYS 100A/L      | General Physics I/Lab (3/1)           |
| PHYS 100B/L      | General Physics II/Lab (3/1)          |

#### Sophomore Year

|           |   |
|-----------|---|
| ACCT 220  | Introduction to Financial Accounting (3)  |
| BLAW 280  | Business Law I (3)                        |
| CM 208/L  | Construction Site Surveying/Lab (2/1)     |
| CM 210/L  | Construction Contract Documents/Lab (2/1) |
| CM 240/L  | Building Construction/Lab (2/1)           |
| MATH 255A | Calculus I (3)                            |
| MATH 255B | Calculus II (3)                           |
| MSE 220/L | Construction Materials/Lab (2/1)          |

### 2. Upper Division Required Courses (52 units)

#### Junior Year

|          |  |
|----------|--|
| CM 309   | Computer Applications in Construction Management (2)       |
| CM 310/L | Construction Estimating/Lab (2/1)                          |
| CM 312/L | Project Cost Control Planning and Scheduling/Lab (2/1)     |
| CM 321   | Introduction to Mechanical and Electrical Installation (2) |
| CM 326/L | Soil Mechanics for Technology/Lab (2/1)                    |
| CM 334/L | Construction Equipment and Methods (2/1)                   |
| CM 336/L | Fundamentals of Green Buildings and Lab (2/1)              |
| CM 340   | Statics and Strength of Materials for Technology (3)       |
| ENGL 306 | Report Writing (3)   |
| MGT 360  | Management and Organizational Behavior (3)                 |
| MSE 300  | Construction Technology Economy (3)                        |

#### Senior Year

|          |   |
|----------|---|
| BLAW 481 | Real Estate Law (3)                               |
| CM 401   | Construction Contract Administration (3)          |
| CM 415/L | Fundamentals of Construction Management/Lab (2/1) |
| CM 434   | Site Planning and Logistics (3)                   |
| CM 440/L | Structural Design/Lab (2/1)                       |
| CM 441/L | Highway Design/Lab (2/1)                          |
| CM 449   | Dispute Prevention (1)                            |
| CM 480   | Construction Law (3)                              |
| CM 488A  | Construction Senior Design I (2)                  |
| CM 488B  | Construction Senior Design II (2)                 |
| CM 494   | Cooperative Educational Experience (2)            |

### General Education (24 units):

Construction Management Technology majors follow a modified General Education program depending upon the year and enrollment

status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs. The requirements for students entering in Fall 2006 or later under the new PLAN R is described here. Continuing students and some first-time transfer students may elect to continue with the former GE Plan C. Students should refer to prior Catalog editions and consult with an academic advisor in selecting their required GE courses.

Construction Management Technology students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Arts and Humanities (6 units); Comparative Cultures (6 units); and U.S. History and Local Government (6 units). All other GE requirements are met through completion of courses in the major.

Nine of the General Education Plan R units must be at the Upper Division-level and two courses must meet the Information Competency requirement.

## Minor in Construction Management Technology

### 1. Lower Division Courses (6 units)

|          |   |
|----------|---|
| ACCT 220 | Introduction to Financial Accounting (3)  |
| CM 210/L | Construction Contract Documents/Lab (2/1) |

Note: BLAW 280—Business Law I, which satisfies Lifelong Learning of General Education, and ECON 160—Microeconomic Principles, which satisfies the Social Sciences of General Education are both required prerequisite courses to be included in this minor. Students seeking this minor should consult with an academic advisor early in the planning stages of his/her General Education requirements.

### 2. Upper Division Courses (17 units)

|          |  |
|----------|--|
| CM 312/L | Project Cost Control Planning and Scheduling/Lab (2/1) |
| CM 415/L | Fundamentals of Construction Management/Lab (2/1)      |
| CM 309   | Computer Applications in Construction Management (2)   |
| CM 401   | Construction Contract Administration (3)               |
| CM 480   | Construction Law (3)                                   |
| MSE 300  | Construction Technology Economy (3)                    |

Note: This minor program in Construction Management will not seek accreditation by the American Council for Construction Education.

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>23</b> |
|---------------------------------|-----------|

## Requirements for the Master of Science Degree in Structural Engineering.

### General Requirement For Admission to the Program:

- Satisfaction of all requirements for admission to the University (see Catalog section regarding Graduate Programs).
- A bachelor's degree in Engineering, or in an allied field with some equivalency to Engineering, from an accredited university or college.
- Approval by the College of Engineering and Computer Science and the Department.

### For Advancement To Classified Graduate Status:

- Satisfaction of University requirements for Classified status (See Catalog section regarding Graduate Programs).
- Completion of all requirements noted on individual admissions documents.
- Submit tentative program of study to the CEAM graduate coordinator.
- Approval by the Department Graduate Coordinator.

### For The Degree:

- Satisfaction of University requirements for the M.S. Degree (see Catalog section regarding Graduate Programs).
- Completion of 30-33 units under the Thesis, Project or

Comprehensive Examination Plan as follows:

**A. Thesis Plan (30 units)**

- i. 24 units of course work applicable to the M.S. Degree, of which at least 15 units are in Engineering courses at the 500-level or above.
- ii. An additional 6 units of CE 698 (Thesis) and successful defense of Thesis.

**B. Project (30 units)**

- i. 27 units of course work applicable to the M.S. Degree, of which at least 18 units are in Engineering courses at the 500-level or above.
- ii. An additional 3 units of CE 698 (Graduate Project) culminating in a comprehensive report.

**C. Comprehensive Exam Plan (33 units)**

- i. 30 units of course work applicable to the M.S. Degree, of which at least 21 units are in Engineering courses at the 500-level or above.
- ii. An additional 3 units of CE 697 Directed Comprehensive Study.

**Special Requirements**

1. Students entering the program are expected to have completed Soil Mechanics (CE 426) and Structures I (CE 335), Reinforced Concrete Design (CE 438) and Structural Steel Design (CE 439). Admitted students who have not completed such courses as part of an undergraduate program must satisfactorily complete them prior to continuing in the program. These courses cannot be applied toward the formal degree program of study.
2. This program is intended primarily for students holding a B.S. in Civil Engineering or in a closely related field. Prospective students whose undergraduate degree is not in a closely related field should contact the Department in order to discuss additional prerequisite courses with a faculty advisor.
3. The total number of 400-level units in the formal program of study for students pursuing the Thesis, Project or Comprehensive Examination Plans may not exceed 9 units.

**Required Courses (30-33 units)**

**1. Culminating Experience (3-6 units)**

- |           |                        |
|-----------|------------------------|
| CE 697    | Comprehensive Exam (3) |
| or CE 698 | Graduate Project (3)   |
| or        | Graduate Thesis (6)    |

**2. Required Courses (0-7 units)**

- |          |                             |
|----------|-----------------------------|
| AM 410   | Vibration Analysis (3)      |
| CE 536/L | Structures II and Lab (3/1) |

Note: If AM 410 and CE 536/L or equivalent were completed as part of an undergraduate degree program, additional units must be included in the graduate program. Please consult with Graduate Advisor.

**3. Additional courses.**

Remaining courses selected from the following list to complete the required units consistent with the culminating experience selected.

- |          |   |
|----------|---|
| CE 526   | Geotechnical Foundation Design (3)          |
| CE 537   | Timber and Masonry (4)                      |
| CE 636   | Structural Dynamics (3)                     |
| CE 638   | Advanced Reinforced Concrete Design (3)     |
| CE 639   | Advanced Structural Steel Design (3)        |
| CE 640   | Advanced Analysis Methods (3)               |
| CE 641   | Earthquake Engineering (3)                  |
| CE 642/L | Applied Finite Elements (4)                 |
| CE 648   | Precast And Prestressed Concrete Design (3) |

Note: If additional units are required to complete the degree as a consequence of taking some of the above courses in a undergraduate program, other courses can be selected with the approval of an advisor or the Graduate Coordinator.

**Course List**

**AM 196A-Z. Experimental Topics Courses in Applied Mechanics (1-4)**

**AM 296A-Z. Experimental Topics Courses in Applied Mechanics (1-4)**

**AM 316. Engineering Dynamics (3)**

*Prerequisites:* CE 240; MATH 280. *Corequisite:* AM 317. Vector calculus and kinematics, force, equations of motion, energy and momentum principles applied to the dynamic behavior of rigid and deformable solids. Design considerations. (Design units: 0.5.)

**AM 317. Mechanics Lab (1)**

*Prerequisite:* CE 340. *Corequisite:* AM 316. Experimental analysis of the responses of various configurations of deformable solids to static and dynamic forces. Design of mechanics experiments. One three-hour lab per week. (Design units: 0.5.)

**AM 396A-Z. Experimental Topics Courses in Applied Mechanics (1-4)**

**AM 400A. Applied Mechanics Design Clinic I (1-3)**

*Prerequisites:* Senior or graduate standing in Applied Mechanics or related discipline with senior or graduate program on file; Acceptable academic record; Written approvals from faculty sponsor and Department Chair. Design units vary.

**AM 400B. Applied Mechanics Design Clinic II (1-3)**

*Prerequisite:* AM 400A. Continuation of AM 400A. Design units vary.

**AM 410. Vibration Analysis (3)**

*Prerequisites:* AM 316; CE 340. Study of the vibratory motion of linear single degree of freedom systems. Equation of motion, free vibration response and transient and steady state excitation. Introduction to multi-degree-of-freedom systems. (Design units: 0.)

**AM 496A-Z. Experimental Topics Courses in Applied Mechanics (1-4)**

**AM 499A-C. Independent Study (1-3)**

*Prerequisites:* Senior or graduate standing in Applied Mechanics with senior or graduate program on file; Written approvals of faculty sponsor and Department Chair. Admission is based on evidence of ability to pursue Independent Study in-depth and approval of a proposal submitted prior to registration in the course. Design units vary.

**Graduate Level Courses**

Note that 300-level courses in Applied Mechanics do not carry credit for a Master's degree in Engineering.

**AM 509. Methods of Applied Mechanics (3)**

*Prerequisites:* AM 316; MATH 280. Survey of methods used in Applied Mechanics. Emphasis on the formulation and solution of problems by the application of appropriate mathematical tools. Application of differential equations, matrix techniques, Fourier series, Laplace Transforms and energy methods to vibration, stability, elasticity and structures problems. (Design units: 0.)

**AM 610. Advanced Mechanical Vibrations (3)**

*Prerequisites:* AM 410; CE 436. Vibration of multi-degree of freedom lumped parameter systems; formulation of equations of motion using the Newton's 2nd law and analytical mechanics; determination of natural modes; response by the normal mode method. Emphasis on matrix formulation and computer applications. Exact solutions for continuous systems.

**AM 618. Theory of Elastic Stability (3)**

*Prerequisite:* Instructor consent. Treatment of stability problems and the stability criteria. Elastic and inelastic buckling of bars; lateral buckling of beams; the stability of frameworks; buckling of rings, curved bars

and arches; buckling of thin plates and thin shells; general theory of cylindrical shells and shells having the form of a surface of revolution.

**AM 619. Theory of Plates and Shells (3)**

*Prerequisite: Instructor consent.* Cylindrical bending of uniformly loaded plates; symmetrical bending of circular plates; rectangular plates with various edge conditions; plates of various shapes; membrane theory of shells; general theory of cylindrical shells and shells having the form of a surface of revolution.

**AM 621. Aerostructure II (3)**

*Prerequisite: AM 421.* Analysis of semimonocoque aircraft structures. Stress, deflection and stability are considered for linear and nonlinear material behavior. Finite element methods are applied to continuous systems. Discussion of structural vibration loads and flutter.

**AM 637. Optimum Structural Design (3)**

Synthesis of structural components and systems employing parametric computer solutions. Applications to weight, cost and trade-off criteria, including practical constraints on geometry. Least weight design of cable, column and beam elements and system of elements. Introduction to computer automated design and design space concepts. Examples from aerospace and civil engineering fields.

**AM 640. Energy and Approximate Methods in Elastomechanics (3)**

*Prerequisite: Instructor consent.* Theory and application of energy methods in continuous systems using the calculus of variations approach. Derivation of the total potential and complementary energy expressions via virtual work principles. The study of stability configurations of mechanical systems. Development and application of Castigliano's and Engesser's theorems. Approximate methods using Rayleigh-Ritz, Galerkin and Kantorovich formulations. Hamilton's principle and its applications.

**AM 644. Advanced Finite Element Methods (3)**

*Prerequisites: AM 642; Instructor consent.* Includes a brief review of the fundamentals of the finite element method; potential energy basis of finite elements; and isoparametric formulations. Applications of general civil and aerospace structures are considered, especially plates, general shells, vibration and stability analyses and nonlinear problems in structural mechanics.

**AM 645. Nonlinear Mechanics (3)**

*Prerequisite: AM 610.* Introduction to nonlinear problems. Analytic approaches to some closed form solutions of nonlinear differential equations. Vibrations of systems subjected to nonlinear restoring forces. Nonlinear constitutive relations in elasticity. Poincaré's method and Phase Plane plots for stable and unstable singular points. Routh Hurwitz Criteria, conservative systems. Limit cycles, Lyapunov's direct method. Survey of perturbation techniques with time dependent coefficients. Mathieu's Equation.

**AM 649. Seminar in Applied Mechanics (3)**

Advanced studies of topics of current interest in the field of applied mechanics. Consists, in part, of an intensive study of selected papers from current literature.

**AM 695A-Z. Experimental Topics Courses in Applied Mechanics (1-4)**

**AM 696A-C. Directed Graduate Research (3)**

*Prerequisites: AM 698; Approvals of faculty advisor and either Department Graduate Coordinator or Department Chair.*

**AM 699A-C. Independent Study (1-3)**

*Prerequisites: Classified status in the M.S. program; Written approvals from faculty sponsor and Department Graduate Coordinator or Department Chair.* Admission is based in part on evidence of the ability to pursue Independent Study or research in-depth and approval of a proposal submitted prior to the time of registration.

## Civil Engineering Course List

**CE 101/L. Introduction to Civil Engineering and Lab (1/1)**

Freshman orientation course for the Civil Engineering program, the professional and an introduction to the University. Introduction to the tools for civil engineering studies: internet, word processing and spreadsheets. Development of communication skills and the ability to work in teams. Development of learning skills in civil engineering studies. 1 hour lecture/discussion, 3 hours lab per week.

**CE 196A-Z. Experimental Topics Courses in Civil Engineering (1-4)**

**CE 240. Engineering Statics (3)**

*Prerequisite: PHYS 220A/L. Corequisite: MATH 150B.* Analysis of the distribution of forces on and within bodies in static equilibrium. Free body diagrams, equilibrium equations and the method of sections. Includes a limited introduction to the subject of strength of materials. (Design units: 0.)

**CE 280/L. Computer Applications in Civil Engineering and Lab (1/1)**

*Prerequisite: CE 240.* Development of computer skills related to the field of civil engineering. Introduction of Windows, email and internet usage. Introduction to Office suite, word processing, spreadsheets with VBA applications, presentation and publishing software. Development of programming skills. Application of CAD to the development of structural and architectural drawings, dimensioning, grading plans, contour lines and sections. Analysis and design of structural systems using structural engineering packages. Development of algorithms and computer codes for the solution of civil engineering problems. 1hour of lecture, 3 hours of lab per week.

**CE 296A-Z. Experimental Topics Courses in Civil Engineering (1-4)**

**CE 308/L. Surveying and Lab (2/1)**

*Corequisite: 308L.* Fundamentals of plane and geodetic surveying. Concepts of linear and angular measurements, precision, errors and corrections. Field problems in chaining, differential and profile leveling, triangulation and highway curves. 2 hours lecture, 3 hours lab. (Design units: 0.)

**CE 315/L Construction Engineering and Lab (2/1)**

The objective of this course is to introduce undergraduate students to planning, scheduling, estimating and project-control techniques for construction projects.

**CE 335/L. Structures I and Computational Lab (3/1)**

*Prerequisite: CE 340. Corequisite: CE 335L.* Determination of the force distribution and deflections in statically determinate and indeterminate structures using the classical, non-matrix methods of structural analysis. 3 hours of lecture per week. Lab: Structural analysis problem solving session. Computer applications of structural analysis and design. 3 hours of lab per week. (Design units: 0.)

**CE 340. Strength of Materials (3)**

*Prerequisites: CE 240; MATH 280.* Analysis of the stresses and deflections in members and basic structural systems. Axial, torsional, bending and shear stresses and deflections. Introduction to structural stability. Design of structural components. (Design units: 0.5.)

**CE 396A-Z. Experimental Topics Courses in Civil Engineering (1-4)**

**CE 400A. Civil Engineering Design Clinic I (1-3)**

*Prerequisites: Senior or graduate standing in Civil Engineering or related discipline with senior or graduate program on file; Acceptable academic record; Written approvals from faculty sponsor and Department Chair.* Design units vary.

**CE 400B. Civil Engineering Design Clinic II (1-3)**

*Prerequisite: CE 400A.* Continuation of CE 400A. Design units vary.

**CE 408/L. Surveying with GPS Applications and Lab (1/1)**

*Prerequisite:* CE 308/L. *Corequisite:* 408L. Surveying with Global Positioning Systems (GPS): point positioning, differential positioning, differencing techniques, survey planning, real-time kinematic (RTK) surveys, vertical positioning, random errors and survey specifications, horizontal curves, vertical curves, horizontal control and vertical control. 1 hour lecture, 3 hours lab per week. (Design units: 0.)

**CE 426/L. Soil Mechanics and Lab (3/1)**

*Corequisite:* 426L. Soil as a foundation for structures and as a material of construction. Lab experiments to be performed to obtain data to determine soil physical properties. 3 hours lecture, 3 hours lab per week. (Design units: 1.)

**CE 438. Reinforced Concrete Design (3)**

*Prerequisite:* CE 335. Basic concepts in the design of reinforced concrete structures. Applications to beams, columns, slabs, shear walls, footing and composite construction. (Design units: 3.)

**CE 439. Structural Steel Design (3)**

*Prerequisite:* CE 335. Basic concepts in the design of steel structures. Design in steel of tension and compression members, beams, columns, welded and bolted connections; eccentrically loaded and moment resistant joints; plate girders. Introduction to computer aided design (CAD). (Design units: 3.)

**CE 460/L. Engineering Hydrology and Lab (2/1)**

*Prerequisite:* ME 390. *Corequisite:* 460L. Surface Hydrology for the design of drainage, flood control, water storage and distribution systems. Topics include hydrologic cycle, meteorology, surface and ground water movement, interrelation between precipitation and runoff, hydrograph analysis, flood routing and risk assessment. Hydrologic model development and analysis using computers emphasized for design of storm drainage systems, flood protection, water storage and reservoir operations. 2 hours lecture, 3 hours lab. (Design units: 1.)

**CE 488A/L. Civil Engineering Senior Design I and Lab (1/1)**

*Prerequisites:* CE 335/L; Senior class standing with senior program on file. *Corequisites:* CE 488A/L; Either CE 438 or CE 439. First semester of a two-semester sequence capstone design experience simulating professional practice in civil engineering. (CE 488A and CE 488B must be completed within the same academic year.) Undertakes the preliminary design of a complex engineering project. Addresses ethics of engineering practice, professional lifelong learning requirements, written and oral engineering design project presentations and methods of technical problem solving. (Offered Fall semester.) 1 hour lecture, 3 hours lab per week. (Design units: 1.)

**CE 488B. Civil Engineering Senior Design II (2)**

*Prerequisite:* CE 488A/L. *Corequisites:* Second major civil design course, either CE 438, 439 or 526. Continuation of CE 488A. (CE 488A and CE 488B must be completed within the same academic year.) Final design stage of the project initiated in CE 488A is undertaken, with emphasis on working in project teams. 6 hours of lab per week. (Offered Spring semester.) (Design units: 2.)

**CE 496A-Z. Experimental Topics Courses in Civil Engineering (1-4)****CE 499A-C. Independent Study (1-3)**

*Prerequisites:* Senior or graduate standing in Civil Engineering with senior or graduate program on file; Written approvals of faculty sponsor and Department Chair. Admission based on evidence of ability to pursue Independent Study in-depth and approval of a proposal submitted prior to registration in the course. (Design units vary.)

**Graduate Courses**

Note that 300-level courses in Civil Engineering do not carry credit for a Master's degree in Engineering.

**CE 526. Geotechnical Foundation Design (3)**

*Prerequisite:* CE 426. Soil mechanics aspects of foundation design. Shear strength and compressibility of soil. Lateral pressures and retaining structures. Strength and deformation laws for spread footings, piers, piles and caissons. Analysis of mat foundations. Eccentric and inclined foundation loads. (Design units: 1.0.)

**CE 536/L. Structures II and Lab (3/1)**

*Prerequisite:* CE 335. *Corequisite:* CE 536L. Study of structural analysis and design problems using matrix methods. Complete development of the flexibility and stiffness methods of analysis. Computer applications to structural analysis and design. 3 hours lecture, 3 hours lab per week. (Design units: 1.5.)

**CE 537. Timber and Masonry Design (4)**

*Prerequisite:* CE 335. Study of vertical and lateral loading on structures. Elements of timber design. Timber beams, tension members, compression members, tension and bending, and compression and bending members. Design of horizontal diaphragms and shearwalls. Design of connections. Elements of masonry design. Design of masonry in bending, shear and axial members. 4 hours of lecture. (Design units: 4.)

**CE 636. Structural Dynamics (3)**

*Prerequisite:* AM 610. Vibration of structural systems with emphasis on approximate solutions to continuous systems; assumed modes, Rayleigh-Ritz, Finite Element Applications and nonlinear vibrations. Numerical techniques for computer application. Response spectra for multi-degree-of-freedom systems. Advanced topics.

**CE 638. Advanced Reinforced Concrete Design (3)**

*Prerequisite:* CE 438. Advanced topics in concrete design, including frames and slabs.

**CE 639. Advanced Structural Steel Design (3)**

*Prerequisite:* CE 439. Advanced topics in structural steel design, such as frames, bridges and buildings.

**CE 640 Advanced Analysis Methods (3)**

*Prerequisite:* CE 536. Analytical methods for calculation of stress deflection and stability of structures. Unsymmetrical bending, torsion, plates, treatment of the buckling characteristics of various structural elements. Applications of energy methods. Fundamentals of applied elasticity. Consideration given to modern structural materials. (Design units: 1.)

**CE 641. Earthquake Engineering (3)**

*Prerequisites:* AM 410; CE 335. Study of the earthquake problem. Topics covered include plate tectonics, seismology, dynamic response of structures, dynamics of sites and design for earthquakes.

**CE 642/L. Finite Element Analysis (3/1)**

*Prerequisites:* AM 410; CE 536. *Corequisite:* CE 642L. Study of structural mechanics problems by use of finite element method. Formulation of the basic elements, assemblage of elements and application of the method to selected topics in structural mechanics.

**CE 643. Foundation Design (3)**

*Prerequisite:* CE 438. Design of foundations for structures. Topics include pile foundations, grade beams, continuous and mat footings, and retaining walls.

**CE 648. Prestressed Concrete Design (3)**

*Prerequisite:* CE 638. Prestressed concrete design and analysis for gravity and lateral loading. Design of reinforced and prestressed structural



elements. Safety and economy. Connection design for earthquake and wind loadings. Design projects using professional practice standards, including latest codes. 3 hours of lecture. (Design units: 3.)

**CE 649. Seminar in Civil Engineering (3)**

Advanced studies of topics of current interest in the field of civil engineering. The course will consist in part of an intensive study of selected papers from current literature.

**CE 695A-Z. Experimental Topics Courses in Civil Engineering (1-4)**

**CE 696. Directed Graduate Research (3)**

*Prerequisites:* CE 698; *Approvals of faculty advisor and either Department Graduate Coordinator or Department Chair.*

**CE 697. Directed Comprehensive Studies (3)**

(Credit/No Credit only)

**CE 698. Thesis (6) or Graduate Project (3)**

*Prerequisites:* *Advancement to candidacy for the M.S. Degree; Written approvals of faculty advisor and Department Graduate Coordinator or Department Chair.*

**CE 699A-C. Independent Study (1-3)**

*Prerequisites:* *Classified status in the M.S. program; Written approvals from faculty sponsor and Department Graduate Coordinator or Department Chair.* Admission is based in part on evidence of the ability to pursue Independent Study or research in-depth and approval of a proposal submitted prior to the time of registration.

## Construction Management Technology Course List

**CM 101/L. Introduction to Construction Management and Lab (1/1)**

*Corequisites:* CM 101L; MATH 102. Freshman orientation course for Construction Management Technology, the profession, professional organizations and orientation to the University. Construction-related regulatory requirements. Ethics, business, safety and professional practices. Management techniques and interaction with professional organizations and associations. 1 hour lecture/discussion, 3 hours technical activity/lab per week.

**CM 110/L. Construction Drawings and Lab (1/1)**

This course is designed to provide students with the foundational knowledge and practice at reading blueprints. Both residential and commercial construction drawings will be covered in this course. The set of plans, such as the foundation plan, floor plan, elevations, sections and details that must be assembled into an organized set of drawings to show as much about a project as can be placed on paper in one- or two-dimensional views, are analyzed and studied.

**CM 208/L. Construction Site Surveying and Lab (2/1)**

*Prerequisite:* MATH 104. *Corequisite:* CM 208L. Fundamentals of surveying as applied to construction layout. Use of level and transit for location and control of structures, vertical and horizontal control. Introduction to AutoCAD as a means of presenting survey information with usage of Autodesk Survey and Autodesk Map. Lab measurements of land surface area, differential and profile leveling, construction layout and plotting profiles using tape, leveling and transit measurements. Two hours lecture; three hours lab per week.

**CM 210/L. Construction Contract Documents and Lab (2/1)**

*Corequisite:* CM 210L. *Recommended Corequisite:* BLAW 280. Basic skills and techniques required to produce construction documents conforming to current building codes and standards, including working drawing, specifications, bid documents, addenda and change orders. 2 hours lecture, 3 hours technical activity/lab per week.

**CM 240. Engineering Statics for Technology (3)**

*Prerequisites:* MATH 255A; PHYS 100A/L. Not available for credit toward an engineering degree. Analysis of the distribution of forces on and with bodies in static equilibrium. Free body diagrams, equilibrium equations and the method of sections. Emphasis on application of the principles of static equilibrium to building structures. 3 hours lecture/discussion per week.

**CM 240/L. Building Construction (2/1)**

*Corequisite:* CM 210. Introduction to planning, design and construction of structures, including cost estimating and project scheduling. Computer applications. 2 hours lecture per week.

**CM 309. Computer Applications in Construction Management (2)**

*Prerequisites:* COMP 100; *Instructor consent.* Application of computer systems to control operations in the building industry. Introduction to commercially available software for planning, scheduling and estimating that is generally used in the construction industry. Two 3-hour technical activity/labs per week.

**CM 310/L. Construction Estimating and Lab (2/1)**

*Prerequisites:* ACCT 220; MATH 255; CM 240/L. *Corequisites:* CM 310/L, 312/L. Procedures for analyzing materials and methods involved in reliable estimates of the cost of a construction task or project, including: direct, indirect and contingency costs and profits. 2 hours lecture, 3 hours technical activity/lab per week.

**CM 312/L. Project Cost Control, Planning and Scheduling and Lab (2/1)**

*Prerequisites:* ACCT 220; MATH 255A; CM 240/L; *Instructor consent.* *Corequisite:* CM 312L. Basic application of construction cost control systems, including critical path method techniques, planning, logic, scheduling and updating, and use of computer for scheduling. Use of cost information and associated reports for the planning and scheduling of construction projects. 2 hours lecture/discussion, 3 hours technical activity/lab per week.

**CM 321. Introduction to Mechanical and Electrical Installation (2)**

*Prerequisite:* PHYS 100B/L. Basic understanding of the electrical and mechanical systems, design and construction procedures used flexibly in each system, space requirements, and at what point in the job the work on a particular system is done.

**CM 326/L. Soil Mechanics for Technology and Lab (2/1)**

*Prerequisite:* MSE 220/L. *Corequisite:* CM 326L. Not available for credit toward an engineering degree. Soil composition, description and physical properties of soils; earthmoving estimating, soil explorations, ground water effects, plate tectonics and introduction to seismic effects on soils. Lab: Investigations and experiments in soil mechanics, including field requirements for foundations and other earthwork structures. Two hours lecture/discussion, 3 hours technical activity/lab per week.

**CM 334/L. Construction Equipment and Methods (3)**

*Prerequisites:* ACCT 220; CM 326/L. Construction procedures, job planning layout and scheduling, selection and application of construction equipment to building and heavy construction projects. 1 hour lecture, 3 hours problem solving lab per week.

**CM 336/L. Fundamentals of Green Buildings and Lab (2/1)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* The purpose of this course is to give the students an overview of design and construction delivery systems for high-performance green buildings. The U.S Green Building Council (USGBC) Leadership in Energy and Environmental Design (LEED) will be discussed in detail. Sustainability evaluation systems will be reviewed. This course will focus on LEED-NC (new construction) requirements. (Available for General Education, Lifelong Learning.) (IC) (WI)

**CM 340. Statics and Strength of Materials (3)**

*Prerequisites:* CM 240; MATH 255B. The analysis of the distribution of forces on and within bodies in static equilibrium. Free body diagrams, equilibrium equations and the method of sections. The analysis of stresses and deflections in members and simple structural systems. Axial, torsional, bending and shear stresses and deflections, and column stability. Design of building structural members. Emphasis is given to the application to building structures. Not available for credit toward an engineering degree.

**CM 401. Construction Contract Administration (3)**

*Prerequisites:* BLAW 280; CM 210/L. Administration of contract documents, including invitation to bid, addenda, proposals, change orders, subcontracts, liens, claims, waivers, arbitration, general and supplemental conditions and CSI specifications. 2 hours lecture/discussion, 3 hours technical activity/lab per week.

**CM415/L. Fundamentals of Construction Management and Lab (2/1)**

*Prerequisites:* CM 310/L, 312/L; *Instructor consent.* *Corequisite:* CMT 415L. Introduction to the basic concepts of construction management. Areas of focus to include quantity analysis, productivity, work activity sequencing, network scheduling and computer applications specific to construction management. The construction manager's relation to internal organization, owner, architect, engineer, public, press, legal aid, unions, trades, equipment, utilities, insurance, finances and governmental agencies. 2 hours lecture/discussion, 3 hours technical activity/lab per week.

**CM 434. Site Planning and Logistics (3)**

*Prerequisites:* CM 208/L, 326/L. Investigation, market research, finance, cost estimating and land use with respect to development process. Including an analysis of land development; site investigation; grading; street piping systems and water supply systems, including allowable pressure in pipes, head loss calculations, minimum allowable slopes for sewage disposal; and landscaping. 2 hours lecture, 3 hours technical activity/lab per week.

**CM 440A/L. Civil Technology I and Lab (2/1)**

*Prerequisite:* CM 340. *Corequisite:* CM 440AL. Not available for credit toward an engineering degree. Practice-oriented treatment of the procedures for structural steel and timber design. Design of tension and compression members, beams and connections. Introduction to computer aided analysis and design. Emphasis on application of building structures. 2 hours lecture, 3 hours technical activity/lab per week.

**CM 440/L. Structural Design (2/1)**

*Prerequisite:* CM 340. A practice-oriented treatment of the procedures for structural concrete, steel and timber design. Design of columns, beams, slabs and walls. Lateral load resisting systems. Introduction to computer aided analysis and design. Emphasis is given to the application of building structures. Not available for credit towards an engineering degree. 2 hours lecture, 3 hours of technical activity/laboratory per week.

**CM 440B/L. Civil Technology II and Lab (2/1)**

*Prerequisite:* CM 440A/L. *Corequisite:* CM 440BL. Not available for credit toward an engineering degree. Practice-oriented treatment of the procedures for structural concrete and masonry design. Design of columns, beams, slabs and walls. Lateral load resisting systems. Introduction to computer aided analysis and design (CAD). Emphasis on application of building structures. 2 hours lecture, 3 hours technical activity/lab per week.

**CM 441/L. Highway Design (2/1)**

*Prerequisite:* CM 326/L, 334/L. *Corequisite:* CM 441L. The course covers basic highway design and traffic circulation principles. Study of design elements of alignment, profile, cross-section and controlled-access highways. Investigation of functional highway classification, traffic volume, signs and measurements, intelligent transportation systems, and Caltrans standard drawings and specifications. 2 hours lecture, 3 hours of technical activity/laboratory per week.

**CM 449. Dispute Prevention (1)**

*Prerequisite:* CM 210/L. In this seminar, students will explore dispute prevention by emphasizing partnering and team building, realistic risk allocation, competing engineering and documentation, constructability analysis, and dispute-resolution clauses. Through readings, discussions, guest speakers, independent research, writing and oral presentations, students will develop a clearer understanding of dispute prevention.

**CM 480. Construction Law (3)**

*Prerequisites:* BLAW 280; CM 210/L. Orientation to the rules and regulations governing construction industry practices and activities, including contractors license law, state lien laws, health and safety regulations, personnel relations and supervision, workers compensation, employment insurance and taxes. 3 hours lecture/discussion per week.

**CM 488A, B. Construction Senior Design I, II (2,2)**

*Prerequisites:* CM 310/L, 312/L; *Senior standing in Construction Management.* (CM 488A and CM 488B must be completed within the same academic year.) Selection and completion of a project under faculty and/or industry supervision. Projects typical of problems that a graduate of the Construction Management Program must solve in their field of employment. Requires both written formal report and oral presentation of project. 6 hours technical activity/lab per week. (A and B Offered Fall and Spring semesters, respectively.)

**CM 494. Cooperative Educational Experience (2)**

*Prerequisites:* CM 310/L, CM 312/L. Supervised off-campus professional experience in construction management technology for students with junior or senior standing in the major. Positions are paid and usually run for a full year with summer work available. Course may be repeated for up to 6 semester units of credit with a maximum of 2semester units counting toward the major degree requirements.

# Classical Greek and Roman Civilization

College of Humanities

**Coordinator: John P. Adams**  
 (818) 677-3459 or (818) 677-3467  
 Sierra Tower 435  
[www.csun.edu/~hcfl1004/classics.html](http://www.csun.edu/~hcfl1004/classics.html)

## Program Committee

John P. Adams (Coordinator), Owen Doonan (Art), Cindy Stern (Philosophy), Frank Vatai (History)

## Interdisciplinary Program

### Undergraduate:

Minor in Classical Greek and Roman Civilization

### The Minor

A minor in Classical Greek and Roman Civilization is of interest and value to students who are studying Anthropology, Art History, Drama, English, History, Humanities, Philosophy, Political Science, Religious Studies or Communication Studies. A student who decides to minor in Classical Greek and Roman Civilization is required to meet with an advisor or the Coordinator to plan her/his program. All courses in this program are conducted in English; a knowledge of Latin and Greek is not required. Students interested in a Special Major (B.A.) in Classical Greek and Roman Civilization should consult the Catalog under Special Major.

### Academic Advisement

Advisement is available from either the Program Coordinator or from members of the Program Committee.

### Student Learning Outcomes of the Minor

The minor is interdisciplinary and is designed to offer the student a well-rounded introduction to the culture of Ancient Greece and Rome. The Classical Greek and Roman Civilization Interdisciplinary Minor Program is a multiple disciplinary and multicultural program that seeks to provide each student with a firm grounding in the basic principles and themes that underlie a complex, composite civilization which embodied features drawn from a considerable number of other ancient civilizations (e.g., Egyptian, Semitic, Thracian, etc.) and that transmitted its ideas and perspectives to many European and Mediterranean cultures during a period of more than 1,500 years, and through them to the Modern World.

The program is designed to ensure that the student will engage in broad study in a variety of fields, drawn from courses in three Colleges in the University (Humanities, Social Sciences and Mike Curb College of Arts, Media and Communication).

Classics (Greek and Roman literature); ancient history (including study in both the Greek and the Roman world); ancient art and architecture (including study in Greek and Roman art); and philosophy will be explored.

The program is designed to provide depth in the student's course of study by requiring a trio of general, Lower Division courses (9 units), as well as a selection of more specialized Upper Division courses (18 units), for a total of 27 units in the minor.

## Requirements for the Minor

### A. Lower Division Required Courses (9 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| ART  | 110 | History of Western Art I (3)         |
| FLIT | 150 | Gateways to Western Civilization (3) |
| PHIL | 201 | Ancient Philosophy (3)               |

### B. Upper Division Required Courses (18 units)

Select 3 courses (9 units) from each of the following categories for a total of 18 units.

#### 1. Literature and Religion

Select 2 from the following:

|       |     |  |
|-------|-----|--|
| CLAS  | 315 | Greek and Roman Mythology (3)  |
| FLIT  | 423 | Greek and Roman Epic in Translation (3)<br>(Cross listed with ENGL 423.) |
| FLIT  | 424 | Drama of Greece and Rome (3)<br>(Cross listed with ENGL 424.)            |
| FLIT  | 480 | Greek and Roman Literature (3)<br>(Cross listed with ENGL 480.)          |
| TH422 |     | Theatre and Drama of Greece and Rome (3)                                 |

#### 2. Art History, History and Philosophy

|      |      |                                    |
|------|------|------------------------------------|
| ART  | 420  | Greek Art and Architecture (3)*    |
| ART  | 421  | Roman Art and Architecture (3)*    |
| HIST | 410  | The Ancient Greek World (3)*       |
| HIST | 411  | The Roman World (3)*               |
| HIST | 497A | Proseminar in Ancient History (3)* |
| PHIL | 401  | Advanced Ancient Philosophy (3)*   |

\*All asterisked courses have prerequisites that may be waived by the instructor for students in this program.

The following recommended but not required courses will contribute to a better understanding of classical Greece and Rome.

|      |     |  |
|------|-----|--|
| HIST | 150 | Western Civilization I (3)                     |
| HIST | 303 | Themes in Western Civilization (3)             |
| POLS | 111 | Greek, Roman and Medieval Political Theory (3) |

|   |    |
|---|----|
| <b>Total units Required for the Minor</b> | 27 |
|---|----|

## Communication Disorders and Sciences

College of Health and Human Development

**Chair: J. Stephen Sinclair**

**Monterey Hall (MH) 301**

**(818) 677-2852 (VOICE), (818) 677-5148 (TDD)**

**<http://hhd.csun.edu/comdis>**

### *Staff*

Rechelle Aguayo, Diana Cabral, Carla S. Romero

### *Faculty*

Tenure-Track Faculty: Edward P. Hall, Catherine A. Jackson, Karen Kochis-Jennings, Patricia J. Seymour, J. Stephen Sinclair, Christine Strike-Roussos, Andrew Vermiglio, Elizabeth G. Weber. Lecturers: Sherry L. Foldvary, Rosie Quezada, Karen Spayd

### *Clinical Faculty*

Janice Woolsey (Clinic Coordinator) and Connie Stratton. Ten to 13 other professionals on the part-time faculty in Speech-Language Pathology and Audiology, early childhood education and related disciplines complete the teaching and research faculty and the supervisory staff at the Language Speech and Hearing Center.

### *Emeritus Faculty*

Judith Trost-Cardamone

## Programs

Undergraduate:

**B.A., Communication Disorders and Sciences**

Graduate:

**M.S., Communication Disorders and Sciences, Clinical-Rehabilitative Specialist in Hearing, Speech and Language (Speech-Language Pathologist) and Special Day Class Authorization (Aphasic)**

## Accreditation

The Master of Science graduate programs in Speech-Language Pathology are accredited by the Council on Academic Accreditation (CAA). The Master of Science graduate program in Audiology was accredited until Dec. 31, 2006, after which a doctoral degree became the entry-level degree requirement and therefore admission of new students in Audiology was suspended. The Department is accredited by the California Commission on Teacher Credentialing for the Clinical-Rehabilitative Services Credential (Language, Speech and Hearing Services and Audiology) and the Special Class Authorization (Aphasic). The Department is one of the participating programs in the University's accreditation by the National Council on Accreditation in Teacher Education.

## The Major

The Communication Disorders and Sciences major involves studies in the disciplines of speech and hearing sciences, audiology and speech-language pathology. The undergraduate program offers an emphasis in either Audiology or Speech-Language Pathology and the graduate program offers an emphasis in Speech-Language Pathology.

The Masters Degree is the professional entry-level requirement for employment as a speech-language pathologist. Completion of the Baccalaureate and Masters Degree programs in Speech-Language Pathology enables students to satisfy the academic requirements for:

1. License in all states to practice in medical, rehabilitative or private-practice settings;
2. Education credentials in all states for employment in public schools;
3. Professional certification by the Council for Clinical Certification ASHA.

Due to changes in program accreditation and entry-level professional certification standards that require a doctoral degree after Dec. 31, 2006, no new students presently are admitted to the graduate program in Audiology. Persons considering an undergraduate major and subsequent doctoral studies in Audiology should consult the Department for academic advisement. The Department's curriculum is conducted through classroom instruction, online instruction and experiential learning, including intensive student participation in the clinical programs of the CSUN Language, Speech and Hearing Center. Advanced graduate students obtain additional clinical experience through placement in the Department's affiliated medical centers, professional practices and public schools.

## Facilities

The Department is housed within Monterey Hall, located on the south-eastern corner of the campus. The building is home to the Department's CSUN Language, Speech and Hearing Center with convenient client access to parking on Zelzah Avenue and in a parking lot adjacent to Monterey Hall. The Department's clinical facilities include extensive diagnostic and treatment resources for persons with a wide variety of speech, language, hearing, swallowing and balance disorders, as well as space for teaching and research laboratories in anatomy/physiology, hearing/speech science, phonologic disorders, language development and disorders, neurogenic disorders of communication, auditory electrophysiology and a hearing aid dispensary. The Center jointly operates a vestibular and balance disorders lab with the Department of Physical Therapy. The building contains a computer laboratory with open lab time for Department majors and studio space for media production. Students have high-speed Internet access for personal laptop computers throughout the building, including the department's student library. The building houses all of the Department's academic offices for faculty and staff, as well as the business office, records room and materials preparation room of the CSUN Language, Speech and Hearing Center.

## Careers

Program alumni with graduate degrees find varied career opportunities as speech-language pathologists and audiologists serving the needs of communicatively disabled persons across the life span. Employment opportunities are widely available due to the general population's longer life span and advances in technology and health. Program alumni find employment in California's and the nation's medical centers, skilled nursing and other rehabilitative facilities, community speech and hearing centers, medical offices, public and private schools, and private practices. With approximately 100 graduates annually in the M.S. Degree program in Speech-Language Pathology, the regional and national network of alumni is substantial and growing.

## Academic Advisement

Communication Disorders and Sciences majors at both the undergraduate and graduate levels are assigned a faculty advisor. Department majors are required to meet with their academic advisors at least once each term for academic advisement prior to course registration. More frequent contact between student and advisor is encouraged. Prospective and new students at both the undergraduate and graduate levels should attend an orientation meeting as soon as possible for basic information on the fields of speech-language pathology and audiology, and assistance in formulating academic and career plans. These informal orientation meetings are held monthly. The schedule of orientation meetings (times, dates and places) is posted on the Department's homepage or individuals may contact the Department for times, dates and meeting places.

An advisor also should be consulted regarding fulfillment of related course work for professional licensure and certification requirements, which may include courses involving biology, human anatomy and physiology, the exceptional child, growth and development of children, reading instruction, psychology, physics, mathematics and others.

The Speech Language Pathology advisors are Edward P. Hall, Catherine A. Jackson, Karen Kochis-Jennings, Patricia J. Seymour, Christine Strike-Roussos, Elizabeth G. Weber and Janice Woolsey. The Audiology advisors are J. Stephen Sinclair, Karen Spayd and Andrew Vermiglio. Drs. Vermiglio and Spayd also advise undergraduate majors in Speech-Language Pathology. Drs. Sinclair and Hall will assist post-baccalaureate students in the Pre-Communication Disorders and Sciences program and in open University status in course planning each term. Consult the Department website for assignment to a specific advisor.

### Student Learning Outcomes of the Undergraduate Program

1. Demonstrate achievement of competence in basic communication sciences by successfully completing the Pre-Clinical Phase of the undergraduate programs with grades of B or better in all courses.
2. Demonstrate preparation for entry into Clinical Phase of the undergraduate programs by successful application for Clinical Privileges and completion of required course work in clinical methods, clinical observation and entry-level courses in communication disorders.
3. Demonstrate preparation for application for admission to graduate school of choice by completion of the courses required in the major (for undergraduates) or by completion of a minimum of 30 semester units of qualifying course work (for post-baccalaureate students) with grades and recommendations that are sufficient for a competitive admission process.

### Student Learning Outcomes of the Graduate Program

1. Demonstrate achievement of entry-level competence in speech-language pathology and audiology sciences, disorders, evaluations and treatments as shown in courses and clinical practice to the level required for professional certification by the American Speech-Language-Hearing Association and by the licensing agency of the state in which professional practice will be conducted.
2. Successfully complete the national examination in the area of chosen specialty—Speech-Language Pathology or Audiology.

### Consumer Complaints

Consumer complaints regarding the accreditation of the graduate program in Speech-Language Pathology may be addressed to the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), (800) 498-2071.

### Distance Learning Program

The Department offers the Master of Science degree with emphasis in Speech-Language Pathology in a distance learning (DL) program that is administered jointly with the CSUN Tseng College. The purpose of this program is to serve graduate students in Speech-Language Pathology who are unable to relocate close enough to travel regularly to the CSUN campus. Qualified graduate students are admitted to this program in cohorts (groups) every 12 months; cohort students take no courses on the residential campus. Students are not permitted to transfer between the residential program and the distance learning program. The DL courses are taught asynchronously with the regular University calendar, with students taking the entire course of study (57 units) as a cohort over a 36-month period. Courses are delivered to the homes and workplaces of DL students via Internet and all clinical practica are completed in the DL students' home communities. The DL program charges tuition that reflects the cost of instruction. The M.S. Degree in the DL program ultimately reflects the same pre-

requisite and requisite content as the residential degree and the DL program meets CAA-ASHA certification and state licensure standards. For further information on the DL program, visit <http://tsengcollege.csun.edu/cds>.

### Requirements for the Bachelor of Arts Degree

There are special requirements for admission to the major. Undergraduate instruction is divided between a Pre-Clinical and a Clinical Phase. There are no pre-admission requirements for the Department's Pre-Clinical Phase. All entering undergraduate and post-baccalaureate undeclared majors are regarded as Pre-Clinical Phase students. Once junior-level or higher academic standing is achieved, Pre-Clinical Phase students must complete CD 405, 410, 415 and 442 or the equivalent in order to apply for Clinical Privileges at the CSUN Language, Speech and Hearing Center as part of the Clinical Phase of instruction. Course equivalents for CD 405, 410, 415 and 442 must be submitted for review and approval by a faculty advisor and the Department Chair. Application for the Clinical Phase is made during the semester in which the Pre-clinical Phase courses are in progress of completion.

Please note that satisfactory completion of Pre-clinical Phase courses includes a grade of "B" or better in each of the four classes. Enrollment in clinical courses (e.g., CD 465, 475, 469A or 469O) is not permitted without Department approval of Clinical Privileges. Evaluation for admission to Clinical Privileges includes a faculty assessment of academic and clinical potential, supported by letters of recommendation, academic transcripts and satisfactory completion of the Pre-clinical Phase courses.

Once admitted to Clinical Privileges, the student is regarded as a Clinical Phase student and should consult an academic advisor regarding the area of major emphasis (undergraduate Speech-Language Pathology, undergraduate Audiology or post-baccalaureate undeclared majors emphasizing Speech-Language Pathology), proper course sequencing and prerequisites for advanced courses. If a student is denied admission to Clinical Privileges or if such privileges have been suspended or revoked, it is possible to complete the baccalaureate degree as a non-clinical major by substitution for all client-contact courses. Substitution for client-contact courses must be approved by a faculty advisor and the Department Chair.

Instructions, due dates and application forms for Clinical Privileges are available in the Department Office. Clinical Phase students are advised that Clinical Privileges may be suspended or revoked at any time by the department for failure to attain a grade of "B" or better in all clinical courses (e.g., CD 465 et seq., 475 et seq., 469A, 469O, 668 and 672AB), for violations of ethical conduct or state licensure regarding client care, for academic probation beyond one semester, or for failure to adhere to the regulations and policies of the CSUN Language, Speech and Hearing Center or of the Department. Further information on Pre-Clinical and Clinical Phase components of the Department's programs is offered during scheduled monthly student orientation sessions.

#### 1. Lower Division Required Courses (11 units)

|      |       |   |
|------|-------|---|
| BIOL | 101/L | General Biology (3/1)                   |
| BIOL | 211   | Human Anatomy (2)                       |
| BIOL | 212   | Laboratory Studies in Human Anatomy (1) |
| MATH | 140   | Introductory Statistics (4)             |

#### 2. Upper Division Required Courses (38 units)

|    |     |   |
|----|-----|---|
| CD | 405 | Phonetics (3)*                          |
| CD | 410 | Hearing Science (3)*                    |
| CD | 415 | Speech and Language Development (3)*    |
| CD | 442 | Speech Science (3)*                     |
| CD | 445 | Audiometry and Hearing Conservation (3) |

|      |       |  |
|------|-------|--|
| CD   | 446   | Auditory Habilitation (3)                            |
| CD   | 451   | Phonologic and Articulatory Disorders (3)            |
| CD   | 462   | Language Disorders I (3)                             |
| CD   | 469A  | Diagnostic Methods in Communication Disorders (3)    |
| CD   | 469O  | Observation in Communication Disorders (1)           |
| CD   | 485   | Computer Applications in Communication Disorders (3) |
| ENGL | 302   | Introduction to Modern Grammar (3)                   |
| PHYS | 305/L | Physics Of Music and Laboratory (3/1)                |

\*Pre-Clinical Phase Courses. Choose either the Speech/Language Pathology Emphasis or the Audiology Emphasis.

### 1. Speech/Language Pathology Emphasis (8 units)

|    |     |   |
|----|-----|---|
| CD | 450 | Fluency and Disorders of Fluency (3)                  |
| CD | 465 | Clinical Practicum in Speech/Language Pathology I (2) |
| CD | 480 | Early Speech-Language Intervention (3)                |

### 2. Audiology Emphasis (9 units)

|    |     |   |
|----|-----|---|
| CD | 465 | Clinical Practicum in Speech/Language Pathology I (2) |
| CD | 471 | Advanced Audiology (3)                                |
| CD | 475 | Clinical Practice in Audiology (2)                    |
| CD | 576 | Clinical Practice in Audiology (2)                    |

**General Education:** The Department will accept its own Lower Division requirements or if equivalents have been taken to satisfy GE requirements. These courses also will satisfy Department requirements for the major. Please note that some of the Department's Lower Division requirements may also satisfy GE requirements.

**Special Requirements:** In addition to degree requirements, the undergraduate course of study must fulfill requirements for successful application to graduate school, as well as provide some of the introductory required courses for professional certification, state licensure and credentialing.

|  |             |
|--|-------------|
| <b>Total Units for the Major</b>           | <b>49</b>   |
| <b>Speech/Language Pathology Emphasis</b>  | <b>8</b>    |
| <b>Audiology Emphasis</b>                  | <b>9</b>    |
| <b>General Education Units</b>             | <b>48</b>   |
| <b>Additional Units</b>                    | <b>7-10</b> |
| <b>Total Units Required for the Degree</b> | <b>120</b>  |

## Requirements for the Master of Science Degree

### A. Requirements for Admission to the Program

Potential graduate students must apply simultaneously and separately to the University and to the Department. Those who meet both the University's and the Department's minimum requirements will be considered by the Department in a competitive process for admission as Conditionally Classified or Classified graduate students.

Graduate applicants who meet the University minimum requirements but do not meet the Department's minimum requirements may be offered an opportunity to enroll in undergraduate prerequisite courses in either a Pre-Communication Disorders and Sciences status or a seat in a specific course(s) through Open University. These opportunities are limited by the enrollment capacity of the Department for currently matriculated students. The Pre-CDS and Open University are intended to assist students in meeting the minimum admission requirements of prerequisite courses for the Department's graduate programs (see below). Courses in the Masters Degree program itself are restricted to graduate students in Classified or Conditionally Classified graduate status. Students with a baccalaureate degree in a major other than Communication Disorders and Sciences are not enrolled in a second

baccalaureate degree in this field. Students having a baccalaureate degree in Communication Disorders and Sciences or equivalent may not pursue a second baccalaureate degree in the Department. Potential Pre-CDS and Open University CDS students should discuss options with a Department advisor as access to Pre-CDS and Open University status may change according to University admission policies.

An applicant to the Department's graduate program who currently is in Pre-CDS status will need to apply to the Department, but not again to the University, for consideration for admission to the graduate program once the minimum admission requirements have been fulfilled.

**Application Materials:** Department materials and detailed instructions for application to the graduate programs may be obtained from the department office; information is also accessible through the Department's homepage. The Department requires that applicants must use the Department application form and the forms for letters of recommendation. Completed Department application materials must be returned directly to the Department.

### B. Minimum Requirements for Consideration for Department Admission

**The following requirements must be met:**

1. Completion of a B.A. degree;
2. Completion of approved undergraduate courses in Communication Disorders and Sciences, including the specific course prerequisites described below;
3. Submission of the department graduate application;
4. Submission of three letters of recommendation on Departmental forms;
5. Submission of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).

It is understood that some of the required academic and/or clinical courses may be in progress at the time of application, but that they would be completed before the anticipated starting date.

Students with an undergraduate degree in Communication Disorders and Sciences from a university other than CSUN may have minimal deficiencies in meeting the above requirements and may be considered for admittance as a Conditionally Classified graduate student. If admitted, the applicant must complete all identified conditions by the time that 12 units of graduate-level course work have been completed in adherence to the University's policies and will not be allowed enrollment in subsequent graduate course work until all conditions have been fulfilled. Eligibility should be discussed with a Department academic advisor.

### C. Prerequisites for admission to the Graduate Program and Advancement to Classified Graduate Status:

Emphasis in Speech-Language Pathology:

#### 1. Admission to Graduate Program

- a. Overall, applicant must possess 30 semester units (including courses in progress) of qualifying course work in Communication Disorders and Sciences, to include:
  - i. 12 semester units of Basic Communication Sciences (including CD 405, 410, 415 and 442 or the equivalent).
  - ii. 3 semester units in diagnostic methods, including CD 469A or equivalent;
  - iii. 9 semester units of course work in the management of Communication Disorders and Sciences, including CD 450, 451 and 462 or equivalents;
  - iv. 6 semester units of courses in basic audiometry and auditory rehabilitation, such as CD 445 and 446 or equivalent;
- b. Applicants requesting to substitute equivalent course work must submit

transcripts, course descriptions and course syllabi for evaluation. Students admitted to the Graduate Program with the above completed course work are admitted as Conditionally Classified.

## 2. Advancement to Classified Graduate Status

- a. Prior to completion of 12 units of graduate degree-granting course work, students must attain Classified Status by completing any and all outstanding qualifying course work. In addition to the 30 units listed in the Admission to Graduate Program section, additional qualifying course work includes:
- CD 480 and 485 or equivalents.
  - 25 supervised observation hours (CD 469O or equivalent).
  - Basic science requirements as identified by the American Speech-Language Hearing Association (1 college-level course in the Biological Sciences, 1 college-level course in the Physical Sciences, 1 college-level course in the Social Sciences, 1 college-level course in Math). (Note: These areas of study must involve courses taken at CSUN or are eligible for transfer to CSUN.)
  - Passing score on the CSU Upper Division Writing Proficiency Exam.
- b. Statement of consulting academic advisor for final determination of eligibility of courses for Classified status
- Emphasis in Audiology: Admission to the graduate program in Audiology is suspended while a new clinical doctorate program is developed.

## Requirements for the M.S. Degree

Once admitted to the Department's graduate programs, a student must attain Classified graduate status, submit a department-approved plan of study (i.e., the Master's Degree Contract) to the Graduate School for review and approval, satisfactorily complete all courses on the plan and pass a final, comprehensive examination. It is noted that for state licensure, professional certification and state education credentials, additional graduate courses are taken as part of the course of study. A thesis option is available that fulfills a portion of the final, comprehensive examination requirement. Students interested in writing a thesis must consult the Department's graduate coordinator for option criteria prior to submission of a Department-approved Master's Degree Contract.

### 1. Required Courses (36 units)

Distance Learning Program Only:

CD 500 Background Leveling in Communication Disorders and Sciences (3)

### Core curriculum for all majors (15 units)

CD 501 Interviewing and Counseling in Communicative Disorders (3)

CD 502 Research in Communicative Disorders (3)

CD 552 Language Disorders II (3)

CD 558 Neuroanatomy and Neurophysiology of Speech, Language and Hearing (3)

CD 674 Pediatric Audiology (3)

### 2. Speech-Language Pathology Emphasis (21 units)

CD 659 Neurogenic Disorders of Cognition and Language (3)

CD 660 Structural and Neurogenic Speech Disorders (3)

CD 651 Advanced Study of Articulation and Phonological Disorders in Children (3)

CD 661 Voice and Disorders of Voice (3)

CD 662 Seminar in Developmental Language Disorders (3)

CD 663 Adult and Pediatric Swallowing/Feeding Disorders (3)

CD 668 Advanced Diagnostics in Speech-Language Pathology (3)

### 3. Audiology Emphasis (15 units)

CD 660 Structural and Neurogenic Speech Disorders (3)

CD 670A Electrophysiology of the Audio-Vestibular System (3)

CD 670B Electrophysiology of the Audio-Vestibular System (3)

CD 671 Seminar in Amplification for the Hearing-Impaired (3)

CD 675 Pathologies of the Auditory System (3)

### Comprehensive Exam/Thesis:

Successful completion of a comprehensive written examination covering speech and hearing science, speech-language pathology and audiology; student must register for CD 697.

or

Successful completion of an acceptable thesis and its oral defense, along with successful completion of a comprehensive written examination in areas of speech and hearing sciences, speech-language pathology and audiology in the areas not covered by the thesis topic; student must register for CD 698.

## Requirements for the Clinical-Rehabilitative Services Credential

The Speech Language Pathology Services Credential (Language, Speech and Hearing Services and Audiology) is designed for persons who wish certification to serve exceptional individuals as language, speech and hearing specialists, and/or as audiologists.

### A. Admission

Admission to the credential program requires admission to the Master's program in the Department of Communicative Disorders. Applicants for graduate status must possess either a baccalaureate degree in Communicative Disorders or complete 30 semester units of prerequisite courses, the Graduate Record Examination or Miller's Analogy, and submit recommendations, transcripts and the Departmental application.

### B. Pre-Clinical Phase

For students who wish to obtain the credential but lack the required baccalaureate degree in Communication Disorders and Sciences for admission to graduate studies, the first step in qualifying for admission is to complete the Pre-Clinical Phase courses. Refer to the Department of Communication Disorders and Sciences' for description of the requirements for the Pre-Clinical and Clinical Phases of instruction. Note that all entering undergraduate and post-baccalaureate undeclared majors (which also includes Pre-CDS majors) are regarded as Pre-Clinical Phase students. All majors, including credential candidates, are required to have academic advisement by the Department during pre-registration activities each semester.

In order for a student to qualify for admission to Clinical Privileges (Clinical Phase), the Pre-Clinical Phases courses must be completed with a grade of B or better in each course. The student then submits a formal application for Clinical Privileges to the Department. Evaluation for Clinical Privileges includes an assessment of academic and clinical potential, supported by letters of recommendation, academic transcripts and satisfactory completion of the Pre-Clinical Phase courses. Application forms and instructions are found in the Communicative Disorders Department Office.

As soon as the candidate is accepted for Clinical Privileges (Clinical Phase), the student is eligible to enroll in the following courses:

EPC 314 Psychological Foundations, K-12 (3)

FCS 330 Child Growth and Development I (3)

### C. Requirements for Good Standing

Once admitted to Clinical Privileges (Clinical Phase), undergraduate and graduate majors in Communicative Disorders must continue to meet the standards for Clinical Privileges as described by the Department of Communicative Disorders. Additionally, once admitted, all candidates must maintain an overall 3.0 GPA in the major. Failure to maintain good standing may result in dismissal from the credential program.

### D. Graduate Requirements for the Credential

The Clinical-Rehabilitative Services Credential (Language, Speech and Hearing Services and Audiology) requires completion of the Master of Science Degree in Communicative Disorders, with the appropriate option in either Speech-Language Pathology or Audiology. In order to take the advanced (500- and 600-level) courses for the Master's degree, a student must be admitted to Conditionally Classified or Classified graduate status by the Department. Consult with the Department of Communicative Disorders and Sciences for admission requirements, deadlines and forms. Note that admission to Classified graduate status by the Department requires completion of conditions as described in the Departmental section of this catalog. Also note that admission to the Audiology option has been suspended until a new clinical doctorate program is developed and accredited.

In addition to prerequisite courses and the Master's Degree, the following courses are required for the Credential:

#### 1. Core Curriculum:

|      |     |   |
|------|-----|---|
| CD   | 485 | Computer Applications in Communication Disorders (3)                  |
| EPC  | 314 | Psychological Foundations, K-12 (3)                                   |
| FCS  | 330 | Child Growth and Development I (3)                                    |
| SPED | 438 | CD Student Teaching in Language, Speech and Hearing and Audiology (6) |

For Speech-Language Pathology only:

|    |        |   |
|----|--------|---|
| CD | 480    | Early Speech-Language Intervention (3)  |
| CD | 672A-B | Advanced Clinical Practicum in Speech Pathology and Audiology I and II (3, 3) |

#### 2. Other Requirements:

All Credential candidates must satisfactorily complete the CBEST and the Upper Division Writing Proficiency Exam.

#### 3. Special Class Authorization (Aphasic)

A program by which a candidate for the Clinical-Rehabilitative Services (Language, Speech and Hearing) Credential may add the Special Class Authorization (Aphasia) has been developed at CSUN and been approved by the Commission on Teacher Credentialing.

The following courses are required:

|      |     |  |
|------|-----|--|
| CD   | 478 | Severe Language Handicapped and/or Aphasic Pupils in the Classroom (3) |
| E ED | 520 | Teaching Reading in the Elementary School (3)                          |
| E ED | 640 | Elementary School Mathematics Education (2)                            |
| MATH | 210 | Basic Number Concepts (3)  |
| SPED | 438 | CDA Student Teaching in Severe Language Handicapped/Aphasic (4)        |

|                    |           |
|--------------------|-----------|
| <b>Total units</b> | <b>15</b> |
|--------------------|-----------|

### State Licensure and ASHA Certification

For state licensure and ASHA certification, additional courses include the following (Department advisement is required for individual needs of students):

|    |         |  |
|----|---------|--|
| CD | 566/567 | Clinical Practicum in Speech Pathology II, III (2,2)                     |
| CD | 576/577 | Clinical Practice in Audiology II, III (2,2)                             |
| CD | 672A/B  | Advanced Clinical Practice in Speech Pathology and Audiology I, II (3/3) |

Special notes: The American Speech-Language-Hearing Association requires a total of 75 units in specified areas of course work for the Certification of Clinical Competence in either Speech-Language Pathology or Audiology, while 60 units are required by California

for state licensure. The most current entry standards for ASHA CCC in Speech-Language Pathology were issued in 2008, and in 2007 for Audiology, specifying requirements for academic courses, clinical clock-hour practica, and specifically for Audiology, the requirement for an entry-level doctoral degree. At the time of writing for the Catalog, it is not known whether California state licensure standards will change to reflect the changes in CAA-ASHA accreditation or ASHA CCC entry-level requirements. Therefore, persons considering application and students presently pursuing the graduate degrees must consult regularly with an academic advisor in order to ensure that the program of study that is being pursued will continue to meet these education standards. Currently enrolled students must be aware that licensing and certification agencies do not provide "grandfathering" provisions. Therefore, applications for licenses and certifications must meet requirements in force at the time of application, not at the time enrollment in the program began or when a student graduated.

Regarding the application for state licensure and ASHA certification: The Department and the University do not confer a license to practice or professional certification. The graduating student must apply to the appropriate state agency having jurisdiction over the intended practice for a license and must apply to the American Speech-Language-Hearing Association for certification. It is emphasized that practice without a license is a violation of state law, unless the employment is within specified exempt settings. The Department provides advisement on the requirements and processes for licensure and certification.

### Course List

#### CD 361. Language Development in Children (3)

*Prerequisite: Completion of the Lower Division writing requirement.* Study of oral language development in children and the bases for speech and language problems. Provides layperson awareness of the various dimensions of speech and language development; the milestones observable within the normal developmental sequence; and the identification, consequences and management of speech and language disorders. (Not open to Communication Disorders and Sciences majors) (Available for General Education, Lifelong Learning.) (IC)

#### CD 405. Phonetics (3)

Study of general phonetics principles; articulatory, acoustic and linguistic aspects of the sound systems of standard and non-standard dialects of American English; introduction to the application of phonetics to disordered sound systems.

#### CD 410. Hearing Science (3)

Study of physics of sound, anatomy and physiology of the ear and measurement of perception of sound. Brief survey of causes of hearing impairment and habilitation procedures.

#### CD 415. Speech and Language Development (3)

Study of speech and language development in relation to normal learning and growth processes; brief introduction to second language acquisition.

#### CD 442. Speech Science (3)

Structure and function of neuro-muscular systems used in respiration, phonation, resonance and articulation; fundamentals of sound production and transmission applied to speech.

#### CD 445. Audiometry and Hearing Conservation (3)

*Prerequisite: CD 410.* Study of basic battery of audiologic tests, including equipment calibration procedures, pure tone and speech audiometry, clinical masking and the study of school and industrial identification audiometry and hearing conservation. Familiarization with basic audiologic equipment, and calibration and test procedures.



**CD 446. Auditory Habilitation (3)**

*Prerequisite:* CD 410. Theory and methods of habilitation of hearing-impaired adults and children, including assessment of hearing handicap, habilitation management, speech-reading and amplification with individual and group hearing aids.

**CD 450. Fluency and Disorders of Fluency (3)**

*Prerequisites:* CD 415, 442. Study of the etiology, characteristics and clinic assessment of typical/atypical stuttering in adults and children. The efficacy and efficiency of therapeutic management of fluency disorders are discussed. In addition, multicultural implications for assessment and treatment will be presented. Regular written assignments are required

**CD 451. Phonologic and Articulatory Disorders (3)**

*Prerequisites:* CD 405, 415, 442. Examination of theories of normal and disordered acquisition of phonology and articulatory production, as well as basic phonologic assessment methods and treatment planning. Both functional and structural disorders are emphasized, including cleft lip and palate and related craniofacial syndromes. Regular written assignments are required.

**CD 462. Language Disorders I (3)**

*Prerequisite:* CD 415. Ways of conceptualizing language of parts of language; introduction to data collection, transcription and language analysis; introduction to the concept of differential diagnosis; introduction to diagnostic populations with associated developmental language disorders.

**CD 465. Clinical Practicum in Speech Pathology I (2)**

*Prerequisites:* CD 405 (or equivalent), 410 (or equivalent), 415 (or equivalent), 442 (or equivalent), 451 (or equivalent), 462 (or equivalent), 469A (or equivalent), 469O (or equivalent). *Corequisites:* Maintenance of clinical privileges; Consent of instructor. Supervised clinical experience in the diagnosis of and therapy for speech- and hearing-handicapped children, academic study of specific speech problems. 6 hours of clinical skills lab per week. May be repeated one time.

**CD 469A. Diagnostic Methods in Communication Disorders (3)**

*Prerequisite:* Admission to Clinical Privileges (Clinical Phase). Basic concepts of standardized and non-standardized evaluation procedures for children and adults with mild to moderate communicative disorders. Theory and application of clinical writing, including the case history and the assessment report.

**CD 469B. Practicum in Diagnostics in Communication Disorders (1)**

*Prerequisites:* 469A (or equivalent), 469O (or equivalent). *Corequisites:* Maintenance of clinical privileges; Consent of instructor. Practicum in the evaluation of individuals with communicative disorders. 3 hours of clinical skills lab per week. May be repeated one time.

**CD 469O. Observation in Communication Disorders (1)**

*Prerequisite:* Admission to Clinical Privileges (Clinical Phase). *Corequisites:* Maintenance of clinical privileges; Consent of instructor. Observation of the evaluation and management of speech, language and hearing disorders. 25 hours of pre-therapy observation. Instruction in case-management fundamentals. To be taken concurrently with 469A. 3 hours of clinical skills lab per week.

**CD 471. Advanced Audiology (3)**

*Prerequisite:* CD 445. Study of auditory tests for lesions in the peripheral and central auditory system, including impedance audiometry and test batteries using pure tone and speech stimuli, and tests for pseudohypacusis.

**CD 475. Clinical Practicum in Audiology I (2)**

*Prerequisites:* CD 445, 446, 496A, 469O. Application of audiometric theory in the audiological lab, giving the student experience in the clinic routine of assessing auditory function and preparing and implementing a program of rehabilitation. Six hours of lab per week.

**CD 478. Severe Language Handicapped and/or Aphasic Pupils in the Classroom (3)**

*Prerequisite:* CD 465. Provides the advanced communicative disorders student with behavioral data, current concepts and effective diagnostic and therapeutic procedures utilized in the rehabilitative process for the severe oral-language handicapped/aphasic child in the classroom.

**CD 480. Early Speech-Language Intervention (3)**

*Prerequisites:* CD 405, 415, 462. Advanced study of speech and language disorders, assessment procedures and intervention management of developmentally-delayed children from birth to age 5.

**CD 485. Computer Applications in Communication Disorders (3)**

*Prerequisite:* Admission to Clinical Privileges (Clinical Phase). Study of basic computer concepts and applications of microcomputers in the fields of Speech-Language Pathology and Audiology, including diagnostic and rehabilitative procedures, statistical and research applications, record keeping and word processing. Review of contemporary microcomputer hardware and software. Regular written assignments are required.

**CD 496A-Z. Experimental Topics Courses in Communication Disorders and Sciences (1-3)**

*Prerequisite:* 1 year of appropriate courses in Communication Disorders and Sciences. Experimental courses in Communication Disorders and Sciences, with course content to be determined.

**CD 499. Independent Study (3)****Graduate****CD 500. Background Leveling in Communication Disorders and Sciences**

*Corequisite:* Admission to the Department of Communication Disorders and Sciences Distance Learning graduate studies program. *Recommended Preparatory Courses:* Course equivalents of CD 405, 410, 415, 442, 445, 446, 450, 451, 462, 469A. Tailored instruction for students who have not yet achieved the minimal competency requirements for entry into graduate studies. Students are assessed across seven strands of knowledge and skills competencies; for those strands in which minimal competency skills are not met, instruction/skill remediation modules are designed in order to advance the students' foundations of knowledge and skills.

**CD 501. Interviewing and Counseling in Communicative Disorders (3)**

*Prerequisite:* Graduate standing or permission of instructor. Advanced study of interviewing and counseling strategies and techniques associated with diagnostic and therapeutic practice in Speech-Language Pathology and Audiology. Professional responsibilities for ethical practices. Regular written assignments are required.

**CD 502. Research in Communication Disorders (3)**

*Prerequisite:* Graduate standing. Study of applied research methods and instrumentation in the field of communication disorders, including literature search techniques, research design, statistical tests, lab instrumentation and calibration, and report preparation. Regular written assignments are required.

**CD 552. Language Disorders II (3)**

*Prerequisites:* CDS 462 or equivalent; Graduate standing. Survey of current definitions and causes of language disorder; disorders of parts of language and trade-off effects. Identification of relevant features of disordered language for assessment and intervention. Analysis of relevant features of disordered language through advanced data collection, transcription and language analysis of intonation, morphosyntactic form, communicative function, repair phenomena and discourse-level sequences.

**CD 558. Neuroanatomy and Neurophysiology of Speech, Language and Hearing (3)**

*Prerequisite:* Graduate standing. Concerned with the structural components and organization of the central and peripheral nervous systems and their conduction pathways and functions, with specific emphasis on those structures that subservise normal speech, language and hearing processes. Regular writing assignments are required.

**CD 566. Clinical Practicum in Speech Pathology II (2)**

*Prerequisites:* CD 405 (or equivalent), 410 (or equivalent), 415 (or equivalent), 442 (or equivalent), 451 (or equivalent), 462 (or equivalent), 465 (or equivalent), 469A (or equivalent), 469O (or equivalent); Graduate status. *Corequisites:* Maintenance of clinical privileges; Consent of instructor. 6 hours of clinical skills lab per week. May be repeated one time.

**CD 567. Clinical Practicum in Speech Pathology III (2)**

*Prerequisites:* CD 566 (or equivalent); Graduate status. *Corequisites:* Maintenance of clinical privileges; Consent of instructor. 6 hours of clinical skills lab per week. May be repeated one time.

**CD 576. Clinical Practicum in Audiology II (2)**

*Prerequisite:* CD 475. Six hours of lab per week.

**CD 577. Clinical Practicum in Audiology III (2)**

*Prerequisite:* Graduate status. Six hours of lab per week.

**CD 595A-Z. Experimental Topics Courses (1-3)****CD 599. Independent Study (1-6)****CD 651. Advanced Study of Articulation and Phonological Disorders in Children (3)**

*Prerequisites:* CD 451, 462, 469A, 558 or the equivalents; Graduate standing. Advanced study of speech acquisition, differential diagnosis of pediatric speech disorders and principles of intervention.

**CD 659. Neurogenic Disorders of Cognition and Language (3)**

*Prerequisites:* Admission to the Department's graduate program; CD 558. *Corequisite:* Consent of instructor. This course includes advanced study of the neurological bases for language and cognitive deficits, as well as theoretical views of the organization of these components. Primary focus is given to the diagnosis and treatment of common communication problems in adults with aphasia, traumatic brain injury and other acquired language and cognitive disorders. In addition, these language and cognitive impairments will be contrasted with communication changes associated with normal aging.

**CD 660. Structural and Neurogenic Speech Disorders (3)**

*Prerequisites:* CD 558; Admission to the Department's graduate program. *Corequisite:* Consent of Instructor. This course focuses on the advanced study of structural and neurogenic speech disorders, including models of motor control of speech production, neurological representation of speech and the effects of structural or neurological damage on speech production. Students will identify specific speech deficits characterizing dysarthria, apraxia of speech, craniofacial anomalies and surgical or traumatic alterations in normal speech structure and function. Physical and clinical assessment and management of these cases will be emphasized.

**CD 661. Voice and Disorders of Voice (3)**

*Prerequisite:* Admission to the Department's graduate program. *Corequisite:* Consent of instructor. Study of theoretical, diagnostic and treatment issues in functional/organic/neurogenic/and psychogenic voice disorders. In addition, diagnostic and treatment options for laryngeal, head and neck cancer are presented. Multicultural implications for assessment and treatment are discussed. Regular written assignments are required, as well as proficiency with instrumentation for options within assessment and treatment.

**CD 662. Seminar in Developmental Language Disorders (3)**

*Prerequisites:* CD 552; Graduate standing. Advanced study of current research relating to the differential diagnosis of populations with associated developmental language disorders, including specific language impairment, language/learning disabilities, central auditory processing disorders, pervasive developmental disorders, psychiatric disorders, mental retardation and other populations with associated developmental disorder.

**CD 663. Adult and Pediatric Swallowing/Feeding Disorders (3)**

*Prerequisites:* CD 558; Admission to the Department's graduate program. *Corequisite:* Consent of instructor. This course focuses on the theoretical and clinical aspects of the disorders of swallowing or dysphagia. The physiology of normal swallow is studied as it develops across the life span. The etiologies of dysphagia in both the pediatric and adult populations are examined, as well as clinical and instrumental assessment of normal swallowing and dysphagia. Finally, the diagnosis and management of disorders of swallowing in the pediatric and adult populations are investigated.

**CD 668. Advanced Diagnostics in Speech-Language Pathology (3)**

*Prerequisites:* CD 465, 566, 567, 552, 558, 651, 659, 661; Maintenance of clinical privileges; Consent of instructor. Advanced diagnosis and evaluation of children and adults with complex disorders of speech and/or language and/or cognition. Clinical experience in taking a history, constructing a test battery, administering norm-referenced tests, performing informal assessment procedures, interpreting formal and informal results, making a differential diagnosis, writing reports and conducting feedback sessions with clients, parents and/or caregivers.

**CD 670AB. Seminar in Electrophysiology of The Audio-Vestibular System (3-3)**

*Prerequisites:* CD 471, 558 (may be concurrent with CD 558); Graduate standing. Advanced study of the measurement and interpretation of electrophysiology of the peripheral and central audio-vestibular system and related sensory functions, including electrocochleography, brainstem evoked response audiometry, electroencephalography, brain-mapping, posture platformography, electronystagmography, acoustic immittance audiometry and other tests. Note: 670A must be taken before 670B.

**CD 671A. Seminar in Amplification for The Hearing-Impaired (3)**

*Prerequisites:* CD 445, 446. Study of hearing aids for children and adults, including electronic components, electroacoustic assessment procedures, coupling methods and acoustics, evaluation and fitting procedures, acoustic environmental effects, counseling and dispensing policies and regulations.

**CD 671B. Amplification Selection and Fitting for The Hearing Impaired (3)**

*Prerequisites:* CD 671A; Graduate standing. Study in advanced topics in amplification for hearing impaired adults and children. Areas of consideration in amplification systems include compression and multi-band compression, multiple-memory capability, programmability and automatic signal processing. Areas of consideration in selection and verification of amplification systems include threshold-based prescriptive procedures and loudness-based selection procedures, including desired sensation level procedure. Regular written assignments are required.

**CD 672AB. Advanced Clinical Practice in Speech Pathology and Audiology I and II (3-3)**

*Prerequisites:* CD 465, 566, 567. Supervised clinical experience in diagnostic and therapeutic procedures with speech- and hearing-handicapped children and adults in hospitals and community health service centers. Staff conferences with medical and allied health personnel in relation to speech and language pathologies. (Credit/No Credit only)

**CD 674. Pediatric Audiology (3)**

*Prerequisites:* CD 445, 446. Advanced study of the causation, assessment and management of auditory disorders in infants and children.

**CD 675. Pathologies of the Auditory System (3)**

*Prerequisite:* CD 445. Study of etiology, incidence, clinical signs and symptoms, diagnosis and medical and audiological management of diseases and disorders affecting the peripheral and central audio-vestibular system.

**CD 696. Directed Graduate Research (1-3)****CD 697. Directed Comprehensive Studies**

*Prerequisite:* Completion of all courses required in the program.

**CD 698. Thesis (3-3)****Post-Master's Courses**

Prerequisites for the following courses: Available to persons holding graduate degrees in Communication Disorders and Sciences or closely related fields with the consent of the instructor. Also available to Classified graduate students in the Communication Disorders and Sciences Master of Science program at CSUN with the consent of the instructor. These courses may not be applied to the Master of Science program.

**CD 700A. Seminar: Current Topics in Craniofacial Speech and Hearing Diagnosis (3)**

Advanced study of clinical and instrumental assessment of structural and neurogenic craniofacial speech and hearing disorders; and audio and videotape speech analysis; Reading and evaluating scientific and professional literature.

**CD 700B. Seminar: Current Topics in Craniofacial Speech and Hearing Treatment (3)**

Advanced study of the theories and practices underlying behavioral and instrumental remediation of craniofacial communicative disorders. Reading and evaluating scientific and professional literature.

**CD 701. Advanced Electrophysiology for Speech, Language and Hearing (3)**

Covers research, advanced instrumentation and interpretation of evoked potentials and other electro-physiologic techniques used in the assessment of neural mechanisms involved in speech, language and hearing processes.

# Communication Studies

Mike Curb College of Arts, Media and Communication

**Chair: Bernardo Alexander Attias**

**Manzanita Hall (MZ) 220**

**(818) 677-2853**

**www.csun.edu/coms**

## Staff

Yolanda Avila, Thomas Rankin

## Faculty

Bernardo Attias, Don Brownlee, Sakilé Camara, Gina Giotta, Stacy Holman Jones, John Kephart III, Daisy Lemus, Rebecca Litke, Peter Marston, Jeanine Marie Mingé, Aimee Carrillo Rowe, Kathryn Sorrells

## Emeritus Faculty

Elizabeth Berry, Donald Cameron, William Freeman, Alan Harris, Jim Hasenauer, Paul Krivonos, Christie Loggan, Gordon Nakagawa, Donald Salper, Leonard Wurthman

## Programs

Undergraduate:

**B.A., Communication Studies**

Graduate:

**M.A., Communication Studies**

## Accreditation

The Department of Communication Studies at CSUN is a member of the Western States Communication Association (WSCA), the National Communication Association (NCA) and the International Communication Association (ICA).

## What We Do

Communication is central to the ongoing processes of culture and society, and thus is vitally important to study. The field has a rich and diverse foundation of specializations, ranging from public address, to critical and cultural studies, to interpersonal and small-group communication, to organizational communication, to intercultural and international communication and to performance studies. At CSUN, the Department of Communication Studies offers a strong curriculum that embraces a range of traditions in the discipline.

We use humanistic, aesthetic and social scientific methods to examine communication processes and patterns in a variety of contexts and the promises and challenges people experience when they use language and other symbolic systems to work with and influence others. We provide instruction in the knowledge and skills people need to communicate and function effectively in business, law, government, the ministry, teaching, the performing arts, politics, international relations and numerous other areas. The knowledge and skills offered in the Department help students to build satisfying and productive relationships in their careers as well as in their personal lives, and to become active and reflective global citizens.

Faculty members participate actively in regional, national and international associations and organizations focusing on communication and human relations, communication training and development, communication and cultural studies, and communication and social justice. Several serve in leadership positions in professional associations.

As part of a learning-centered University, the Department supports several service learning projects that involve students in the community, such as the Communicating Common Ground Project and the Communication for Youth Institute. The Department also has a nationally competitive Speech and Debate Team, an active Performance Ensemble program and a vibrant student Communication Association.

Communication majors take advantage of internship opportunities at a wide variety of businesses and not for profit organizations in the Los Angeles and San Fernando Valley regions.

## Careers

Professionals in all career paths generally find a background in Communication Studies rewarding, as there are communication needs in every field. Our graduates generally find employment in various fields, including the media industries, business, law, entertainment, public relations, marketing, advertising, government, performance art, social and human services, the ministry, international relations, management and education.

## Academic Advisement

All full-time faculty are involved in undergraduate advising. Contact any full-time faculty member during office hours for assistance. Graduate students should contact Graduate Coordinator Stacy Holman Jones.

## Student Learning Outcomes of the Undergraduate Program

Students receiving a degree from the Communications Studies Department will be able to:

1. Identify, describe and explain the role of communication in constructing reality through concepts, practices and rituals;
2. Analyze communication practices, structures, messages and effects in a variety of contexts;
3. Describe and explain the relationship between communication and culture;
4. Appropriately identify effective and ethical communication;
5. Work with others in civic engagement to develop a multicultural and global society.

## Requirements for Bachelor of Arts Degree

### 1. Core Requirements (18 units)

|          |  |
|----------|--|
| COMS 301 | Performance, Language and Cultural Studies |
| COMS 321 | Rhetorical Discourse                       |
| COMS 327 | Rhetorical Theory                          |
| COMS 351 | Communication Theory                       |
| COMS 356 | Intercultural Communication                |

*And one of the following Methods courses*

|          |  |
|----------|--|
| COMS 430 | Rhetorical Criticism                       |
| COMS 440 | Performance and Cultural Studies Criticism |
| COMS 450 | Communication Research Methodology         |

### 2. Divisional Requirements (9 units)

**Performance and Cultural Studies (Select 3 units; COMS 301 is a prerequisite for all courses in this band)**

|          |                                    |
|----------|------------------------------------|
| COMS 303 | Narrative in Performance           |
| COMS 304 | Poetry in Performance              |
| COMS 401 | Performance and Social Change      |
| COMS 404 | Theories of Interpretation         |
| COMS 445 | Communication and Popular Cultures |

**Rhetorical Theory (Select 3 units; COMS 327 is a prerequisite for all courses in this band)**

|          |  |
|----------|--|
| COMS 425 | Theories of Argumentation and Deliberation |
| COMS 435 | Rhetoric of Women                          |
| COMS 442 | Rhetoric of Peace and Conflict             |
| COMS 444 | Political Rhetoric                         |
| COMS 448 | Rhetoric of Extraordinary Claim            |

**Communication Theory (Select 3 units; COMS 351 is a prerequisite for all courses in this band)**

|          |                                     |
|----------|-------------------------------------|
| COMS 320 | Communicative Functions of Language |
| COMS 350 | Nonverbal Communication             |
| COMS 431 | Persuasion                          |
| COMS 451 | Interpersonal Communication         |
| COMS 453 | Organizational Communication        |

**3. Community Involvement Requirement (Select 3 units)**

|      |      |  |
|------|------|--|
| COMS | 323  | Group Communication                        |
| COMS | 400C | Directing Oral Performance                 |
| COMS | 410  | Community-Based Performance                |
| COMS | 437  | Communication for Youth Institute          |
| COMS | 452  | Communication Training and Development     |
| COMS | 495  | Internship in Organizational Communication |

**4. Major Electives (15 units)**

Select an additional 15 units of Upper Division courses in Communication Studies. These units may come from the courses listed above, as well as those listed below.

|      |     |                                  |
|------|-----|----------------------------------|
| COMS | 309 | Advanced Public Speaking         |
| COMS | 325 | Legal Argumentation              |
| COMS | 360 | Communication and the Sexes      |
| COMS | 420 | Language and Symbolic Processes  |
| COMS | 428 | Freedom of Speech                |
| COMS | 443 | Rhetoric in Business             |
| COMS | 446 | Rhetoric of Crime and Punishment |
| COMS | 454 | Communication and Technology     |

|  |            |
|--|------------|
| <b>Total Units in the Major</b>                  | <b>45</b>  |
| <b>General Education Units</b>                   | <b>48</b>  |
| <b>Additional Units</b>                          | <b>27</b>  |
| <b>Total Units Required for the B.A. Degree:</b> | <b>120</b> |

**Special Option (42 units)**

The requirements for a Communication Studies major, Special Option are:

1. A statement of the objectives of the proposed program;
2. At least 42 semester units of which 33 semester units are Upper Division;
3. More total units in Communication Studies and more Upper Division units in Communication Studies than in any other discipline; and
4. The evaluation and approval of the proposed program by the Department Chair and the Undergraduate Studies Committee. The students may develop the proposed option by consulting with a Department faculty member. Students must submit proposed option before earning 95 units.

|  |            |
|--|------------|
| <b>Total units in the Major</b>                  | <b>42</b>  |
| <b>General Education units</b>                   | <b>48</b>  |
| <b>Additional units</b>                          | <b>30</b>  |
| <b>Total units Required for the B.A. Degree:</b> | <b>120</b> |

**Minor in Communication Studies****1. Department Core Requirement: (15 units)**

|      |     |  |
|------|-----|--|
| COMS | 301 | Performance, Language and Cultural Studies (3) |
| COMS | 321 | Rhetorical Discourse (3)                       |
| COMS | 327 | Rhetorical Theory (3)                          |
| COMS | 351 | Communication Theory (3)                       |
| COMS | 356 | Intercultural Communication (3)                |

**2. Upper Division Electives (9 units)**

Select from Upper Division courses in Communication Studies as approved by Department advisor.

|   |            |
|---|------------|
| <b>Total Units Required for the Minor</b> | <b>120</b> |
|---|------------|

**Requirements for the Master of Arts Degree**

University standards for admission to graduate study will normally be a determining factor in granting a student Classified status in the program. Department admission requirements are higher than University criteria. Students with limited background in Communication Studies may be admitted on a Conditionally Classified basis until preparatory undergraduate course work (to be determined in consultation with the Graduate Coordinator) has been completed. Any student who is admitted to the graduate program on a Conditionally Classified basis is required to meet all conditions for fully Classified status by the end of the student's first semester of enrollment in the graduate program.

**For The Degree**

A minimum of 33 units of approved graduate work comprised of the following:

**Core Requirements (6 units)**

|          |  |
|----------|--|
| COMS 600 | Core Seminar in Communication Studies (3)          |
| COMS 601 | Core Seminar in Communication Research Methods (3) |

**Area Requirements (9 units)****Performance, Language and Cultural Studies (3 units)****Select 1 of the following courses:**

|          |  |
|----------|--|
| COMS 603 | Seminar in Performance Studies (3)         |
| COMS 604 | Seminar in Textual Studies (3)             |
| COMS 620 | Seminar in Communication and Language (3)  |
| COMS 635 | Feminist Perspectives in Communication (3) |
| COMS 656 | Seminar in Intercultural Communication (3) |

**Rhetorical Studies (3 units)****Select 1 of the following courses:**

|          |                                      |
|----------|--------------------------------------|
| COMS 631 | Studies in Classical Rhetoric (3)    |
| COMS 632 | Studies in Contemporary Rhetoric (3) |
| COMS 633 | Studies in Postmodern Rhetoric (3)   |
| COMS 634 | Applied Rhetorical Studies (3)       |

**Communication Theory (3 units)****Select 1 of the following courses:**

|          |  |
|----------|--|
| COMS 650 | Seminar in Communication Theory (3)        |
| COMS 651 | Seminar in Interpersonal Communication (3) |
| COMS 652 | Seminar in Group Communication (3)         |
| COMS 653 | Organizational Communication Research (3)  |
| COMS 654 | Communication and Technology (3)           |

**Electives (12-15 units)**

Elective course work may be selected from 400-, 500- and 600-level courses in Communication Studies and related disciplines. At least 9 of these elective units must come from 600-level courses in Communication Studies. (Thesis or Graduate Project candidate: 12 elective units; Comprehensive Examination candidate: 15 elective units).

**Required Culminating Experience (3-6 units)**

|          |  |
|----------|--|
| COMS 697 | Directed Comprehensive Studies (3)     |
| COMS 698 | Thesis or Graduate Project (3-3 units) |

### Thesis

- a. A thesis prospectus;
- b. An acceptable thesis; and
- c. An oral examination on the thesis.

or

### Graduate Project

- a. A graduate project prospectus;
- b. An acceptable written report of the candidate's application of communication theory and principles to a practical or career problem; and
- c. An oral examination on the written report.

or

### Directed Comprehensive Studies

- a. A successful completion of a written examination covering the breadth of the student's program; and
- b. An oral examination on the comprehensive exam.

## Course List

### COMS 104/L. Literature in Performance and Lab (2/1)

*Corequisite: COMS 104L.* Introduction to principles, techniques and practices in solo performance of poetry, fiction and drama. (Available for General Education, Arts and Humanities.)

### COMS 150. Introduction to Communication Studies (3)

An introduction to Communication Studies with an emphasis on the history of the field and the various theories, contexts and perspectives that inform the study of human communication. (Available for General Education, Lifelong Learning.)

### COMS 151/L. Fundamentals of Public Speaking and Lab (2/1)

*Prerequisite: EPT score of 151 or better. Corequisite: COMS 151L.* Introduction to the study of the human communication process, with an emphasis on effective public communication. Includes intensive practice in public speaking, reasoning and critical listening. 15 hours of communication experience outside the class are required. (Cross listed with CHS and PAS 151) (Available for General Education, Oral Communication.) (IC)

### COMS 195. Forensics (1-1-1-1)

Supervised activity in competitive intercollegiate forensics.

### COMS 198. Speaker's Bureau (1-1-1-1)

Supervised activity in the various forms of speech communication. Observation and experience in speaking to community and college groups.

### COMS 199. Performance Ensemble (1)

Supervised activity in group performance of literature. Participation in theatre programs before campus audiences. Course is repeatable for a maximum of three completions of credit.

### COMS 225/L. Argumentation and Lab (2/1)

*Prerequisite: EPT score of 151 or better. Corequisite: 225L.* Studies of the strategies used for rhetorical argument. Emphasis is given to ways of finding issues, using evidence and detecting fallacies in rhetorical communications. Practice is given in the formulation and critical analysis of argument in rhetorical communications. 15 hours of communication experience outside of class are required. (Available for General Education, Critical Thinking)

## Upper Division

### COMS 301. Performance, Language and Cultural Studies (3)

Study of the complex relationships among culture, language and performance in communication. Examination of theory, behavior, practice and criticism from aesthetic and sociocultural perspectives, with emphasis on contemporary research in language, culture and performance studies.

### COMS 303. Narrative in Performance (3)

*Prerequisite: COMS 301.* Theory and practice in performing narrative fiction and nonfiction. Analysis of the role of narrative in the communicative life of the individual and society. Solo and group performances.

### COMS 304. Poetry in Performance (3)

*Prerequisite: COMS 301.* Theory and practice in performing poetry. Analysis of the role of poetry and poetic language in the communicative life of the individual and society. Solo and group performances.

### COMS 305. Children's Literature in Performance (3)

Principles, techniques and practice in performing children's literature, including choral reading and storytelling. Not allowed for credit in the Communication Studies major.

### COMS 309. Advanced Public Speaking (3)

*Prerequisite: COMS 151/L or 225L.* Application of the principles of audience analysis to the preparation, presentation and evaluation of persuasive messages. (Available for General Education, Oral Communication.) (IC)

### COMS 320. Communicative Functions of Language (3)

*Prerequisite: COMS 351.* Study of the form and structure of the language of persuasive discourse, including semantics, syntax, usage, lexicography and style.

### COMS 321. Rhetorical Discourse (3)

*Prerequisites: COMS 151/L or 225/L; Completion of the Lower Division writing requirement.* Study of the language and principles of human communication through the production, analysis and evaluation of rhetorical messages. Satisfies the teacher credential program requirement for competence in writing.

### COMS 323. Group Communication (3)

*Prerequisite: Completion of the Lower Division writing requirement.* Principles and methods of small group communication. Development of individual and group skills through application of theory to practice. Emphasis is on intra-group behavior. (Available for General Education, Lifelong Learning.) (IC)

### COMS 325. Legal Argumentation (3)

Study of courtroom argument, with emphasis on issues, evidence, forms of argument and language in lawyers' pleadings and judicial opinions.

### COMS 327. Rhetorical Theory (3)

Theories of rhetoric from classical Greece and Rome to the present. Critical methodologies inherent in rhetorical theories of each period are applied to typical examples of public discourse of that period.

### COMS 350. Nonverbal Communication (3)

*Prerequisite: COMS 351.* Discussion and examination of nonverbal communication and its effects upon the individual's attitudes and verbal communication.

### COMS 351. Communication Theory (3)

Survey of multiple theoretical perspectives on the study of human communication. Examination of the relationships among communication theory and other areas of study within the field of communication studies.

**COMS 356. Intercultural Communication (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Cultural factors in interpersonal communication, such as perception, roles, language codes and nonverbal communication. Students will apply and evaluate theories of intercultural communication. (Available for General Education, Comparative Cultural Studies.) (IC)

**COMS 360. Communication and the Sexes (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. An examination of the communication styles of males and females in a variety of settings. Emphasis is given to gender-related communication behavior and its implications for the ability to maintain effective personal and professional relationships. Strategies for fostering communication competence will be discussed. (Available for General Education, Lifelong Learning.) (IC)

**COMS 400ABC. Directing Oral Performance (1-3)**

*Prerequisites:* Available only to Upper Division students who have completed a minimum of two units of any of the following: COMS 195, 198 or 199; Consent of instructor. Faculty-supervised students direct other students' oral performances. May be taken for a maximum of 6 units.

**COMS 401. Performance and Social Change (3)**

*Prerequisite:* COMS 301. Examination and application of contemporary theories of performance as a means of change in individual and communal life. Students employ performance methodologies to examine complexities of various communication contexts and situations and enact various strategies for working through these complexities. Available for graduate credit.

**COMS 404. Theories of Interpretation (3)**

*Prerequisite:* COMS 301. Examination of psychological, social, cultural, literary and hermeneutic theories of interpretation, with an emphasis on the interaction of text, context and audience. Available for graduate credit.

**COMS 410. Community-Based Performance. (3)**

This course examines a central premise in communication and performance studies that performance is integral to individual, communal and cultural processes, practices and institutions. Students will develop performances in collaboration with particular communities that express that community's identity, experiences, issues and goals. We will employ theories and methods of performance that foster cultivating and sustaining dialogue within and with a community. Through participatory fieldwork, storytelling and performance ethnography, students will get a foundational sense of community building, communicative practices, performance ethnography and the performance of culture. Available for graduate credit.

**COMS 420. Language and Symbolic Processes (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of the structural, psychological and semantic facets of language and their implications for the study of rhetorical communication. Regular written assignments will be required. Available for graduate credit. (Available for Section C of the Multicultural Requirement for Credential Candidates.)

**COMS 425. Theories of Argument and Deliberation (3)**

*Prerequisite:* COMS 327. Exploration of theories of argument and their application to decision making. Available for graduate credit.

**COMS 428. Freedom of Speech (3)**

Exploration of freedom of speech in American society. Emphasis given to a communication studies approach to issues in freedom of speech. Focus on contemporary problems of free speech in the U.S., including sedition, obscenity, advocacy of illegal action, libel, words of provocation, copyright, academic freedom and national security. Available for graduate credit.

**COMS 430. Rhetorical Criticism (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Instruction in the methods and applications of rhetorical criticism, focusing upon the analysis and evaluation of rhetorical discourse. Regular written assignments are required. Available for graduate credit.

**COMS 431. Persuasion (3)**

*Prerequisite:* COMS 351. Logical and psychological principles used by writers and speakers to effect social control. Analysis and evaluation of recent research in attitude modification. Available for graduate credit.

**COMS 435. Rhetoric of Women (3)**

*Prerequisites:* COMS 327; Completion of the Lower Division writing requirement. Analysis and evaluation of the rhetoric of women involved in political, social and economic reforms. Regular written assignments are required. Available for graduate credit.

**COMS 437. Communication for Youth Institute (3-3)**

*Prerequisites:* COMS 151/L; Prior approval of the CYI Program Coordinator. Instruction is provided in communication education. Faculty-supervised students will teach communication skills to area youth in a community service-learning program. Students work closely with the instructor in course preparation, delivery of course content, oral and written assignment evaluation, and curricular assessment. Available for graduate credit.

**COMS 440. Performance and Cultural Studies Criticism (3)**

*Recommended Preparatory:* COMS 301. This course is an introduction to the critical methods in performance studies and cultural studies. It provides instruction on critical interpretation and analysis, as well as specific methods used in performance studies and cultural studies. Available for graduate credit.

**COMS 442. Rhetoric of Peace and Conflict (3)**

*Prerequisites:* COMS 327; Completion of the Lower Division writing requirement. Exploration of the rhetorical implications of conflict and struggle as performed in subcultural, national and international contexts. Regular written assignments are required. Available for graduate credit.

**COMS 443. Rhetoric of Business (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Critical analysis of the rhetoric used in executive speaking, advertising and labor negotiations. Regular written assignments are required. Available for graduate credit.

**COMS 444. Political Rhetoric (3)**

*Prerequisites:* COMS 327; Completion of the Lower Division writing requirement. Study of rhetoric of recent U.S. political campaigns, both local and national, including persuasive techniques, ethical considerations and effectiveness. Practice in planning and developing rhetorical messages for political campaigns. Regular written assignments are required. Available for graduate credit.

**COMS 445. Communication and Popular Cultures (3)**

*Prerequisite:* COMS 301. A survey of theories of contemporary popular cultural forms as human communicative behavior. Students will learn to utilize theories of rhetoric, performance and critical/cultural studies to analyze popular cultural artifacts as symbolic forms. Regular written assignments are required. Available for graduate credit.

**COMS 446. Rhetoric of Crime and Punishment (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of rhetoric of crime, criminal procedure, punishment and justice in different societies and cultures. Regular written assignments are required. Available for graduate credit.

**COMS 448 Rhetoric of Extraordinary Claim (3)**

*Prerequisites:* COMS 327; Completion of the Lower Division writing requirement. Examination of rhetorical strategies used to advance extraordinary claims and of rhetorical methods of analysis that may be used to identify irrational appeals. Specific consideration of rhetorical discourse dealing with the paranormal, pseudoscience, cryptozoology and conspiracy theories. Regular written assignments are required. Available for graduate credit.

**COMS 450. Communication Research Methodology (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Examination of the strategy and methodology of contemporary research in communication. Emphasis is on scientific process, the derivation and verification of hypotheses in communication and persuasion, and basic communication research design. Regular written assignments are required.

**COMS 451. Interpersonal Communication (3)**

*Prerequisite:* COMS 351. Explorations of the face-to-face reciprocal transactions that occur in everyday communication. Emphasis is given to the study of recent research findings and their application to business and personal situations.

**COMS 452. Communication Training and Development (3)**

*Recommended Preparatory:* COMS 351, 450. This course is an examination and analysis of the processes and challenges of communication training and development. Through discussion and fieldwork, students explore applications of communication theory and learn how to conduct organizational culture audits and communication competency assessments through observations, evaluations, analyses, interviews, focus groups and surveys of employees and other key audiences whose input and support is needed to improve communication. Students will write audit/assessment reports, and design, deliver and evaluate customized communication training packages and programs for a variety of organizational settings.

**COMS 453. Organizational Communication (3)**

*Prerequisite:* COMS 351. Application of the principles of human communication in the formal organizational setting, including communication channels, networks, climate and relationships.

**COMS 454. Communication and Technology (3)**

Study of the impact of new communication technologies on communication and culture. Information technologies are examined from both theoretical and practical perspectives.

**COMS 495. Internship in Organizational Communication (3-3)**

*Prerequisite:* COMS 453. Upon prior approval by the Program Coordinator, a student may earn up to 3 units credit per semester and up to 6 units total for practical experience in public or private formal organizations in dealing with communication problems and concerns. Academic Internship course. (Credit/No Credit only)

**COMS 496A-Z. Experimental Topics Courses in Communication Studies (3)**

Experimental courses in Communication Studies with course content to be determined.

**COMS 497. Supervised Projects in Communication Studies**

(1-1-1-1)

Introduction to rhetorical research and writing through supervised projects and field study. Academic Internship course.

**COMS 499A-C. Independent Study (1-3)****COMS 499X-Z. Independent Study (1-3)****Graduate****COMS 600. Core Seminar in Communication (3)**

Introduction to graduate study in communication theory, rhetorical theory, performance, language and cultural studies.

**COMS 601. Core Seminar in Communication Research Methods (3)**

This course is an introduction to the epistemological assumptions, design and methods of analysis in communication research. It provides a broad overview of humanistic, social scientific, rhetorical and critical approaches to studying communication.

**COMS 603. Seminar in Performance Studies (3)**

Study of performance as communication. Examination of theory, practice and criticism from aesthetic and sociocultural perspectives, with emphasis on contemporary research in performance, language and cultural studies.

**COMS 604. Seminar in Textual Studies (3)**

Study of performance implications of varying critical approaches to text.

**COMS 610. Current Research in Performance Studies (3-3)**

*Corequisite:* COMS 600. Advanced study of new and current developments in performance studies. May be repeated once for credit.

**COMS 620. Seminar in Communication and Language (3)**

Study of contemporary theories of language and linguistics as applied to principles of communication. Emphasis on language and social interaction, linguistic pragmatics and systems of symbolic representation.

**COMS 631. Studies in Classical Rhetoric (3)**

Advanced study in rhetorical theory, from ancient Greece through the Renaissance.

**COMS 632. Studies in Contemporary Rhetoric (3)**

Advanced study in contemporary rhetorical theory.

**COMS 633. Studies in Postmodern Rhetoric (3)**

Advanced study in postmodern rhetorical theory

**COMS 634. Applied Rhetorical Studies (3)**

Advanced study of the application of rhetorical theories to situated discourse. Topics include rhetorical criticism, argumentation analysis and/or the application of critical and social theory.

**COMS 635. Feminist Perspectives on Communication (3)**

Study of contemporary feminist theories applied to communication research.

**COMS 640. Current Research in Rhetorical Studies (3-3)**

*Corequisite:* COMS 600. Advanced study of new and current developments in Rhetorical Studies. May be repeated once for credit.

**COMS 650. Seminar in Communication Theory (3)**

Study of historical and contemporary trends in theory and research on communication and communication processes.



**COMS 651. Seminar in Interpersonal Communication (3)**

Study of advanced principles of communication as applied to interpersonal communication theory. Special emphasis on research in the area of interpersonal communication.

**COMS 652. Seminar in Group Communication (3)**

Study of advanced principles of communication as applied to small-group communication theory and research.

**COMS 653. Seminar in Organizational Communication Research (3)**

Study of advanced principles of communication as applied to the organizational setting, with special emphasis on research in organizational communication.

**COMS 654. Seminar in Communication and Technology (3)**

Advanced study of the principles of communication technology, with emphasis on theory and research.

**COMS 656. Seminar in Intercultural Communication (3)**

Study of advanced principles of communication as applied to intercultural communication. Special emphasis on research in the area of intercultural communication. (IC)

**COMS 660. Current Research in Communication Theory (3-3)**

*Corequisite: COMS 600.* Advanced study of new and current developments in communication theory. May be repeated once for credit.

**COMS 680. Communication Education (3)**

*Prerequisite: Available to graduate and Upper Division undergraduate students.* Exploration of the communication dimensions of adult education and critical pedagogy. Application of theory in a wide range of instructional settings, including teaching college and university classrooms, training in non-profit and for-profit business environments and facilitating educational programs for community organizations.

**COMS 695A-Z. Experimental Topics Courses (1-3)****COMS 696. Directed Graduate Research (3)**

Application of knowledge to a project in a practical setting or in preparation for the completion of a thesis.

**COMS 697. Directed Comprehensive Studies (1-3)**

Enrollment is required in the semester in which the comprehensive examination is taken.

**COMS 698: Thesis or Graduate Project (6)**

*Prerequisites: COMS 601; Classified graduate status; Consent of Graduate Coordinator.* Open by special permission to students electing to do a thesis or graduate project in partial fulfillment of the requirements for the Master of Arts Degree.

**COMS 699. Independent Study (1-6)**

# Computer Science

## College of Engineering and Computer Science

**Chair: Steven Stepanek**  
**Jacaranda Hall (JD) 4503**  
**(818) 677-3398**  
**[www.csun.edu/compsci](http://www.csun.edu/compsci)**

### Staff

Lauren Julian (Office Manager), Sioneh Keshishian

### Faculty

Jack Alanen, Prasanta Barkataki, Michael Barnes, Richard Covington, Steven Fitzgerald, Peter Gabrovsky, Robert Lingard, Richard Lorentz, Robert McIlhenny, Gloria Melara, Ani Nahapetian, John Noga, Son Pham, Diane Schwartz, Steven Stepanek, Ginter Trybus, George (Taehyung) Wang, Jeff Wiegley, Bahram Zartoshty

### Emeritus Faculty

Philip Gilbert, Ruth Horgan, Larry Lichten, Dorothy Miller, John Motil, David Salomon

### Programs

Undergraduate:

- B.S., Computer Science**
- B.S., Computer Information Technology**
- Minor in Computer Science**

Graduate:

- M.S., Computer Science**
- M.S., Software Engineering**

### The Majors

Computing technology has an impact on almost every aspect of daily life. Computer applications abound in art, business, entertainment, science, engineering and medicine. For students who think logically, enjoy solving problems and have an interest in software development, Computer Science is a good study choice.

Students develop skills in logical thinking, creative problem solving and communication. Classes often incorporate a team approach, requiring clear communication among members as they solve a problem and explain their solution to others.

Students gain both hands-on design experience and theoretical knowledge. This combination of skills provides an advantage to graduating students because of the broad range of skills possessed.

Computer Science focuses on the designing and building of software to create efficient solutions to real-world problems in such fields as robotics, networking, graphics, software engineering and security. Students frequently specialize in more than one of these fields.

Computer Information Technology is designed for students interested in professional careers involving the design of solutions to informational technology infrastructure needs for companies and organizations. Graduates of the CIT program will have an applied knowledge of such fields as web programming, system infrastructure, databases, networking, e-business, project management, data center management, security and information assurance.

Classes are generally small, with lab sessions averaging less than 25 students. Students work alongside faculty in Department labs equipped with state-of-the-art computing equipment.

Students can gain extra experience in the Student Chapter of the ACM (affiliated with the national organization), which hosts technical and social activities, as well as the Honors Co-op Program, which provides paid internships during the senior year at local companies.

### Academic Advisement

Contact the Department Office regarding undergraduate advisement. Graduate students are initially advised by the Graduate Coordinator. After the formation of their Graduate Committees, graduate students are advised by the Committee Chair.

### Educational Objectives for the Undergraduate Programs in Computer Science

Three to five years after successfully completing the computer science program, graduates will have demonstrated the ability to:

1. Solve computing problems as necessary in a professional workplace environment or in the pursuit of an advanced degree.
2. Apply current industry-accepted computing practices and new and emerging technologies in the analysis, design, implementation and verification of high-quality computer-based systems to meet organizational needs.
3. Work collaboratively as team members and communicate effectively with all stakeholders in a professional environment.
4. Maintain professional and ethical conduct while appropriately applying knowledge of the societal impacts of technology in carrying out workplace responsibilities.
5. Continually improve professional skills and knowledge to stay current in the field and attain professional advancement.

### Educational Objectives of the Undergraduate Program in Computer Information Technology

The B.S. CIT program aims to provide Information Technology graduates with the skills and knowledge to take on appropriate professional positions in information technology after graduation and grow into leadership positions or pursue research or graduate studies in the field. Specifically, the educational objectives of the Bachelor of Science in Computer Information Technology are to ensure that each graduate is able to:

1. Explain and apply appropriate information technologies and employ appropriate methodologies to help an individual or organization achieve its goals and objectives.
2. Manage the information technology resources of an individual or organization.
3. Anticipate the changing direction of information technology and evaluate and communicate the likely utility of new technologies to an individual or organization.
4. Understand (and, for some, to contribute to) the scientific, mathematical and theoretical foundations on which information technologies are built.
5. Live and work as a contributing, well-rounded member of society exhibiting intellectual breadth and lifelong intellectual curiosity required to practice IT management functions creatively, sensitively and responsibly in contemporary global and societal environments

### Student Learning Outcomes of the Undergraduate Program in Computer Science

Students who successfully complete the Bachelor of Science Program in Computer Science will be able to:

- a. Apply knowledge of computing and mathematics appropriate to the discipline.
- b. Analyze a problem and specify the computing requirements appropriate to meet desired needs.
- c. Apply knowledge of programming concepts, algorithmic principles and data abstraction to design, implement and evaluate the software necessary to solve a specified problem.
- d. Function effectively on teams to accomplish a common goal.
- e. Understand professional, ethical, legal, security and social issues and responsibilities.
- f. Communicate effectively with a range of audiences.

- g. Analyze the local and global impact of computing on individuals, organizations and society.
- h. Recognize the need for and demonstrate an ability to engage in continuing professional development.
- i. Use current techniques, skills and software development tools necessary for programming practice.
- j. Model and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- k. Apply software engineering principles and practices in the construction of complex software systems

### Student Learning Outcomes of the Undergraduate Program in Computer Information Technology

Students graduating from the B.S. CIT program will be able to:

- a. Apply knowledge of computing and mathematics appropriate to the discipline.
- b. Analyze a problem and identify and define the computing requirements appropriate to its solution.
- c. Design, implement and evaluate a computer-based system, process, component or program to meet desired needs.
- d. Function effectively on teams to accomplish a common goal.
- e. Develop an understanding of professional, ethical, legal, security and social issues and responsibilities.
- f. Communicate effectively with a range of audiences.
- g. Analyze the local and global impact of computing on individuals, organizations and society.
- h. Recognize the need for and an ability to engage in continuing professional development.
- i. An ability to use current techniques, skills and tools necessary for computing practice.
- j. Use and apply current technical concepts and practices in the core information technologies.
- k. Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
- l. Effectively integrate IT-based solutions into the user environment.
- m. Develop an understanding of best practices and standards and their application.
- n. Assist in the creation of an effective project plan.

### Student Learning Outcomes of the Graduate Program in Computer Science

Graduates of the Master of Science in Computer Science at CSUN will be able to:

- a. Demonstrate a knowledge and competence in such fundamental areas of computer science as algorithms, design and analysis, computational theory, computer architecture and software-based systems.
- b. Demonstrate the analytic skills necessary to effectively evaluate the relative merits of software and computer systems and algorithmic approaches.
- c. Demonstrate a breadth of knowledge in a choice of application areas in computer science, including networks, artificial intelligence, graphics, human computer interfaces, databases, embedded applications and information security.
- d. Understand computer science topics (such as database management, data security, program efficiency, etc.) in a global context (ethics, privacy, human expectations, etc.)
- e. Effectively communicate in both written and oral form, especially in areas related to computer science.
- f. Work productively in team or collaborative settings to achieve common goals or purposes, including the ability to lead a team.

- g. Analyze, evaluate and synthesize research and apply theoretical ideas to practical settings.
- h. Independently continue studies in computer science throughout their life.

### Student Learning Outcomes of the Graduate Program in Software Engineering

Graduates of the Master of Science in Software Engineering will be able to:

- a. Understand software engineering concepts, techniques, practices and tools, and apply them to real problems in a variety of contexts.
- b. Define and apply a software process to large-scale real-world problems, including requirements analysis and specification, software design and implementation, verification, validation and quality assurance, and the maintenance of software.
- c. Analyze and estimate software process costs and manage software development from concept to delivery.
- d. Identify, analyze and apply software standards in software engineering practice.
- e. Analyze, assess and interpret professional codes of ethics and regulatory documents pertaining to software engineering, and understand societal issues.
- f. Generate and apply appropriate solutions to solve problems based on reasoned rationale.
- g. Work productively in a team or collaborative settings to achieve common goals or purposes, including the ability to lead a team.
- h. Analyze, evaluate and synthesize research, and apply theoretical ideas to practical settings.
- i. Effectively present ideas, designs and solutions in a logical framework in a variety of forms with proper language structure and mechanics, and produce appropriate written documentation.
- j. Recognize the need for and show an ability to deal with constantly changing technology and continuing professional development.

### Careers

A degree in computer science can lead to a career as a software engineer, designing, implementing, testing and maintaining large software systems, or a career in such specialized fields as computer graphics, computer security, robotics, expert systems, distributed systems, embedded applications, network applications and networking. The degree can lead to a career in almost any industry, including aerospace, manufacturing, banking, health, research, entertainment and education. A degree in computer information technology can lead to a career in such fields as computer system administration, database administration, website development and administration, enterprise network administration, computer system analysis, computer system planning, computer forensic analysis and IT management.

### Department Programs

The B.S. Degree in Computer Science provides a broad knowledge of computing and is designed for students who desire: (a) to pursue graduate work in computer science; and (b) to work on the development and support of software projects in a diverse range of specialized areas. The Computer Science degree consists of a pre-major followed by additional Foundation courses and a 15-unit Senior Electives package. The Core of the program covers programming languages, computer system organization, operating systems, data structures, computation theory and societal implications in computing. The Senior Electives package allows students to specialize in such fields as artificial intelligence, embedded applications, networking, gaming, graphics, software engineering and security.

The B.S. Degree in Computer Information Technology is designed for students interested in a professional career involving solving the

informational technology infrastructure needs of companies and organizations. An IT professional is able to understand computer systems and solve the computer-related problems of the people they serve. An IT professional assumes responsibility for selecting, installing and maintaining hardware and software products to meet organizational culture and needs. The Computer Information Technology degree consists of a set of Core requirements plus a Domain Emphasis Package that is effectively a minor in another field of study. The program focuses on the technology and service aspects of the industry rather than information content. Graduates of the program will have an applied knowledge of such fields as web programming, system infrastructure, databases, networking, e-business, project management, data center management, security and information assurance.

A minor in computer science calls for 22 units of study, including courses in computer architecture and assembly language, algorithms and programming, data structure and program design, computer organization, programming language concepts and advanced data structures, along with a choice of electives.

Students in the M.S. programs complete 30 units of graduate work, including 6 units involving a thesis or graduate project.

The Core of the graduate program in Computer Science comprises advanced courses in computation theory, algorithms and data structures, system architecture and software engineering. The electives may be chosen to form a concentration in an area of specialization or to provide a broadly based program of study, whichever is more consistent with the selected thesis or graduate project.

The core of the graduate program in Software Engineering comprises of a series of advanced courses in software engineering. The electives may be chosen for a list that specializes on topics related to software engineering.

### Scholarships and Awards

The College of Engineering and Computer Science administers a substantial scholarship program, dispersing more than \$60,000 each year to high-achieving engineering and computer science students. The College also administers memorial scholarships and scholarships donated by friends of the University.

Applications and information are available in January, with applications due in early March. Specific dates and further information can be obtained from the College administrative offices.

### Honors Cooperative Internship Program

The College offers an opportunity for highly qualified students to work in local industry throughout an entire calendar year. Students work full-time during the summer and half-time during the academic year. Students receive 6 units of academic credit in conjunction with this experience. The program is open to undergraduates who are nearing their senior year, have a minimum 3.0 cumulative GPA and have passed the Upper Division Writing Proficiency Exam. Graduate students who wish to participate must have a minimum 3.5 cumulative GPA. Applicants are matched to employer-supplied job descriptions and scheduled for interviews with prospective employers. The competitive nature of the program usually generates more applicants than available positions. The application period begins in early March and the period of employment is typically from July 1 through June 30.

### Bachelor of Science in Computer Science

The B.S. in Computer Science program requires a total of 120 units, including general education requirements, pre-major Core, major core and a 15-unit sequence of elective courses referred to below as the Senior Electives. A Computer Science major must complete a minimum of 18 residency units of Upper Division Computer Science courses. These must include 12 units of senior electives in addition to all other institutional residency requirements.

### Requirements for the Bachelor of Science in Computer Science

To qualify for admission into the Computer Science major program, students must first complete a pre-major program in Computer Science consisting of 7 Lower Division courses covering math, computer science and the University General Education requirements for Basic Skills.

#### Grade Requirements for Admission into the Computer Science Major Program:

1. C or better in each of the seven courses taken to satisfy the requirements of the Computer Science pre-major program; and
2. Overall GPA of 2.0 in all courses taken at CSUN.

After successfully completing all requirements for the pre-major in Computer Science (including GE Basic Skills), students may apply for admission into the Computer Science major program by completing a pre-major to major evaluation form available from the Computer Science Department office. Admission into the Computer Science major program is required prior to enrolling in Upper Division Computer Science courses.

#### Special Grade Requirements

Note: No grade lower than a C will be accepted on transfer from another institution to satisfy Computer Science requirements. Where specific grade requirements are not specified, no CSUN grade lower than a C- will be accepted for courses required in the Computer Science program.

#### 1. Lower Division Required Courses (36 units)

a. The following 7 Lower Division courses constitute the Computer Science Pre-Major program:

Two courses in General Education Basic Skills:  
Analytical Reading/Expository Writing  
Oral Communication

Note: The remaining components of GE Basic Skills are satisfied by the requirements of the Computer Science program.

|      |       |   |
|------|-------|---|
| COMP | 110/L | Introduction to Algorithms and Programming and Lab (3/1)  |
| COMP | 122/L | Computer Architecture and Assembly Language and Lab (1/1) |
| COMP | 182/L | Data Structures and Program Design and Lab (3/1)          |
| MATH | 150A  | Calculus I (5)  |
| PHIL | 230   | Introduction to Formal Logic (3)                          |

b. The following 5 Lower Division courses are part of the requirements of the Computer Science Major program. Prior to enrolling in these courses, students must complete all of the Computer Science Pre-Major requirements listed above. Computer Science Pre-Major students may not enroll in the following courses without the consent of the instructor.

|      |       |  |
|------|-------|--|
| COMP | 222   | Computer Organization (3)                              |
| COMP | 256/L | Discrete Structures for Computer Science and Lab (3/1) |
| COMP | 282   | Advanced Data Structures (3)                           |
| MATH | 150B  | Calculus II (5)  |
| MATH | 262   | Introduction to Linear Algebra (3)                     |

#### 2. Lower Division Electives (12-14 units)

##### Select 1 of the following science sequences (8-10 units)

|      |                             |
|------|-----------------------------|
| PHYS | 220A/L, 220B/L (3/1), (3/1) |
| BIOL | 106/L, 107/L (3/1), (3/1)   |
| CHEM | 101/L, 102/L (4/1), (4/1)   |

Note: BIOL 107/L has a recommended prerequisite of CHEM 101/L.

**Select an additional science course with corresponding lab outside of the sequence selected above (4-5 units)**

|      |                     |
|------|---------------------|
| BIOL | 106/L (3/1)         |
| CHEM | 101/L (4/1)         |
| GEOG | 101/102 (Lab) (3/1) |
| GEOG | 103/105 (Lab) (3/1) |
| GEOL | 101/102 (Lab) (3/1) |
| GEOL | 110/112 (Lab) (3/1) |
| PHYS | 220A/L (3/1)        |

**3. Upper Division Required Courses (24 units)**

Before taking Upper Division courses in Computer Science, students must be admitted to the Computer Science major/minor programs or the Computer Engineering major program.

Note: All students must attempt the Upper Division Writing Proficiency Exam prior to enrolling in any 400-level Computer Science course. The Upper Division Writing Proficiency Exam must be passed prior to enrolling in COMP 490/L.

|      |       |   |
|------|-------|---|
| COMP | 310   | Automata, Languages and Computation (3)                                 |
| COMP | 322/L | Introduction to Operating Systems and System Architecture and Lab (3/1) |
| COMP | 333   | Concepts of Programming Languages (3)                                   |
| COMP | 380/L | Introduction to Software Engineering and Lab (2/1)                      |
| COMP | 490/L | Senior Design Project and Lab (3/1)                                     |
| COMP | 491L  | Senior Project Lab (1)  |
| MATH | 341   | Applied Statistics I (3)  |
| MATH | 482   | Combinatorial Algorithms (3)  |

**4. Upper Division Electives (15 units)**

Computer Science majors are required to take 15 units of Senior Electives. The Senior Electives must consist of 15 units of 400- or 500-level courses in computer science (not COMP 450, 480/L, 490/L, 491L, 494 or 499). The electives may include MATH 481A (Numerical Analysis) as 3 of the 15 units.

Requests for taking a 400- or 500-level course as a Senior Elective that does not meet the requirements stated above must be approved by the student's faculty advisor and by the Department Chair prior to enrollment in the course.

It is strongly recommended that students discuss their career goals with an advisor prior to selecting their Senior Electives. The advisor will suggest appropriate courses for the student to consider.

General Education: Computer Science majors follow a modified General Education program depending upon the year they enter the program and their enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs. The requirements for students entering in Fall 2006 or later under the new GE Plan are described here.

Computer Science students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Social Sciences (6 units); Arts and Humanities (6 units); Comparative Cultural Studies (6 units); and U.S. Government and History (6 units). 9 units of the GE requirements must be Upper Division (300-plus) courses that are certified as writing intensive. Two GE courses must meet the Information Competence requirement. All other GE requirements are met through completion of courses in the major.

|   |              |
|---|--------------|
| <b>Total Units in the Pre Major and Major</b> | <b>87-89</b> |
| <b>General Education Units</b>                | <b>30</b>    |
| <b>Additional Units</b>                       | <b>1-3</b>   |
| <b>Total Units Required for a B.S. Degree</b> | <b>120</b>   |

**Requirements for the Bachelor of Science in Computer Information Technology**

The B.S. in Computer Information Technology program requires a total of 120 units, including General Education requirements, major Core and a 15-unit sequence of elective courses referred to below as the Domain Emphasis Package. To graduate, a student must complete a minimum of 18 residency units from the list of Upper Division Required Courses listed below in addition to all other institutional residency requirements.

**Special Grade Requirements**

No grade lower than a C will be accepted on transfer from another institution to satisfy the graduation requirements in Information Technology. Where specific grade requirements are not specified, no CSUN grade lower than a C- will be accepted for courses required in the B.S. CIT program.

**1. Lower Division Required Courses (24 units)**

|      |       |   |
|------|-------|---|
| CIT  | 101/L | CIT Fundamentals (2/1)                                    |
| CIT  | 160/L | Internet Technologies (2/1)                               |
| CIT  | 210/L | Implementation and Management of Operating Systems (3/1)  |
| CIT  | 270/L | Integrative Programming (3/1)                             |
| COMP | 110/L | Introduction to Algorithms and Programming with Lab (3/1) |
| COMP | 122/L | Computer Architecture and Assembly Language and Lab (1/1) |
| COMP | 182/L | Data Structures and Program Design and Lab (3/1)          |

**2. Lower Division Electives (14-19 units)**

**Select 1 of the following math courses (3-5 units)**

|      |      |                                       |
|------|------|---------------------------------------|
| MATH | 103  | Mathematical Methods for Business (3) |
| MATH | 150A | Calculus I (5)                        |
| MATH | 255A | Calculus for the Life Sciences I (3)  |

**Select 1 of the following statistics courses (3-4 units)**

|      |     |                               |
|------|-----|-------------------------------|
| SOM  | 120 | Basic Business Statistics (3) |
| MATH | 140 | Introductory Statistics (4)   |

**Select 1 of the following science sequences (8-10 units)**

1. BIOL 106/L Biological Principles I and Lab (3/1); and BIOL 107/L Biological Principles II and Lab (3/1)
2. CHEM 101/L General Chemistry I and Lab (4/1); and CHEM 102/L General Chemistry II and Lab (4/1)
3. GEOL 101 and 102 Geology of Planet Earth and Lab (3/1); and GEOL 110 and 112 Earth History and Lab (3/1)
4. GEOG 101 & 102 Physical Environment and Lab (3/1); and GEOG 103 & 105 Weather and Lab (3/1)
5. PHYS 100A/L General Physics I and Lab (3/1); and ASTR 152/L Elementary Astronomy and Lab (3/1)
6. PHYS 220A/L Mechanics and Lab (3/1); and PHYS 220B/L Electricity and Magnetism and Lab (3/1)

**3. Upper Division Required Courses (33 units)**

|      |       |   |
|------|-------|---|
| CIT  | 360   | CIT System Management (3)                       |
| CIT  | 480/L | CIT System Design and Implementation I (2/1)    |
| CIT  | 481/L | CIT System Design and Implementation II (2/1)   |
| COMP | 424   | Computer System Security (3)                    |
| COMP | 484/L | Web Engineering I (2/1)                         |
| COMP | 485   | Human Computer Interactions (3)                 |
| IS   | 312   | Information Systems for Business (3)            |
| IS   | 431   | System Analysis and Design (3)                  |
| IS   | 435   | Business Data Communications and Networking (3) |
| IS   | 441   | Database Management Systems (3)                 |
| IS   | 451   | Systems Development Project (3)                 |

**4. Domain Emphasis Package (15-18 units)**

Computer Information Technology has applications in nearly all areas human endeavor. A major objective of the B.S. CIT program is to prepare graduates to work effectively with people from other domains. To this end, students in the BS CIT program are required to engage in deeper studies of an application domain other than computing that uses computing in a substantive way.

This requirement can be satisfied by completion of 1 of the following:

- Completion of an appropriate minor at CSUN that does not include courses offered by the Department of Computer Science or the College of Business and Economics. The intent of the minor is to focus studies in a domain in which the graduate plans to start their career. Students interested in focusing their studies on business are advised to explore the Information Systems degree options offered by the Department of Accounting and Information Systems. A minor must consist of at least 18 units, but some requirements in a minor might also be applied toward meeting General Education requirements.
- Completion of a cohesive set of classes, called the Domain Emphasis Package, determined through consultation with the student's faculty advisor and requiring approval by the Department Chair prior to enrollment in any course contained in the package. This package should focus on a specific domain in which the graduate plans to start his/her career. Such a package shall consist of 15 units, with no more than 6 units of Lower Division classes chosen strategically to meet the prerequisites of the other classes also included in the package. The package cannot contain courses offered by the Department of Computer Science or the College of Business and Economics. By the time COMP 110/L is completed, B.S. CIT majors must meet with a faculty advisor to determine the classes in a customized domain emphasis package or to select a minor to fulfill the Domain Emphasis requirement.

**General Education**

B.S. CIT majors follow a modified General Education program, depending upon the year they enter the program and their enrollment status as a college student. Returning and transfer students should consult an academic advisor before planning their general education programs. B.S. CIT students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Social Sciences (6 units); Arts and Humanities (6 units); Comparative Cultural Studies (6 units); and U.S. Government and History (6 units). 9 units of the G.E. requirements must be Upper Division (300-plus) courses that are certified as writing intensive. Two GE courses must meet the Information Competence requirement. All other GE requirements are met through completion of courses in the major. All students should discuss Plan R requirements and plan class schedules with his/her academic advisor.

|   |              |
|---|--------------|
| <b>Total Units in the Major</b>               | <b>86-94</b> |
| <b>General Education Units</b>                | <b>33</b>    |
| <b>Additional Units</b>                       | <b>0-1</b>   |
| <b>Total Units Required for a B.S. Degree</b> | <b>120</b>   |

**Minor in Computer Science**

Students who wish to get a minor in Computer Science must seek advice from a Department advisor and get their minor program approved by the Department Chair before they begin taking any of the 200-, 300- or 400-level elective courses. There are many prerequisites in the minor and students need to choose course sequences for which they have or will have the prerequisites or receive the consent of the instructor. With the approval of the Department Chair, students may substitute an additional 3-unit 300-, 400- or 500-level Computer Science course for COMP 122/L.

**1. Minor Core\* (10 units)**

|      |       |   |
|------|-------|---|
| COMP | 110/L | Introduction to Algorithms and Programming and Lab (3/1)  |
| COMP | 122/L | Computer Architecture and Assembly Language and Lab (1/1) |
| COMP | 182/L | Data Structures and Program Design and Lab (3/1)          |

**2. Select 1 course (3 units)**

|      |       |                                       |
|------|-------|---------------------------------------|
| COMP | 222   | Computer Organization (3)             |
| COMP | 270/L | Business Programming (2/1)            |
| COMP | 282   | Advanced Data Structures (3)          |
| COMP | 333   | Concepts of Programming Languages (3) |

**3. Select 1e course (3-4 units)**

|      |       |   |
|------|-------|---|
| COMP | 310** | Automata, Languages and Computation (3)                         |
| COMP | 322/L | Introduction to Operating Systems and System Arch and Lab (3/1) |
| COMP | 380/L | Introduction to Software Engineering (2/1)                      |

**4. Upper Division Computer Science Courses (6 units)**

Select any two Upper Division (300-, 400- or 500-level) Computer Science courses for which the prerequisites or consent of the instructor is met. Students may select a 300-level course from COMP 310, 333, 380/L or 322/L if it was not used to meet the 300-level elective requirement above.

*\*MATH 102, 104, 150A are corequisites for courses in the minor Core.*

*\*\*COMP 310 has prerequisites of PHIL 230 and MATH 326.*

|                                 |              |
|---------------------------------|--------------|
| <b>Total Units in the Minor</b> | <b>22-23</b> |
|---------------------------------|--------------|

**Master of Science Degree**

Students in the M.S. program in either Computer Science or Software Engineering complete 30 units of graduate work, including 6 units involving a thesis or graduate project.

The Core of the graduate program in Computer Science comprises advanced courses in computation theory, algorithms and data structures, system architecture, and software engineering.

The Core of the graduate program in Software Engineering comprises advanced courses in software engineering processes, including requirements analysis, software design and implementation, verification and validation, quality assurance, software maintenance and software project management.

The electives in either program may be chosen to form a concentration in an area of specialization or to provide a broadly based program of study, whichever is more consistent with the selected thesis or graduate project.

**Requirements for the Master of Science Degree In Computer Science**

Students in the Computer Science M.S. program complete 30 units of graduate work, including a 6-unit thesis or graduate project.

**Requirements for Admission**

For admission to the Master of Science Program in Computer Science, applicants must meet the requirements of the University as listed in the Catalog, take the Graduate Record Examination (GRE) and submit the results to the University, and be accepted to the program by the Computer Science Department. Each applicant's transcripts and GRE scores will be reviewed by the Computer Science Department to determine if the student shows high promise of success in the program. Applicants who have completed an ABET-accredited Computer Science Bachelor of Science program and have meet all other entry requirements are exempt from the GRE requirement.

To attain fully Classified graduate status in the program, students must complete any required prerequisite undergraduate material, pass the Upper Division Writing Proficiency Exam and have a 3.0 GPA for all work taken as a Conditionally Classified Student. Information about the prerequisite material can be obtained from the Graduate Coordinator.

### Special Requirements

Each Computer Science M.S. candidate must submit a proposal for a thesis or graduate project to be done under the supervision of a faculty member. When the thesis or project is approved by that faculty member, the Graduate Coordinator and the Department Chair, the proposal becomes a contract between the student and the Department as to the work to be done for the thesis or graduate project. A three-member Project/Thesis Committee is formed with that faculty member as its chair. When the work is done, the student must prepare a report and defend or present the results of the thesis or graduate project before the committee. The report and presentation must be approved by the student's Project/Thesis Committee.

All courses in the student's graduate program must be completed with a grade of C or better. No course taken more than 7 years prior to the date of which all requirements for the degree are completed may be counted as part of the 30 units in the degree program. No time limit applies to courses taken to satisfy Computer Science M.S. prerequisite requirements.

#### 1. Required Courses (15 units)

##### a. Breadth Requirement

Select three of the following four areas of study and complete one course from each of those three areas. The areas of study and the courses available for selection in each area are shown below:

##### Algorithms:

COMP 610 Data Structures and Algorithms (3)

##### Systems:

COMP 620 Computer System Architecture (3)

##### Software Engineering:

COMP 680 Software Engineering (3)

##### Foundations:

COMP 615 Advanced Topics in Computation Theory (3)

COMP 630 Formal Semantics of Programming Languages (3)

##### b. Project/Thesis (6 units)

COMP 696 Directed Graduate Research (3)

COMP 698 Thesis or Graduate Project (3)

#### 2. Electives (15 units)

Computer Science courses at the 400-, 500- or 600-level (not COMP 450, 480/L, 490/L, 491L, 494, 499, 696, 698 and 699).

Requests for elective courses that do not meet the requirements stated above must be approved by the student's Thesis/Project Committee Chair, the Department Graduate Coordinator and the Department Chair prior to course enrollment. The student's Thesis/Project Committee Chair may require that specific elective courses be taken prior to enrollment in COMP 696 and COMP 698. Students should seek approval from their Committee Chair prior to enrolling in elective courses. At least 6 units must be at the 500-level or above.

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 30 |
|-------------------------------------|----|

### Requirements for the Master of Science Degree in Software Engineering

Students in the Software Engineering M.S. program complete 30 units of graduate work, including a 6-unit thesis or graduate group project.

### Requirements for Admission

For admission to the Master of Science Program in Software Engineering, applicants must meet the requirements of the University as listed in the Catalog, take the Graduate Record Examination (GRE) and submit the results to the University, and be accepted to the program by the Computer Science Department. Each applicant's transcripts and GRE scores will be reviewed by the Computer Science Department to determine if the student shows high promise of success in the program. Applicants who have completed an ABET-accredited Computer Science Bachelor of Science program and have met all other entry requirements are exempt from the GRE requirement.

To attain fully Classified graduate status in the program, students must complete any required prerequisite undergraduate material or demonstrate equivalent work experience, pass the Upper Division Writing Proficiency Exam and have a 3.0 GPA for all work taken as a Conditionally Classified student. Information about the prerequisite material can be obtained from the Graduate Coordinator.

### Special Requirements

Each Software Engineering M.S. candidate must submit a proposal for a thesis or, along with a group of other graduate students, submits a proposal for a group project, to be done under the supervision of a faculty member. When the thesis or group project is approved by that faculty member, the Graduate Coordinator and the Department Chair, the proposal becomes a contract between the student(s) and the Department as to the work to be done for the thesis or graduate group project. A three-member Project/Thesis Committee is formed with that faculty member as its chair. When the work is done, the student(s) must prepare a report and defend or present the results of the thesis or graduate project before the committee. In the case of a group project, each member of the group must present and defend his/her contribution to the final result. The accompanying report must clearly identify the contributions of each member of the group. Each member of the group will be evaluated separately by the committee. The report and presentation or relevant portion for each member of a group must be approved by the Project/Thesis Committee.

All courses in the student's graduate program must be completed with a grade of C or better. No course taken more than 7 years prior to the date of which all requirements for the degree are completed may be counted as part of the 30 units in the degree program. No time limit applies to courses taken to satisfy Software Engineering M.S. prerequisite requirements.

#### 1. Required Courses (12 units)

##### a. Breadth Requirement

COMP 682 Requirements Analysis and Specification (3)

COMP 684 Software Architecture and Design (3)

COMP 680 Advanced Topics in Software Engineering (3)

COMP 686 Software Engineering Management (3)

##### b. Project/thesis (6 units)

COMP 696 Directed Graduate Research (3)

COMP 698 Thesis or Graduate Project (3)

#### 2. Electives (12 units)

Select 2 courses from each of the areas shown below:

##### Software Engineering Electives:

COMP 584 Advanced Web Engineering (3)

COMP 585 Graphical User Interfaces (3)

COMP 586 Object-Oriented Software Development (3)

COMP 587 Software Verification and Validation (3)

COMP 589 Software Engineering Metrics (3)

**Other Electives:** Computer Science courses at the 400-, 500- or 600-level (not COMP 450, 480/L, 490/L, 491L, 494, 499, 696, 698 and 699).

Requests for elective courses that do not meet the requirements stated above must be approved by the student's Thesis/Project Committee Chair, the Department Graduate Coordinator and the Department Chair prior to course enrollment. The student's Thesis/Project Committee Chair may require that specific elective courses be taken prior to enrollment in COMP 696 and COMP 698. Students should seek approval from their Committee Chair prior to enrolling in elective courses.

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 30 |
|-------------------------------------|----|

## Computer Science Course List

### COMP 100. Computers: Their Impact and Use (3)

Not open to Computer Science majors. Introduction to the uses, concepts, techniques and terminology of computing. Places the possibilities and problems of computer use in historical, economic and social contexts. Shows how computers can assist in a wide range of personal, commercial and organizational activities. Typical computer applications, including word processing, spreadsheets and databases. (Available for General Education, Lifelong Learning.) (IC)

### COMP 101. Introduction to Algorithms (2)

Not open to students who have completed COMP 110/L. Introduction to the design, development and expression of algorithms and their stepwise refinement. Expression of algorithms in a formal language. First course in a two-course sequence, the second being a programming language lab. See COMP 105.

### COMP 105. Computer Programming (1)

*Prerequisite:* COMP 101, 110/L or 106/L. Instruction and practice in a particular computer programming language as listed below.

#### 3 hours of lab per week.

|             |                                     |
|-------------|-------------------------------------|
| COMP 105BAS | Computer Programming in BASIC (1)   |
| COMP 105C   | Computer Programming in C (1)       |
| COMP 105COB | Computer Programming in COBOL (1)   |
| COMP 105FOR | Computer Programming in FORTRAN (1) |
| COMP 105JAV | Computer Programming in JAVA (1)    |

### COMP 106/L. Computing in Engineering and Science (2/1)

*Prerequisite:* MATH 150A. *Corequisites:* COMP 106L; MATH 150B. Introduction to computing, problem solving and programming intended for science and engineering majors. Programming practice in a high-level structured language. Lab projects involve both microcomputers and mainframes. Lab: 3 hours per week. (Available for General Education, Lifelong Learning if required by student's major.)

### COMP 108. Orientation to Computer Science (3)

*Prerequisite:* Passing score on or exemption from the ELM or credit in MATH 093. Not a required course in the major. Recommended for incoming Computer Science majors with limited computing experience as well as those considering a major in Computer Science. Introduction to the Computer Science major and profession. Main focus on developing problem solving, algorithm development and programming skills, and acquiring critical thinking abilities, especially when applied to Computer Science. Additional emphasis on orientation to the University, campus resources, study skills, motivation and career awareness.

### COMP 110/L. Introduction to Algorithms and Programming (3/1)

*Prerequisites:* Grade of C or better in MATH 102, 103, 104, 105, 150A or 255A, or a passing score on the Math Placement Test (MPT) that satisfies prerequisites for MATH 150A or 255A. *Corequisites:* COMP 110L. Introduction to algorithms, their representation, design, structuring, analysis and optimization. Implementation of algorithms as structured

programs in a high level language. Lab: three hours per week. (Available for General Education, Lifelong Learning if required by student's major.)

### COMP 122/L. Computer Architecture and Assembly Language (1/1)

*Prerequisite:* Grade of C or better in COMP 110/L; Grade of C or better in MATH 103, 104, 105, 150A or 255A, or a passing score on the Math Placement Test (MPT) that satisfies prerequisites for MATH 150A or 255A; Lower Division writing requirement. *Corequisite:* COMP 122L. Introduction to computer architecture, assembly language programming, system software and computer applications. Number systems and data representation. Internal organization of a computer. Primitive instructions and operations. Assembly language. Integrated lecture/lab environment. Lab: 3 hours per week.

### COMP 182/L. Data Structures and Program Design (3)

*Prerequisites:* Grade of C or better in COMP 110/L; Grade of C or better in MATH 103, 104, 105, 150A or 255A, or a passing score on the Math Placement Test (MPT) that satisfies prerequisites for MATH 150A or 255A; Lower Division writing requirement. *Corequisite:* COMP 182L. Introduction to data structures and the algorithms that use them. Review of composite data types, such as arrays, records, strings and sets. Role of the abstract data type in program design. Definition, implementation and application of data structures, such as stacks, queues, linked lists, trees and graphs. Recursion. Use of time complexity expressions in evaluating algorithms. Comparative study of sorting and searching algorithms. Lab: 3 hours per week.

### COMP 196A-Z. Experimental Topics Courses in Computer Science (1-4)

#### COMP 222. Computer Organization (3)

*Prerequisites:* Grade of C or better in COMP 122/L and 182/L. Extension of basic addressing concepts to more advanced addressability, such as base register and self-relative addressing. Comparative computer architecture focusing on such organizations as multiple register processors and stack machines. Basics of virtual memory input-output. Introduction to the concept of microprogrammable systems. Low-level language translation process associated with assemblers. System functions such as relocatable loading and memory management. Application of data structure and hashing techniques to the above. Other related topics.

#### COMP 256/L. Discrete Structures for Computer Science (3)

*Prerequisites:* COMP 182/L; MATH 150A; PHIL 230. Study of discrete mathematical structures and proof techniques as used in computer science. Discrete structures, such as functions, relations, sets, graphs and trees. Proof techniques, such as proof by induction, proof by contradiction and proof by cases. Counting techniques. Lab: 3 hours per week.

#### COMP 270/L. Business Programming (2/1)

*Prerequisites:* Grade of C or better COMP 182/L and MATH 150A. *Corequisite:* COMP 270L. Introduction to file-based data structures, database concepts and the manipulation of database content from user-written software. Theoretical and practical concepts are covered. Lab: 3 hours per week.

#### COMP 282. Advanced Data Structures (3)

*Prerequisites:* Grade of C or better in COMP 182/L and MATH 150A. Introduction to advanced data structures (particularly persistent structures) using object-oriented design. Main memory structures, hash tables and trees. Architectural foundations for files. Large-scale sorting. Hash-based persistent structures. Indexed files. Introduction to databases.

### COMP 296A-Z. Experimental Topics Courses in Computer Science (1-4)



## Upper Division

**COMP 300. Computer Fluency (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Not open to students who have credit in COMP 100. Does not provide credit toward Computer Science major. Study of fundamental computing concepts related to: information technology, data and its digital representation, technological power, computing limitations and social impact. Survey of essential and advanced applications designed to process different forms of information other than text. Promote such computing skills as basic algorithmic thinking, debugging, logical reasoning and critical use of information. Develop capabilities for applying the technology. (Available for General Education, Lifelong Learning) (IC)

**COMP 310. Automata, Languages and Computation (3)**

*Prerequisites:* COMP 256/L, 333. Study of the relation of languages (e.g., sets of strings) and machines for processing these languages, with emphasis on classes of languages and corresponding classes of machines. Phrase structure languages and grammar. Types of grammar and classes of languages. Regular languages and finite state automata. Context-free languages and pushdown automata. Unrestricted languages and Turing Machines. Computability models of Turing, Church, Church, Markov and McCarthy. Applications to programming languages, compiler design, and program design and testing.

**COMP 322/L. Introduction to Operating Systems and System Architecture (3/1)**

*Prerequisite:* COMP 222. *Corequisite:* COMP 322/L; *Recommended Prerequisite:* COMP 105C or knowledge of "C" Language. Examination of the principal types of systems, including batch, multi-programming and time-sharing. Discusses networked system. Considers the salient problems associated with implementing systems, including interrupt of event driven systems, multitasking, storage and database management and input-output. Emphasizes some of the simple algorithms used to solve common problems encountered, such as deadlocks, queue service and multiple access to data. Projects are implemented to reinforce the lectures. One 3-hour lab per week.

**COMP 333. Concepts of Programming Languages (3)**

*Prerequisites:* COMP 122/L, 182/L. Discussion of issues in the design, implementation and use of high-level programming languages through a historical framework, including how languages reflect different design philosophies and use requirements and the technical issues in the design of main abstraction constructs of programming languages. Other approaches to imperative or object-oriented programming, functional programming, logical programming and parallel programming.

**COMP 380/L. Introduction to Software Engineering (2/1)**

*Prerequisites:* COMP 270/L or 282. *Corequisite:* COMP 380L. Concepts and techniques for systems engineering, requirements analysis, design, implementation and testing of large-scale computer systems. Principles of software engineering for production of reliable, maintainable and portable software products. Emphasis on object-oriented analysis and design techniques. Topics include unit, integration and systems testing, configuration management, software quality assurance practices and an introduction to Computer Aided Software Engineering (CASE). This is a lecture portion of a course in software engineering involving the design and partial implementation of a software system as a group project. Lab: 3 hours per week.

**COMP 396A-Z. Experimental Topics Courses in Computer Science (1-4)****COMP 410. Logic Programming (3)**

*Prerequisites:* COMP 232, 282, 310; *Attempted Upper Division Writing Proficiency Exam.* Programming techniques in the logic programming language PROLOG. Prenex conjunctive normal form and grammatical algorithms. Tableaux, sequenzen, resolution and other semi-decision pro-

cedures. Closures of relations, fixed point theory, control mechanisms, relationship to functional programming.

**COMP 420. Advanced Operating System Concepts (3)**

*Prerequisites:* COMP 322/L; *Attempted Upper Division Writing Proficiency Exam.* In-depth discussion of selected issues related to the study of operating systems. Areas of coverage may include concurrency issues, resource allocation, storage management and multiprocessor environments. Discusses underlining theory and algorithms related to the issues.

**COMP 421. The Unix Environment for Programmers (3)**

*Prerequisites:* COMP 322/L; *Attempted Upper Division Writing Proficiency Exam.* Usage of UNIX in a software development environment and rapid prototyping of large projects. Study available utilities, programming styles, efficiency issues and operating system interfaces. Gain an advanced understanding of UNIX and its use in improving programmer productivity.

**COMP 424. Computer System Security (3)**

*Prerequisites:* COMP 322/L and 380/L, or CIT 360 and IS 435; *Attempted Upper Division Writing Proficiency Exam.* Analysis of the need for computer system security and the security techniques in operating systems, databases and computer networks. Supporting techniques, such as auditing, risk analysis and cost-benefit tradeoffs, are discussed.

**COMP 426. Fault-Tolerant Software and Computing (3)**

*Prerequisites:* COMP 322/L, 380/L; *Attempted Upper Division Writing Proficiency Exam.* Examination of dependability requirements in computing and the basic principles of system-level reliability and fault-tolerance. Software-based implementation of fault-tolerance in distributed systems. Fault-tolerant software and data bases: reliability modeling, fault-tolerance techniques (e.g., recovery blocks, N-version programming) and design approaches.

**COMP 429. Computer Network Software (3)**

*Prerequisites:* COMP 322/L; *Attempted Upper Division Writing Proficiency Exam.* Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques.

**COMP 430. Language Design and Compilers (3)**

*Prerequisites:* COMP 310, 380/L; *Attempted Upper Division Writing Proficiency Exam.* Examination of the issues involved in the design and subsequent implementation of programming languages. Considerations of implementation difficulties, including various features in a programming language. Tools and techniques to facilitate both the processing of programming languages and the building of programming processors.

**COMP 432. Object-Oriented Programming (3)**

*Prerequisites:* COMP 322/L; *Attempted Upper Division Writing Proficiency Exam.* Principles of object-oriented design and programming; object-oriented languages such as Simula, C++ and Smalltalk are compared to provide an understanding of the role of objects, methods, message passing, encapsulation, classes, inheritance and instance variables in a productive programming environment. Discusses language design and programming issues.

**COMP 440. Database Design (3)**

*Prerequisites:* COMP 380/L; *Attempted Upper Division Writing Proficiency Exam.* Database structure, including: structure definition, data models, semantics of relations and operation on data models. Database schemas, including element definition and use and manipulation of the schema. Elements of implementation. Algebra of relations on a database. Hierarchical databases. Discussion of information retrieval, reliability, protection and integrity of databases.

**COMP 450. Societal Issues in Computing (3)**

*Prerequisites:* COMP 380/L; *Upper Division Writing Proficiency Exam.* Survey course on the role of the digital computer in modern society. The dangers of the misuse of computers (as in the invasion of privacy), as well as the proper and intelligent use of the machines, are discussed. Not available for graduate credit.

**COMP 465/L. Computer Graphic Systems and Design and Lab (2/1)**

*Prerequisites:* MATH 262; *Attempted Upper Division Writing Proficiency Exam.* *Corequisite:* COMP 465L. Fundamental concepts of computer graphics. Graphics devices; graphics languages; interactive systems. Applications to art, science, engineering and business. Trade-offs between hardware devices and software support. Lab: 3 hours per week.

**COMP 467. Multimedia Systems Design (3)**

*Prerequisites:* COMP 380/L; *Attempted Upper Division Writing Proficiency Exam.* Study of fundamentals of multimedia storage, processing, communication, presentation and display by digital means with emphasis on audio, still images and video media. Includes sampling theory, compression techniques and synchronization. Discussion of hypermedia and methodology issues. Multimedia programming; software tools for authoring multimedia applications and interfaces.

**COMP 469. Introduction to Artificial Intelligence (3)**

*Prerequisites:* COMP 310, 380/L, 410; *Attempted Upper Division Writing Proficiency Exam.* Exploration of the use of computers to perform computations normally associated with intelligence. These include game playing, theorem proving, problem solving, question answering and visual perception. Topics include languages, system architectures and heuristic strategies for advanced, high-level computations. Covers computational models for knowledge representation, natural language and vision.

**COMP 480/L. Software System Development (2/1)**

*Prerequisite:* COMP 380/L. *Corequisite:* COMP 480L. Project-oriented course to allow the students to apply their knowledge to the design of a large system. Students identify a suitable computer problem, examine various methods of attacking it and choose a suitable solution in an appropriate computer language. Lab: 3 hours per week.

**COMP 484/L. Web Engineering I and Lab (2/1)**

*Prerequisites:* COMP 322/L or 380/L, or CIT 360 and IS 451; *Attempted Upper Division Writing Proficiency Exam.* *Corequisite:* COMP 484L. Internet infrastructure and the underlying networking technologies. Study of system and software architectures for web applications, e-business and e-commerce systems. Principles of website design. Advances in web-engineering technologies. Principles of web-based based transaction processing. XML and the associated technologies. Web service technology. Security and privacy issues. Study of the emerging Internet technologies. Lab: three hours per week.

**COMP 485. Human-Computer Interaction (3)**

*Prerequisites:* COMP 380/L, or CIT 360 and IS 451; *Attempted Upper Division Writing Proficiency Exam.* Examines the information exchange between humans and computer systems. Discusses aspects of input/output devices, software engineering and human factors with respect to human-computer interactions. Topics include text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies.

**COMP 490/L. Senior Design Project (3/1)**

*Prerequisites:* COMP 380/L; *Upper Division Writing Proficiency Exam.* *Corequisite:* COMP 490L. Project-oriented course to allow students to apply their knowledge of software engineering to the design and implementation of a system to solve a real-world problem. Students select and specify a suitable problem, investigate design alternatives and select an ap-

propriate one, implement a solution and verify and validate the result, all as part of a team effort. The role of digital computers in modern society are investigated, including the dangers of computer misuse, as well as the proper and intelligent use of computers. Ethical concerns of software professionals are studied. Lab: 3 hours per week.

**COMP 491L. Senior Project Lab (1)**

*Prerequisite:* COMP 490/L. Project-oriented lab to allow students to complete the design, implementation and testing of the team-based software engineering project started in COMP 490/L. Lab: 3 hours per week.

**COMP 494A/B/C. Academic Internship (1-2-3)**

*Prerequisites:* *Junior standing or above in major; Upper Division Writing Proficiency Exam; Prior approval of the Department; Good standing as a matriculated student.* Academic internship training program. Supervised off-campus professional computing experience for selected computer science students. Academic internship units do not count toward General Education units or major requirements. Maximum of 6 units of enrollment is allowed. Only one enrollment per semester permitted. (Credit/No Credit only)

**COMP 496A-Z. Experimental Topics Courses in Computer Science (1-4)****COMP 499. Independent Study (1-3)****Graduate Course List****COMP 518/L. Algorithms and Data Structures (3/1)**

*Corequisite:* COMP 518L. Intensive course open only to graduate students and cannot be used to satisfy the requirement of 30 units of approved graduate work. Programming and data structures covering all of the topics of COMP 110/L and 182/L. Lab involves programming design of significant projects in a high level programming language. Lab: 3 hours per week.

**COMP 529. Advanced Network Topics (3)**

*Prerequisites:* COMP 429; MATH 340 or 341. Advanced course on design and analysis of high-speed networks (Broadband ISDN and Asynchronous Transfer Mode [ATM] networks) and their protocols. Topics include multimedia services integrating techniques, including synchronous and asynchronous transfer modes. ATM standards. ATM switch architecture, ATM network traffic control, ATM experimental networks, high-speed LAN/MANs, internetworking with high-speed networks and simulation techniques.

**COMP 541. Data Mining (3)**

*Prerequisite:* COMP 380/L. A study of the concepts, principles, techniques and applications of data mining. Topics include data preprocessing, the ChiMerge algorithm, data warehousing, OLAP technology, the Apriori algorithm for mining frequent patterns, classification methods (such as decision tree induction, Bayesian classification, neural networks, support vector machines and genetic algorithms), clustering methods (such as k-means algorithm, hierarchical clustering methods and self-organizing feature map) and data mining applications (such as Web, finance, telecommunication, biology, medicine, science and engineering). Privacy protection and information security in data mining are also discussed.

**COMP 560. Expert Systems (3)**

*Prerequisite:* COMP 469. Extensive introduction to the concepts and techniques of expert systems. Rationale for such systems, including evaluation of prospective domains. Explores existing systems, those under development and likely future areas. Basic architecture is demonstrated using both example and rule-based systems. Commercial tools for building expert systems are surveyed and evaluated. Knowledge acquisition methods. Guidelines given for planning and managing development projects.

**COMP 565. Advanced Computer Graphics (2/1)**

*Prerequisite:* COMP 322/L. This course will cover the theory, design, implementation and application of advanced computer graphics environments. Accelerated 3D graphics APIs; the modeling and simulation of light, sound, physical objects, motion and collisions; and user interaction in single- and multi-user virtual environments will be studied. The application domain for this class is interactive 3D computer games, scientific visualization and virtual reality.

**COMP 581. Open Source Software Engineering (3)**

*Prerequisite:* COMP 380/L. Introduction to open source software engineering concepts, principles and applications. Topics include history of open source software, open source software engineering models, open source products and software quality, strategies and business models, government policies toward open source software, work organization of open source software development, software and intellectual property rights, organizations of the open source community, and case studies. Different open source software products for various applications are also discussed and used for group projects.

**COMP 584. Advanced Web Engineering (3)**

*Prerequisite:* COMP 380/L. A study of the concepts, principles, techniques and methods of Web engineering. Topics include requirements engineering, modeling and architectures, design and technologies, testing, operation and maintenance, Web project management, application development process, usability, and performance and security of Web applications. Technologies, business models and strategies and societal issues of Web 2.0 and Semantic Web also are discussed.

**COMP 585. Graphical User Interfaces (3)**

*Prerequisites:* COMP 322/L, 380/L. The design, development and analysis of programs requiring graphical, direct manipulation and user interfaces (GUIs) will be examined. The majority of modern software includes a GUI. The development tools, environments and style guides for common GUIs will be used in course assignments and discussed in lecture. The course involves the design and development of several GUI programs. The aesthetic and human computer interaction aspects and future trends in GUIs design and development also will be reviewed.

**COMP 586. Object-Oriented Software Development (3)**

*Prerequisites:* COMP 322/L, 380/L. Review of object-oriented concepts. Comparison with functional methods. Benefits and pitfalls of object orientation. Fundamentals of object-oriented modeling—associations, links and states. Survey of object-oriented development methods. In-depth study of a current object-oriented method. Object-oriented software requirements analysis and modeling. Object-oriented preliminary design. Designing concurrent and multiprocessor systems. Object-oriented detailed design. Object-oriented and object-based implementations. Object-oriented testing.

**COMP 587 Software Verification and Validation (3)**

*Prerequisites:* COMP 380/L; *Passing score on the Upper Division Writing Proficiency Exam.* An in-depth study of verification and validation strategies and techniques as they apply to the development of quality software. Topics include test planning and management, testing tools, technical reviews, formal methods and the economics of software testing. The relationship of testing to other quality assurance activities as well as the integration of verification and validation into the overall software development process are also discussed.

**COMP 589 Software Metrics (3)**

*Prerequisites:* COMP 380/L; *Passing score on the Upper Division Writing Proficiency Exam.* The role of metrics and quantitative models in software development. Product metrics, process metrics, measurement models and techniques for empirical validation. Measurement and

analysis. Implementation of a metrics program. Measuring software size, complexity and functionality at different stages of software development. Use of measures to predict effort and schedule required for software projects. Measures of software quality. Analyzing defect data to predict software reliability. Performance measures. Management applications for metrics. Tools that support metrics collection, analysis, summary and presentation.

**COMP 595A-Z. Experimental Topics Courses (3)****COMP 598A-Z. Advanced Selected Topics (1-4)**

*Prerequisite:* *Instructor consent.*

**COMP 610. Data Structures and Algorithms (3)**

*Prerequisites:* COMP 310; MATH 482. Topics include design strategies for data structures and algorithms, theoretical limits to space and time requirements time/space trade offs, and open problems in the field.

**COMP 615. Advanced Topics in Computation Theory (3)**

*Prerequisites:* COMP 310; MATH 482. Languages and the theory of computation are studied in depth. Covers advanced material concerning regular and context free languages. Study of deterministic context-free languages, context sensitive languages, recursive and recursively enumerable sets. Investigation of current areas of interest.

**COMP 620. Computer System Architecture (3)**

*Prerequisites:* COMP 322/L, 380/L. Analysis and evaluation of individual computers, networks of computers and the programs that support their operation and use. Emphasis on comparison of architectures and the risks and benefits associated with various approaches and configurations.

**COMP 630. Formal Semantics of Programming Languages (3)**

*Prerequisites:* COMP 310, 380/L. Rigorous verification and formal proofs of correctness. Denotational semantics, models of axiomatic systems and fixpoint theory of computation. Soundness and completeness of programming logics. Abstract data types and other issues in the formal definition of programming languages.

**COMP 667. CAD/CAM Systems Design (3)**

*Prerequisite:* COMP 465/L. Discuss and evaluate data structures and algorithms necessary to design and implement computer systems in manufacturing environments. Existing and anticipated technology. Students will design, implement, test and evaluate CAD/CAM systems by building on standard computer graphics packages.

**COMP 680. Software Engineering (3)**

*Prerequisites:* COMP 322/L, 380/L. Examination of the critical theoretical problems underlying the specification, design, development and evaluation of large software systems and the extent to which existing techniques and methodologies cope with these problems.

**COMP 682. Software Requirements Analysis and Specification (3)**

*Prerequisite:* COMP 380/L. An in-depth study of the early phases of the software development life cycle commonly called software requirements analysis and specification. Topics include the gathering of both functional and nonfunctional requirements, customer communication, requirements prototyping, requirements modeling, requirements validation, the documentation of requirements in terms of a formal software requirements specification, and the management of software requirements.

**COMP 684. Software Architecture and Design (3)**

*Prerequisites:* COMP 380/L, 682. Techniques, methods and tools for designing, building, analyzing and evaluating the structural, architectural and behavioral properties of software systems. It includes the study of the fundamental concepts and principles of software architectural design, structured design, object-oriented design, component-level design and design for reuse.

**COMP 686. Software Engineering Management (3)**

*Prerequisites:* COMP 380/L; Upper Division Writing Proficiency Exam. Provides a framework for understanding software engineering management models, technologies, trends, tools and planning processes. Emphasizes the development of an individualized approach to managing software teams, projects and systems. The role of management as an increasingly critical factor in software engineering is examined.

**COMP 695A-Z. Experimental Topics Courses (3)****COMP 696A-C. Directed Graduate Research (1-3)**

*Prerequisite:* Permission of Project/Thesis Committee Chair. (Credit/No Credit only)

**COMP 698A-C. Thesis or Graduate Project (1-3)****COMP 699. Independent Study (1-3)**

## Computer Information Technology Course List

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**CIT 101/L. CIT Fundamentals (2/1).**

*Corequisite:* CIT 101L. The discipline of CIT. Pervasive CIT themes; CIT history; organizational issues; relationship of CIT to other computing disciplines; application domains; application of math and statistics to CIT. Lab: three hours per week; covers installation and optimization of operating systems, system management utilities, applications, including word processing, spreadsheets and databases, virus checkers and spyware.

**CIT 160/L. Internet Technologies (2/1)**

*Corequisite:* CIT 160L. Architecture of the Internet; Internet protocols, including http, ftp, telnet; browser technologies; current developments in Internet technologies and usage characteristics; Hypertext; self descriptive text; webpage design; web site design; ADA compliance; commercialization of the Internet; role of the Internet in CIT. Lab: 3 hours per week.

**CIT 210/L. Deployment and Management of Operating Systems (3/1)**

*Prerequisites:* CIT 101/L, 122/L; Lower Division writing requirement. *Corequisite:* CIT 210L. Introduction to the basic components of CIT systems, including networking, web systems, databases, scripting, system administration and maintenance, and system integration. A deeper study of operating system principles, network architecture and resource management, including shared resources.

**CIT 270/L. Integrative Programming (3/1)**

*Prerequisites:* CIT 160/L; COMP 182/L; MATH 103, 150A or 255A. *Corequisite:* CIT 270L. Role of integrative programming in information technology: operating systems, system management, application reuse. Tools and techniques for integrative programming, such as Perl, TCL/tk, VBScript and Python. Script programming development environments. Role of scripting in system installation and management. Client-server architecture. Interface management, wrappers, facades, brokers and proxies. XML and XML-related technologies, with emphasis on data exchange for application/system integration. Integration technologies, such as web services, Ruby on Rails, CORBA and DCOM. Integration platforms, such as .net and J2EE. Lab: 3 hours per week.

**CIT 360. CIT System Management (3)**

*Prerequisites:* CIT 210/L, 270/L. Overview of enterprise system architecture, principles and practices of systems administration, and system management, including firewalls and proxy servers, networked file systems, user account management, resources allocation, installation and configuration of operating systems, startup and shutdown, booting, performance monitoring, storage backup and restore, system administration tools, system maintenance, user support issues, web administration, and integration of network, storage, system resources to meet user needs. Enterprise goals and objectives, roles and responsibilities of a system administrator.

**CIT 480/L. CIT System Design and Implementation I (2/1)**

*Prerequisites:* COMP 484/L; IS 451; Upper Division Writing Proficiency Exam. *Corequisite:* 480L. CIT senior project—first semester includes project proposal, methods and processes, feasibility studies, teamwork, CASE tools, work breakdown structure, estimating and budgeting, schedule planning, peer reviews and inspections, and technical presentation. Professional communication. Teamwork concepts and issues. Organizational Context. Professional and ethical Issues, roles and responsibilities. Lab: 3 hours per week.

**CIT 481/L. CIT System Design and Implementation II (2/1)**

*Prerequisite:* CIT 480/L. *Corequisite:* CIT 481L. CIT senior project—second semester includes system/software design, functional and non-functional testing, system and acceptance testing, schedule management and tracking, delivery and deployment planning, social contexts of computing, standards and certification issues such as ISO, CMMI, technical presentation, technical documentation, legal Issues in computing, intellectual property. Lab: 3 hours per week.

# Deaf Studies

Michael D. Eisner College of Education

Chair: Flavia S. Fleischer

Education Building (ED) 1107

(818) 435-8152 (Videophone), (818) 677-5116 (Voice)

[www.csun.edu/coe/dfst](http://www.csun.edu/coe/dfst)

## Staff

Judi Daleke, Christine Firkins, Laura Schrenk, Helen Hayter Quiroz

## Faculty

Jordan Eickman

## Programs

Undergraduate:

**B.A., Deaf Studies**

Concentrations in:

ASL/English Interpreting

ASL and ASL Literature

Pre-Deaf Education

Deaf Community Services

Deaf Cultural Studies

Individualized Program

## The Major:

The primary objectives of the Deaf Studies major program are:

1. To convey basic knowledge and understanding about the language and culture of Deaf people, including their history and social experiences; and
2. To prepare students for advanced degree programs and/or professional careers working with Deaf people.

CSUN is proud to be one of the few mainstream institutions in the nation that offers a comprehensive undergraduate program in the area of Deaf Studies and has long been acknowledged as a leader in providing quality education in a variety of deaf-related fields. In addition, CSUN provides Deaf Studies majors with a variety of other unique opportunities, including membership in student organizations, interaction with more than 200 Deaf/Hard of Hearing students who attend the University, the most extensive collection of resource materials related to deafness in the western United States, participation in a variety of campus/community events including Deafestivals and ASL/Deaf Theatre productions, and on-the-job training while earning University credit.

## Careers

During recent years, a number of significant legislative and judicial initiatives and directives have appeared at the federal, state and local levels to ensure that the approximately 700,000 Deaf Americans have full access to public and private programs and services. As social, community, legal and educational services have expanded nationwide, many career possibilities have opened up for persons interested in professional work in deaf-related fields. The Deaf Studies major at CSUN will provide appropriate exposure and preparation to students interested in careers as sign language interpreters, sign language instructors, counselors, government specialists, teachers of the Deaf, community service coordinators/advocates and many other deaf-related vocations.

## Academic Advisement

Prospective, new and continuing Deaf Studies majors are encouraged to seek academic advisement each semester to review academic and career plans. Appointments can be made by calling the Deaf Studies Department office.

## Learning Outcomes of the Undergraduate Program

1. Demonstrate ability to communicate in American Sign Language (ASL) with Deaf people.
2. Identify the major features of and issues in the Deaf community and Deaf culture.
3. Demonstrate an understanding of the impact of power, privilege and oppression on the Deaf community that result in Deaf people's experience of prejudice, discrimination and inequity.
4. Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf community.
5. Demonstrate an appreciation of the contributions of Deaf arts and humanities for shedding light on what it means to be Deaf.
6. Describe communication between hearing people and Deaf people that is vital to society.
7. Analyze critically how a Deaf person's socio-cultural history influences one's sense of self and relationship to others.
8. Reflect critically on one's abilities to interact with Deaf individuals socially and professionally, and evaluate the level of integration achieved.

## Requirements for the Bachelor of Arts Degree

Core requirements include courses in sign language, linguistics and a variety of other disciplines that convey basic knowledge and understanding about the language and culture of Deaf people, including their history and social experiences. These courses have been strategically selected to provide a solid foundation for entry into any deaf-related career. (Please note that not all American Sign Language (ASL) courses taken at other schools or community colleges are equivalent to CSUN's sign language courses. Non-equivalent ASL course work will be evaluated by the Deaf Studies Department on an individual basis. Students with prior sign language experience are encouraged to contact the Deaf Studies Department for advisement and proper placement in ASL classes.)

*Note: Prerequisites are indicated by an asterisk\*. Consult the course list for the appropriate discipline.*

### 1. Lower Division Required Courses (11 units)

|      |     |                                  |
|------|-----|----------------------------------|
| DEAF | 200 | Introduction to Deaf Studies (3) |
| DEAF | 280 | ASL III (4)                      |
| DEAF | 281 | ASL IV (4)                       |

### 2. Upper Division Required Courses (24 units)

|      |     |                           |
|------|-----|---------------------------|
| DEAF | 360 | American Deaf Culture (3) |
| DEAF | 484 | Structure of ASL (3)      |
| DEAF | 497 | Deaf Studies Capstone (3) |

### 1 of the following (6 units)

|      |         |  |
|------|---------|--|
| DEAF | 300     | Advanced ASL Conversation (3)  |
| DEAF | 370     | ASL/English Translation (3)  |
| DEAF | 430     | ASL: Individual Skills Development (3)   |
| DEAF | 489/L   | Introduction to ASL Translation of Literar and Artistic Works/Creative Uses of ASL (1/2-2) |
| DEAF | 490 A-G | Essential Feature of ASL/Signed Languages (1-1-1-1-1-1)                                    |

### 3 of the following (9 units)

|      |     |   |
|------|-----|---|
| CD   | 410 | Hearing Science (3)   |
| DEAF | 350 | Principles of Sign Language Interpretation (3)                      |
| DEAF | 400 | Deaf People and Hearing People: A Comparative Cultural Analysis (3) |
| DEAF | 401 | Deaf History (3)  |
| DEAF | 402 | Deaf Literature (3)   |
| DEAF | 404 | Issues and Trends in the Deaf Community (3)                         |
| DEAF | 406 | The Deaf Learner (3)  |
| DEAF | 485 | Issues in American Sign Language (3)                                |

**Concentrations (15 units minimum)**

Elective courses for each Concentration are selected from related disciplines to provide in-depth career education and preparation. A minimum of 15 units is required from 1 of the following career options.

**A. Concentration I: ASL/English Interpreting (15 units)**

|      |         |                                  |
|------|---------|----------------------------------|
| DEAF | 380/383 | ASL/English Interpreting I (4)   |
| DEAF | 381/383 | ASL/English Interpreting II (4)  |
| DEAF | 420     | ASL/English Interpreting III (4) |

**Select 1 of two courses:**

|      |         |   |
|------|---------|---|
| DEAF | 482     | ASL/English Interpreting Practicum (3)                          |
| DEAF | 491 A-F | Specialized Areas of Sign Language Interpretation (1-1-1-1-1-1) |

**B. Concentration II: ASL and ASL Literature (15 units)**

|      |     |                      |
|------|-----|----------------------|
| DEAF | 401 | Deaf History (3)     |
| DEAF | 402 | Deaf Literature (3)  |
| DEAF | 405 | ASL/Deaf Theatre (3) |
| DEAF | 485 | Issues in ASL (3)    |

**Select 1 of 3 courses:**

|      |        |   |
|------|--------|---|
| DEAF | 300    | Advanced ASL Conversation (3)   |
| DEAF | 370    | ASL/English Translation (3)   |
| DEAF | 489/LI | Introduction to ASL Translation of Literary and Artistic Works/Creative Uses of ASL (1/2) |

**C. Concentration III: Pre-Deaf Education (15 units)**

|      |     |   |
|------|-----|---|
| CD   | 410 | Hearing Science (3)   |
| DEAF | 400 | Deaf People and Hearing People: A Comparative Cultural Analysis (3) |
| DEAF | 401 | Deaf History (3)  |
| DEAF | 402 | Deaf Literature (3)   |
| DEAF | 406 | The Deaf Learner (3)  |

**D. Concentration IV: Deaf Community Services (15 units)**

|      |     |   |
|------|-----|---|
| DEAF | 400 | Deaf People and Hearing People: A Comparative Cultural Analysis (3) |
| DEAF | 401 | Deaf History (3)  |
| DEAF | 404 | Issues and Trends in the Deaf Community (3)                         |
| DEAF | 407 | Law and the Deaf (3)  |

**Select 1 of 3 courses:**

|      |     |  |
|------|-----|--|
| DEAF | 300 | Advanced ASL Conversation (3)              |
| DEAF | 410 | Deaf Women in Today's American Society (3) |
| DEAF | 415 | Deaf Studies Community Services (3)        |

**E. Concentration V: Deaf Cultural Studies (15 units)**

|      |     |   |
|------|-----|---|
| DEAF | 400 | Deaf People and Hearing People: A Comparative Cultural Analysis (3) |
| DEAF | 401 | Deaf History (3)  |
| DEAF | 402 | Deaf Literature (3)   |
| DEAF | 410 | Deaf Women in Today's American Society (3)                          |

**Select 1 of 3 courses:**

|      |     |   |
|------|-----|---|
| DEAF | 404 | Issues and Trends in the Deaf Community (3) |
| DEAF | 406 | The Deaf Learner (3)                        |
| DEAF | 407 | Law and the Deaf (3)                        |

**F. Concentration VI: Special Option (Individualized Program) (15 units)**

With the guidance of faculty advisor(s), students can develop a curriculum of field-specific elective courses to complement the Deaf Studies Core requirements that reflects their specialized career interests (not part of Concentrations I-V above). The requirements for a Deaf Studies Special Option are:

1. Before the student has completed 90 units, meet with a Deaf Studies faculty advisor to discuss career objectives and an educational plan of proposed courses totaling 15 units (a minimum of 12 units must be Upper Division); and

2. Submit the program of study to the Department Chair for evaluation and approval.

|  |            |
|--|------------|
| <b>Total Units in the Major (minimum)</b>  | <b>50</b>  |
| <b>General Education Units</b>             | <b>48</b>  |
| <b>Additional Units</b>                    | <b>22</b>  |
| <b>Total Units Required for the Degree</b> | <b>120</b> |

**Course List****DEAF 160. American Sign Language I (4)**

Not open to native signers. Study of the fundamentals of American Sign Language. Preparation for visual/gestural communication, including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures.

**DEAF 161. American Sign Language II (4)**

*Prerequisite:* DEAF 160 or equivalent. Not open to native signers. Continuation of the study of the fundamentals of American Sign Language. Comprehension skills, grammatical structures, practice in the production aspects of the language and exposure to Deaf culture.

**DEAF 200. Introduction to Deaf Studies (3)**

*Prerequisite:* DEAF 160. This course introduces students to the basic information of the American Deaf experience in the United States: Deaf community/culture and American Sign Language. This course exposes students to the history, contributions and contemporary lives of Deaf people in America. This course is interdisciplinary in that it introduces a range of issues that are developed in the purview of Deaf Studies—linguistics, education, sociology, psychology and other fields.

**DEAF 280. American Sign Language III (4)**

*Prerequisite:* DEAF 161 or equivalent. Not open to native signers. Continuation of the study of the fundamentals of American Sign Language. Comprehension skills, advanced grammatical structures, continued emphasis on production skills and aspects of Deaf culture.

**DEAF 281. American Sign Language IV (4)**

*Prerequisite:* DEAF 280 or equivalent. Not open to native signers. Emphasis on production/conversational skills in American Sign Language, along with continued focus on grammatical and cultural features.

**Upper Division****DEAF 300. Advanced ASL Conversation (3)**

*Prerequisite:* DEAF 281 or equivalent or instructor consent. Not open to native signers. Provides further development of conversational abilities in American Sign Language, emphasizing the area of self-expression. Strongly recommended for prospective teachers, interpreters and other professionals working with Deaf people.

**DEAF 350. Principles of Sign Language Interpretation (3)**

*Prerequisite:* DEAF 200. Introductory overview of the profession of sign language interpretation. Forms the theoretical foundation for all other work in sign language interpretation. Particular emphasis on the professional code of ethics and other professional concerns. (Offered Spring semester only.)

**DEAF 360. American Deaf Culture (3)**

*Prerequisite:* DEAF 200. Discussion of the various aspects of American Deaf culture, including the description of deafness, Deaf people, the deaf community as defined by audiological and/or cultural means, services for and by Deaf people and culture as reflected in the arts and language of Deaf people.

**DEAF 370. American Sign Language/English Translation (3)**

*Prerequisites:* DEAF 281 or equivalent. Intensive examination of translation as an issue in applied linguistics. Practice in translation between ASL and English, and extensive discussion of problems encountered in the translation process between the two languages.

**DEAF 380. Sign Language Interpreting I (3)**

*Prerequisite:* DEAF 370. *Corequisite:* DEAF 383. Training in receptive and expressive sign language interpreting for Deaf individuals, emphasis on the development of consecutive sign language interpreting skills (sign-to-voice and voice-to sign).

**DEAF 381. Sign Language Interpreting II (3)**

*Prerequisite:* DEAF 380. *Corequisite:* DEAF 383. Further training in receptive and expressive sign language interpreting for Deaf individuals. Sequenced series of activities leading from consecutive interpreting to the development of simultaneous interpreting skills (sign-to-voice and voice-to-sign).

**DEAF 383. Sign Language Interpretation Lab (1-1)**

*Recommended Corequisites:* DEAF 380 or 381. Refines sign language interpretation and transliteration skills through individualized instruction. May be repeated once for credit.

**DEAF 400. Deaf and Hearing People: A Comparative Cultural Analysis (3)**

*Prerequisite:* DEAF 360. *Preparatory:* DEAF 281. For students entering the world of Deaf people in professional and/or social capacities to conduct comparative/contrastive analysis between Deaf and hearing cultures. Students apply observational techniques to identify and record cultural conflicts/interactions between Deaf and hearing people. Students attempt to describe characteristics of the Deaf/hearing group known as the "Third Culture." Results of this examination are viewed from the perspective of the persons in professional, educational and social fields. Conducted in American Sign Language.

**DEAF 401. Deaf History (3)**

*Prerequisite:* DEAF 360 *Preparatory:* DEAF 281. Examines selected points of the history of Deaf people and the Deaf community as well as the Deaf experience in a historical perspective. Emphasis on historical forces impacting the educational, social, political and economic aspects of the Deaf community, from both the Deaf perspective and a historical perspective, including discussion of Deaf Americans' adjustment to these influences. Discussion of major reforms impacting the lives of Deaf people at various times. Conducted in American Sign Language. (Offered Spring semester only.)

**DEAF 402. Deaf Literature (3)**

*Prerequisite:* DEAF 360. *Preparatory:* ENGL 255; DEAF 281 and 370. Provides an overview of all genres of both American Sign Language and English literature about deaf/Deaf characters written by deaf/Deaf and hearing authors, and explores Western society's views of the deaf/Deaf experience as depicted in novels, short stories, drama, poetry, folklore, humor, media and other forms of literature. Prevailing views toward Deaf people in each era are contrasted with the Deaf perspective in the same period as shown through Deaf literature. Conducted in American Sign Language. (Offered Fall semester only.)

**DEAF 404. Issues and Trends in the Deaf Community (3)**

*Prerequisites:* DEAF 281, 360. The course examines issues and trends in the Deaf community. The course begins with a critical analysis of historical issues confronting the Deaf community. Major emphasis on social, cultural, linguistic, political and economic patterns affecting Deaf people in the U.S. Issues of audism and linguicism also are addressed. The course concludes with students' discussions of current trends in the Deaf movement and current situations in the Deaf community. (Offered Fall semester only.)

**DEAF 405. ASL/ Deaf Theatre (3)**

*Prerequisite:* DEAF 281 or equivalent. A survey of theatre works staged with Deaf and hearing performers in American Sign Language and intended for Deaf and hearing audiences. The course will explore different genres of this type of American Sign Language/Deaf theatre, including sign language adaptations of plays, original works involving Deaf issues, plays concerning cross-cultural conflicts (Deaf-Hearing) and other genres. It also will analyze specific aspects of sign language on Deaf theatre performances, including choice of theme, use of sign language styles, nature of Deaf or hearing performers/characters, the theatre space for the visual and signing needs of the Deaf community, technical and production considerations, and the philosophy or concept of the presenting theatre or individual artists. These skills and knowledge will be integrated into a final class staged production.

**DEAF 406. The Deaf Learner (3)**

*Prerequisites:* DEAF 281, 360. This course examines the linguistic, historical, social and educational development of the Deaf learner. Students are exposed to various perspectives and practices of the traditional and current systems for educating Deaf youngsters. Particular attention on the importance of maximizing visual input for the Deaf learner as part of his/her cognitive development. Students learn how the environments promoting deaf bilingualism enhance the Deaf learner linguistically, socially, emotionally and educationally in terms of grade-level academic achievement, participation in both Deaf and hearing worlds and fluency in both languages: ASL and English.

**DEAF 407. Law and the Deaf (3)**

*Prerequisites:* DEAF 281, 360. This course focuses on the laws affecting Deaf people and the role laws and the legal system play in ameliorating the inequalities that Deaf people face through living in a hearing world. Emphasis is on the laws and the legal system of the U.S., although legal situations pertaining to Deaf people in other countries may be introduced. (Offered Fall semester only.)

**DEAF 410. Deaf Women in Today's American Society (3)**

*Prerequisites:* DEAF 281 and 360, or instructor consent. This course is a multidisciplinary analysis of Deaf women in the Deaf community and in American society, and includes the study of the historical, social, political, educational and economic factors that have influenced and impacted the role and status of Deaf women, including some important events of the women's movement. Areas of exploration are Deaf women's struggles and successes. The course also features contemporary Deaf women's issues within the context of the Deaf community.

**DEAF 415. Deaf Studies Community Services (3)**

*Prerequisites:* DEAF 281, 360. *Corequisite:* DEAF 404. Field study, observation and participation in selected Deaf community institutions and agencies to be conducted under supervision and after preparatory instruction to acquaint the student with field and service learning techniques. May be repeated once for credit (Credit/No Credit only)

**DEAF 420. Sign Language Interpreting III (4)**

*Prerequisite:* DEAF 381 or equivalent. This course will continue development of students' interpreting skills through exercises that focus on memory, processing, discourse analysis and interpretation/transliteration of various communication genres. Throughout the semester, students will be exposed to and practice interpreting and transliterating texts from a variety of specialized settings.

**DEAF 430. American Sign Language: Individual Skills Development (3)**

*Prerequisite:* DEAF 281. A supervised individual/small group activity designed to provide feedback on comprehension and production skills in American Sign Language. Designed primarily for students whose individual performance after completing ASL IV or equivalent indicates the

need for additional support from a fluent ASL sign language model/tutor. Individualized attention and feedback can be provided in such areas as grammatical accuracy, vocabulary development, fluency, accent and comprehension. May be repeated once for credit (Credit/No Credit only)

**DEAF 434A. Fingerspelling I (1-1)**

*Prerequisite: DEAF 280 or equivalent.* Strongly recommended for prospective teachers, interpreters and other professionals working with Deaf people. Develops basic skills in receptive and expressive fingerspelling. May be repeated once for credit.

**DEAF 434B. Fingerspelling II (1-1)**

*Prerequisite: DEAF 434A.* Strongly recommended for prospective teachers, interpreters and other professionals working with Deaf people. Further development of receptive and expressive fingerspelling skills. May be repeated once for credit.

**DEAF 435. Communication Variations in the Deaf Community (3)**

*Prerequisite: DEAF 281 or equivalent and 360.* Examination of the various philosophies and strategies of manual communication used by deaf and Hard of Hearing people. Includes information and current research on American Sign Language, Pidgin Signed English, manual codes for English, Fingerspelling, Cued Speech, Simultaneous Communication and Oral Communication, and their relationship to the educational process.

**DEAF 436. Sign Language Teaching (3)**

*Prerequisite: DEAF 281 or equivalent.* Overview of sign language research and its impact on sign language teaching. Critical analysis of the effect of instructional models in sign language teaching, mainly ASL. Includes discussion on how the concepts found in the research can be best utilized for sign language teaching.

**DEAF 482. Practicum in Sign Language Interpreting (3)**

*Prerequisite: DEAF 381, 383. Corequisite: DEAF 420.* Advanced exposure to and practical experience in sign language interpreting and transliterating. (Offered Spring semester only.)

**DEAF 484. Structure of American Sign Language (3)**

*Prerequisite: DEAF 281 or equivalent.* Focus on the grammatical structures and patterns of American Sign Language. View of ASL phonology, morphology and syntax, with emphasis on the practical use of such knowledge.

**DEAF 485. Issues in American Sign Language (3)**

*Prerequisite: DEAF 484.* Addresses questions of syntax, language acquisition and discourse structure in American Sign Language. (Offered Spring semester)

**DEAF 489/L. Introduction to ASL Translation of Literary and Artistic Works/Creative Uses of American Sign Language (1/2-2)**

*Prerequisite: DEAF 281 or equivalent. Corequisite: DEAF 489L.* Introduction to the basic principles of American Sign Language as applied in various artistic settings. Explores the techniques and principles of translating artistic and literary works from English into ASL and from ASL into English. Lab: Provides training in the artistic expression of poetry, storytelling and song-translation using American Sign Language. Lab may be repeated once for credit.

**DEAF 490A-G. Essential Features of ASL/ Signed Languages (1)**

*Prerequisite: DEAF 281.* This group of seven 1-unit courses continues developing advanced ASL/signed language skills and covers a multitude of topics examining applications of specific ASL/signed language skills. Linguistic competence is enhanced through interactive discourse in class. Each 1e-unit course focuses on a specific topic/skill and includes practice of the requisite skills and process tasks of increased complexity needed to master that particular topic/skill: (A) Classifiers; (B) Technical Signs; (C) Foreign Signs; (D) Sentence Types; (E) ASL Number Systems; (F) Visual-Gestural Communication; and (G) Public Signing.

**DEAF 491A-F. Specialized Areas of Sign Language Interpreting (1)**

*Prerequisite: DEAF 380.* This group of six 1-unit courses introduces students to the broad range of career paths that are available to them within the profession of sign language interpreting. Continuation of skills development within interpretation processes includes application of production and comprehension skills in different topical areas. Content areas in each course include theory, best practices, setting-specific vocabulary, cultural implications and protocol. Applications of techniques, vocabulary, information and skills are the main ingredients for course activities. (A) Deaf Interpreting I; (B) Deaf Interpreting II (Prerequisite: DEAF 491A); (C) Technological Applications within Interpreting; (D) Ethics and Professional Standards; (E) Educational Interpreting; and (F) Professional Settings.

**DEAF 496A-Z. Experimental Topics Courses in Deaf Studies (3)**

Experimental courses in Deaf Studies, with course content to be determined.

**DEAF 497. Deaf Studies Capstone (3)**

*Prerequisite: Graduating senior standing or instructor consent.* Restricted to students majoring in Deaf Studies. Capstone course for the Deaf Studies major, usually taken during the final semester before baccalaureate graduation. Focus on a synthesis of the information, concepts, material and methodologies provided in the previous Deaf Studies classes. Completion of a project resulting from the research of a significant topic in the Deaf community.

**DEAF 499X-Z. Independent Study (1-3)**

Strongly recommended for prospective teachers, interpreters and other professionals working with Deaf people.



# Economics

## College of Business and Economics

**Chair: Nancy Virts**

**Juniper Hall (JH) 3125**

**(818) 677-2462**

**[www.csun.edu/~economics](http://www.csun.edu/~economics)**

### Staff

Amy Louff

### Faculty

Kenneth Chapman, Adam Gifford Jr., Dennis A. Halcoussis, Joon young Hur, Kent Hymel, Robert Krol, Tom K. Lee, Anton E. Lowenberg, Leah Marcal, Jon Nadenichek, Kenneth Ng, William W. Roberts, Shirley V. Svorny, Nancy Virts, D. Glen Whitman

### Emeritus Faculty

Gary Anderson, Daniel Blake, William W. Brown, Keith D. Evans, Ivan C. Johnson, Lester F. Saft, Ben T. Yut

### Degree Programs

**B.A., Economics**

**Minor in Economics**

### Mission

The Department of Economics offers courses leading to a Bachelor of Arts in Economics. The Department trains students to critically and objectively analyze issues related to the economy, business, public policy and society. To enhance the educational process and the scholarly reputation and profile of the Department, members of the Economics faculty engage in research and offer their expertise to inform community decisions and debate.

### Careers

For many, the Economics major provides a useful background for a business career, while for others the major is preparation for graduate study in law, economics or public policy. Economics is relevant for students interested in employment in politics and public policy analysis, the financial services sector (banking, insurance), as industry analysts (health care, entertainment, energy), consumer affairs, international affairs, teaching and research, law, business consulting, government work and journalism. Salaries earned by economics majors nationwide are highly competitive. Employers rank economics as one of the most desirable majors.

### Academic Advisement

Contact the Department Chair for information about the Economics Program. All Lower Division program advisement is through the College SSC/EOP in JH 2113.

### Double Major Requirements

Students seeking a double major in the College of Business and Economics must have at least a 3.0 overall GPA and be able to complete both majors within a maximum of 140 units.

### Special Grade Requirements

Transfer students should be aware that no grade lower than "C" will be accepted on transfer from another institution to satisfy Department or College of Business and Economics requirements.

### Residency Requirement

At least 50 percent of the business and economics course credit units and 50 percent of the specialized major credit units required for the Bachelor of Science degrees in Accountancy, Business Administration, Finance, Information Systems, Management, Marketing and the Bachelor of Arts degree in Economics must be completed in residence at CSUN.

### Student Learning Outcomes of the Undergraduate Program

The analytical framework of economics promotes critical-thinking skills valued by employers. Students are exposed to concepts that help them understand consumer behavior and business decisions. Students learn how individual industries function, and gain an understanding of how the market economy functions as a whole. The field of economics emphasizes that the behavior of individual decision makers (consumers, firms, government agencies) adjusts in response to changes in their incentives. With this framework, students learn to evaluate how changes in technology, government regulation and market circumstances will impact their own lives, the industries and organizations of which they are a part, and society. The Economics program demands strong quantitative and communication skills.

### Economics Honors Program

The Business Honors program is open to Economics majors who meet all Honors Program admission criteria. Students who successfully complete the program earn a special Honors designation on their final graduation transcript. For more information call (818) 677-3100 or visit [www.csun.edu/bhp](http://www.csun.edu/bhp).

### Requirements for the Bachelor of Arts Degree

#### 1. Lower Division Required Courses (18 units)

|      |                    |   |
|------|--------------------|---|
| ACCT | 220                | Introduction to Financial Accounting (3)              |
| ENGL | 205                | Business Communication in its Rhetorical Contexts (3) |
|      | <i>or ENGL 305</i> | Intermediate Expository Writing (3)                   |
|      | <i>or ENGL 306</i> | Report Writing (3)                                    |
| ECON | 160                | Principles of Microeconomics (3)                      |
| ECON | 161                | Principles of Macroeconomics (3)                      |
| MATH | 103 <sup>1</sup>   | Mathematical Methods for Business (3)                 |
| SOM  | 120 <sup>2</sup>   | Statistics for Business and Economics (3)             |

<sup>1</sup>*MATH 103 or a higher-level mathematics must be completed with a grade of "C" or higher. MATH 150A or 255A may be substituted; Course must be completed with a grade of "C" or higher.*

<sup>2</sup>*The 4-unit MATH 140 course also satisfies this requirement.*

#### 2. Upper Division Courses (27 units)

##### Upper Division Required Courses (12 units)

|      |     |   |
|------|-----|---|
| ECON | 309 | The Use and Interpretation of Economic Data (3) |
| ECON | 310 | Price Theory and Applications (3)               |
| ECON | 311 | Money, Banking and the Federal Reserve (3)      |
| ECON | 401 | Macroeconomic Theory (3)                        |

##### Upper Division Elective Courses (15 units)

5 courses chosen from any Economics Department listing, excluding ECON 300 and 498. At least three courses, including ECON 401, must be 400-level courses.

#### 3. General Education (42 units)

Of the 48 units of the General Education requirement, 3 units are satisfied by ECON 310 (Subject Explorations, Social Science) and 3 units are satisfied by MATH 103 or a higher-level mathematics course.

### Minor in Economics

#### 1. Required Courses (9 units)

|      |                  |                                   |
|------|------------------|-----------------------------------|
| ECON | 160 <sup>1</sup> | Principles of Microeconomics (3)  |
| ECON | 161 <sup>1</sup> | Principles of Macroeconomics (3)  |
| ECON | 310 <sup>1</sup> | Price Theory and Applications (3) |

<sup>1</sup>*Courses that are also GE, Social Sciences.*

#### 2. Electives (9 units)

Students must select 9 units from any 300- or 400-level Economics course, except ECON 300 and 498.

## Course List

### **ECON 156. Introduction to Economic Analysis and Policy (3)**

*Prerequisite:* Qualifying scores on ELM and EPT or exemption, or satisfactory completion of appropriate developmental courses. Uses economics to analyze public policy options in the areas of health care, urban and regional development, international trade, education, housing, financial market regulation, job creation and other topical areas. (Available for General Education, Social Sciences.)

### **ECON 160. Principles of Microeconomics (3)**

*Prerequisite:* Qualifying scores on ELM and EPT or exemption, or satisfactory completion of appropriate developmental courses. Introduction to economics as it applies to the functioning of markets, businesses and households. The class examines how individuals make decisions about how to use scarce resources efficiently and how these decisions affect markets and the overall economy. Effect of government policies on the functioning of markets also is examined. (Available for General Education, Social Sciences.)

### **ECON 161. Principles of Macroeconomics (3)**

*Prerequisites:* ECON 160; Qualifying scores on ELM and EPT or exemption, or satisfactory completion of appropriate developmental courses. Introduction to economics as it applies to the national and international economy. Topics that the course covers include differences in standards of living across countries, the monetary system and the determinants of inflation, and the factors causing growth and recessions. Examines the ability of the Federal Reserve and other government policy makers to influence the course of the economy. (Available for General Education, Social Sciences.)

### **ECON 175. Introduction to U.S. Economic History (3)**

This course covers events in the U.S. from the middle of the 17th century to the present. The class uses economic analysis to examine social, political and economic events from the Colonial Period to the present. Students who earn credit for this course may not earn credit for ECON 375. (Fulfills Title 5 requirement in American History and Government.)

## Upper Division

### **ECON 300. Economic Principles and Problems (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Not open to Business or Economics majors, or to students who have taken ECON 160 or 161. Survey of the basic economic principles governing the allocation and utilization of resources. Topics include markets and prices, production, employment, national income, inflation, international trade and economic growth. (Available for General Education, Social Sciences.)

### **ECON 307. Economics for Marketing Professionals (3)**

*Prerequisite:* ECON 160 or 300. Economic theory and applications relevant to marketing professionals. Topics include analysis of business location decisions, identifying relevant markets, product pricing strategies and the role of advertising in product differentiation. (Marketing majors may substitute this course for ECON 310.)

### **ECON 308. Economics for Managers (3)**

*Preparatory:* ECON 160 and 161, or 300. Connects economic theory to practical issues faced by firm managers. Focuses on the way economic theory affects the firm's behavior both internally and externally. Internal issues include organizational structure and contract design, especially as these issues relate to opportunism, rent-seeking and asymmetric information. External issues include discussions of corporate strategy, advertising and the market for corporate control. (Management majors may substitute this course for ECON 310.)

### **ECON 309. The Use and Interpretation of Economic Data (3)**

*Prerequisites:* ECON 160 and 161, or 300; SOM 120 or equivalent. Understanding the use and interpretation of economic statistics in the mainstream media and economic literature. Topics covered include identifying and understanding the misuse of economic statistics, as well as performing some statistical analysis using economic data. Emphasis is placed on how students can use written and verbal communication to convey the meaning and relevance of economic statistics to those outside the profession.

### **ECON 310. Price Theory and Applications (3)**

*Prerequisites:* ECON 160 or 300; MATH 103 or a higher-level mathematics course with the grade of "C" or better. The operation of the price system in market-oriented economies. Special emphasis is placed on consumer behavior, business behavior, market organization, the theory of production and cost, economic welfare and applications to international trade. Substantial written work will be required of all students. (Available for General Education, Social Sciences.) (Marketing majors may substitute this course with ECON 307.) (Management majors may substitute this course with ECON 308.)

### **ECON 311. Money, Banking and the Federal Reserve (3)**

*Prerequisites:* ECON 160 and 161, or 300. Examination of money markets, the Federal Reserve system, foreign exchange markets, the international financial system and their relationship to macroeconomic policy. Topics of special interest include the determination of income, interest rates, exchange rates and international lending. Substantial written work will be required of all students. (Available for General Education, Social Sciences.)

### **ECON 320. Labor Economics (3)**

*Prerequisites:* ECON 160 and 161, or 300. Analyses of the determinants of hours worked, labor productivity, labor demand, variation in wages, human capital investment and labor mobility. Examines the effect of alternative pay schemes, the impact of discrimination on wages and employment, and the impact of labor unions on employment, wages and working conditions. (Available for General Education, Social Sciences if required by major.)

### **ECON 348. History of Economic Institutions (3)**

*Prerequisites:* ECON 160 and 161, or 300. Examines the development of economic institutions and their effect on economic growth from an international perspective. Compares the development of economic institutions in Europe, Asia and the Middle East.

### **ECON 350. Urban Economics (3)**

*Prerequisite:* ECON 160 or 300. Analysis of the formation and location of cities, the distribution of activities and the variation of land prices within urban areas. Economic analysis of urban housing and blight, poverty, pollution, congestion, law enforcement, optimal city size, urban finances and services.

### **ECON 355. Health Economics (3)**

*Prerequisites:* ECON 160 and 161, or 300. This class uses economic theory to analyze problems created by the complexities of health care markets. These problems include the widespread use of insurance, the important role of asymmetric information, the extent of government involvement, the role of non-profit hospitals as sellers of health care and the nature of restrictions placed on competition. Additionally, the course provides background on hospital costs, labor shortages, public health concerns and international comparisons of health insurance systems.

### **ECON 360. Environmental Economics (3)**

*Prerequisite:* ECON 160 or 300. Focuses on environmental issues and policies. Areas include air, water, noise and toxic waste pollution, qual-

ity of life concerns and open space and recreational area availability. Benefits and costs of current and alternative environmental policies are analyzed. Specific attention is given to the relation between energy resource development and usage and the environment. (Available for General Education, Social Sciences.)

**ECON 365. Law and Economics (3)**

*Prerequisites:* ECON 160 and 161, or 300. Examination of the effects of the legal system on the allocation of resources. Selected topics include the economic implications of property rights, contract law, product liability and the criminal justice system.

**ECON 370. Economic Development (3)**

*Prerequisites:* ECON 160 and 161, or 300. Class examines why standards of living differ across countries. Economic growth models are used to explain cross-country differences in economic performance. Emphasis is placed on the role of institutions, such as private property rights, in the economic development process. Impact of international trade, exchange rate systems and international debt on developing countries is carefully examined. Effects of government taxation, spending and monetary policies on economic growth and inflation are analyzed. Other issues covered are the impact of financial market development, population growth and agriculture on developing economies.

**ECON 375. Economic History of the United States (3)**

*Prerequisites:* ECON 160 and 161, or 300. History of U.S. economic development, including economic analyses of major historical issues.

**ECON 401. Macroeconomic Theory (3)**

*Prerequisites:* ECON 309, 310, 311; *Upper Division Writing Proficiency Exam score of 8 or higher.* Neoclassical, Keynesian and modern theories of the determination of aggregate output, employment and the general price level. Monetary and fiscal policy.

**ECON 405. International Economics (3)**

*Prerequisites:* ECON 309, 310; *Upper Division Writing Proficiency Exam score of 8 or higher.* Examines world trade in goods, services and assets. Explains why nations trade, the distribution effects of trade and the consequences of trade policy. Other topics include exchange rates, the balance of payments, interest rate and purchasing power parity and macroeconomic policies in an open economy.

**ECON 409. Introduction to Econometrics (3)**

*Prerequisites:* ECON 309, 310; *Upper Division Writing Proficiency Exam score of 8 or higher.* How to estimate relationships between economic variables using actual data. Techniques taught are used to test economic theory and hypotheses from business. Each class member completes a term project involving the construction and estimation of an econometric model.

**ECON 410. Industrial Organization (3)**

*Prerequisites:* ECON 310; *Upper Division Writing Proficiency Exam score of 8 or higher.* Examination of the structure, conduct and performance of American industries in both a theoretical and empirical framework. Selected topics include effects of concentration, barriers to entry, empirical cost curves, economics of scale, oligopoly behavior models, product differentiation and alternative performance measures.

**ECON 411. The Economics of Antitrust and Regulation (3)**

*Prerequisites:* ECON 310; *Upper Division Writing Proficiency Exam score of 8 or higher.* Economic analysis of government policies to alter or maintain market structures and the economic implications of these policies. Selected topics include the problem of antitrust, regulation and public ownership of industry, mergers, price discrimination, capital intensity of regulated firms and utility price structure.

**ECON 412. Seminar in Economic Thought (3)**

*Prerequisites:* ECON 310; *Upper Division Writing Proficiency Exam score of 8 or higher.* Seminar in the evolution of economic theory with emphasis on mercantilism, physiocracy, classical economics and socialism.

**ECON 433. Public Economics (3)**

*Prerequisites:* ECON 309, 310; *Upper Division Writing Proficiency Exam score of 8 or higher.* The class examines interaction that takes place between the government and private sectors of the economy. Effects of taxation and public expenditure decisions on the allocation of resources. Specific topics include public goods, public choice, externalities, property rights and taxation.

**ECON 496A-Z. Experimental Topics Courses - Economics (3)**

*Prerequisite:* *Upper Division Writing Proficiency Exam score of 8 or higher.* Course content to be determined. (See subtitles in appropriate schedule of classes.)

**ECON 497. Senior Seminar (3)**

*Prerequisites:* *Senior economics major; Nomination by Economics faculty member; Upper Division Writing Proficiency Exam score of 8 or higher.* Seminar dealing with advanced topics in economics. Economics faculty present current research. Students write papers to be presented and defended in the seminar.

**ECON 498A-C. Field Assignments and Reports (1-3)**

*Prerequisite:* *Upper Division Writing Proficiency Exam score of 8 or higher.* Individual study pertaining to present or future career. Student must have active, approved employment. Consultation with employer and instructor determines program. Academic Internship course. (Credit/No Credit only)

**ECON 499ABC. Independent Study (1-3)**

*Prerequisites:* *Consent of Department Chair; Consent of an instructor to act as sponsor; Upper Division Writing Proficiency Exam score of 8 or higher.* In order to complete an Independent Study assignment in the College of Business and Economics, a student must have at least a 3.0 overall GPA, a 2.0 GPA in all major courses and a 2.0 GPA in his option courses. A student who does not meet these grade point requirements will not receive credit for any ECON 499 that he/she may take. Admission is based on evidence of ability to pursue Independent Study in-depth and approval of a project submitted at the time of registration. Regular progress meetings and reports are required throughout the semester. Completion of the project is required before credit may be received. Enrollment in Independent Study is not allowed for the purpose of substitution for an existing course. Not more than 6 units of Independent Study in the College of Business and Economics may be taken without prior approval of the Dean of the College.

## Graduate

**ECON 500. MBA Survey of Economics (3)**

Survey course of the basic principles governing the allocation and utilization of resources. Microeconomic topics include wage and price determination, market mechanisms, efficiency and related issues concerning industry structure. Macroeconomic topics include financial markets and the determination of national income, employment and inflation.

**ECON 600. Economics of Strategy (3)**

*Prerequisite:* *ECON 500 or equivalent.* An economic analysis of the modern business organization, including its horizontal and vertical boundaries, industry-level competition and structure, competitive advantage and its short-term and long-term sustainability and sources of productivity, especially human resources. Macroeconomic and international influences on business decisions also are covered.

**ECON 606. Seminar in International Trade (3)**

*Prerequisite:* ECON 310 or 600. Covers classical and modern theories of international trade, including the theory of comparative advantage as developed by Ricardo, Mill and Marshall, and the “Heckscher-Ohlin” factor endowments explanation of the basis for trade. Topics in the welfare effects of commercial policies such as tariffs, quotas and subsidies are covered.

**ECON 609. Seminar in Applied Econometrics (3)**

*Prerequisites:* ECON 600; SOM 591. Theory and applications of econometric analysis, estimation of relationships suggested by economic analysis. Topics include estimating criteria, testing of economic hypotheses, single equation models and simultaneous equation models. Class members participate in a term project involving the construction and estimation of an econometric model.

**ECON 615. Seminar in Industrial Organization (3)**

*Prerequisite:* ECON 310 or 600. Critical examination of topics in industrial organization, such as concentration, mergers, the profit motive and multi-national firms.

**ECON 616. Seminar in Antitrust and Regulation (3)**

*Prerequisite:* ECON 310 or 600. Investigation into the impact of existing public policies toward business with primary emphasis upon antitrust legislation and enforcement, regulation and government ownership.

**ECON 617. Seminar in International Finance (3)**

*Prerequisite:* ECON 310 or 600. Course covers the theory of exchange rates, the relation between transactions on current and national income and the causes and effects of international capital movements. The theory of balance of payments adjustments and policy will be examined in detail, and some problems in contemporary international monetary arrangements will be discussed.

**ECON 633. Seminar in Public Economics (3)**

*Prerequisite:* ECON 310 or 600. Advanced analysis of the effects of governmental taxing and expenditure decisions on the economy in light of both positive and welfare economic theories; fiscal and monetary policies; and analysis of “public debt” decision making in governmental bodies.

**ECON 699. Independent Study (3)**

*Prerequisite:* Permission of Graduate Advisor. Only those graduate students who have a current 3.0 GPA may register in a 600-level Independent Study course.

# Michael D. Eisner College of Education

**Dean: Michael E. Spagna**

**Associate Dean: Beverly Cabello**

**(818) 677-2590**

**[www.csun.edu/education](http://www.csun.edu/education)**

## Departments of the College

Information about the following Departments can be found alphabetically in this Catalog: Deaf Studies, Educational Leadership and Policy Studies, Educational Psychology and Counseling, Elementary Education, Secondary Education, and Special Education.

## Programs

Undergraduate Degrees Offered:

**B.A., Deaf Studies (see Deaf Studies section)**

Graduate Degrees Offered:

**M.A., Education with Specializations:**

Educational Administration

Educational Psychology

Elementary Education

Secondary Education

Special Education

**M.S., Counseling**

**Ed.D., Educational Leadership**

Credential Programs:

Undergraduate Credentials Offered:

Education Specialist, Preliminary Credential

Multiple Subject

Single Subject

Post-Baccalaureate Credentials Offered:

Administrative Services, Tier I

Administrative Services, Tier II

Education Specialist, Preliminary Credential

Education Specialist, Clear Credential

Multiple Subject

Reading Language Leadership Specialist

School Nurse (Housed in Health and Human Development College)

Speech Language Pathology Services (Housed in Health and Human Development College)

School Counseling

School Psychology

Single Subject

## Added Authorizations

Adapted Physical Education (Housed in Health and Human Development College)

Autism Spectrum Disorder

Bilingual

Emotional Disturbance

CLAD/CTEL

Reading Language and Literacy

Resource

Special Class

University Certificate Programs Offered:

Career Development or Career Education and Counseling

College Counseling and Student Services Educational Psychology and Counseling

Infant-Toddler-Family Mental Health

Instructional Design and Adult Development

Parent Child Specialization/Consultation

Special Education

Educational Therapy

Early Intervention for Children with Special Needs/Birth to 5 Years

## Centers and Service Areas in the College

**Center for Educational Intervention and Therapy (CEIT)**

Director: Sue Sears (818) 677-2596

**Center for Partnerships for Educational Reform**

Director: William De La Torre (818) 677-7856

**Center for Professional Development and Educational Outreach**

Director: Michael Rivas (818) 677-2580

**Center for Research and Innovation in Elementary Education**

Director: Michael Spagna (818) 677-2621

**Center in Educational Psychology and Counseling**

Director: Shari Tarver-Behring (818) 677-2599

**Mitchell Family Counseling Clinic**

Director: Michael Laurent

Coordinator: Donna Pioli (818) 677-2568

**Center for Teaching and Learning**

Director: Richard L. Goldman (818) 677-7494

Administrative Coordinator: Marcia Rea

**Teaching, Learning and Counseling (TLC) Consortium**

Acting Director: Sue Sears (818) 677-8522

Administrative Coordinator: Tina Stamper

**Family Focus Resource and Empowerment Center (FFREC)**

Program Manager: Victoria Berrey (818) 677-5575

**Institute for the Advancement of Educational Studies and Programs**

Director: Michael E. Spagna (818) 677-2590

**Special Education Institute for Research, Innovation and Teaching (SPIRIT)**

Director: Flavia Fleischer (818) 677-5116

**The Valley Trauma Center**

Director: Shari Tarver-Behring (818) 677-2601

**24-Hour Hotline** (818) 886-0453

## Grants and Public Partnerships

**CSUN/LAUSD Apprentice Program**

Coordinators: Sally Spencer, Phyllis Gudoski (818) 677 2596

**CAIP—California State University Intern Program in Special Education**

Co-Directors: Nancy Burstein, Sue Sears (818) 677-2517

**Cal State Northridge Writing Project:**

Director: Kathleen Rowlands (818) 677-2534

**CSUN/LAUSD Multiple Subject University Internship Credential Program**

Director: Irene Cota (818) 677-7893

**CSUN National Board for Professional Teaching Standards**

Director: Virginia Kennedy (818) 677-2532

**Educating Hispanic Students Project**

Director: Clara Park (818) 577-6853

**Early Assessment Program**

Coordinator: Jerry Nader (818) 677-2590

**GEAR-UP-Project GRAD**

Coordinator: Jerry Nader (818) 677-2590

**Improving Teacher Quality**

Director: Ivan Cheng (818) 677-6791

**Los Angeles Times Literacy Center**

Director: Connie White (818) 677-3333

**Math/Science Initiative**

Coordinator: Jerry Nader (818) 677-2590

**Northwestern Los Angeles County Rape Crisis Center**

Director: Charles Hanson (818) 677-4013

**Project Prep**

Director: Kathy Peckham-Hardin (818) 677-4002

**Preparing Asian Bilingual Teachers Project**

Director: Clara Park (818) 677-2500

**Project Reach**

Co-Directors: Sally Spencer, Sue Sears (818) 677-2517

**Single Subject University Intern Program**

Directors: Carolyn Burch, Jan Eckmier (818) 677-2224

**Teacher Quality Partnership (TQP) Grant**

Co-Directors Nancy Burstein, Sue Sears (818) 677-2567

**College Mission**

The primary mission of the Michael D. Eisner College of Education is to prepare teachers, counselors, administrators and other professionals to serve the diverse educational needs of the region. To fulfill this mission, faculty design, deliver and continually improve highly effective programs for pre-professionals through advanced graduate and professional levels; promote and are influenced by the reciprocal relationship between scholarship and practice; collaborate with colleagues across the campus and in other professional and community settings as partners in the mission; and provide leadership in teaching, learning, assessment and professional development for the diverse communities within and outside the University. In all of these endeavors, creativity and excellence of practice is rewarded, the potential of all learners is recognized, and critical inquiry and reflection are valued.

**Course List**

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Courses in the various Departments within the Michael D. Eisner College of Education are listed separately.

# Educational Leadership and Policy Studies

Michael D. Eisner College of Education

**Chair: William De La Torre**

**Education (ED) 1220**

**(818) 677-2591**

**[www.csun.edu/education/elps](http://www.csun.edu/education/elps)**

## Staff

Eliza Corpuz, Mariel Noyes

## Faculty

Susan Auerbach, Richard Castallo, Miguel Ceja, William De La Torre, Jody Dunlap, Nathan Durdella, Richard Gregory, Christine Hayashi, Dimpal Jain, Peggy Johnson, Robert Kladifko, Bronte Reynolds, Philip Rusche, Ricardo Sosapavon, Justine Su

## Emeritus Faculty

Louis Breternitz, Elmer Eason, Roy Fitch, Jason Joh, A. Ewing Konold, Jack Kudrna, Charles Manley, Wayne McIntire, Christa Metzger, Elliot Mininberg, John Schulte, Antonia Sims, William Thomas, Clifton Winn

## Programs

Graduate:

**M.A., Education**

**Educational Administration Option\***

**Ed.D., Pre-K-12 and Community College Educational Leadership Program**

Credentials:

**Preliminary Administrative Services Credential\***

**Clear Administrative Services Credential.\***

*\*Modes of instruction for these programs are residential (on-campus), off-campus cohort or online distance learning.*

## Careers

Graduates from our programs have been very successful in securing choice leadership roles in schools. Our graduates display values, beliefs and attitudes that inspire others to achieve educational goals. They understand the importance of exercising a positive leadership role in their schools and communities. They are familiar with leadership styles and understand the concept of situational leadership. Our graduates have been taught to manage conflict, build consensus and communicate effectively orally and in writing. They have been taught the value of shared leadership and the benefits of developing leadership skills in others. Our graduates are in high demand because our program is respected as one of the highest quality venues for the preparation of school administrators

## Academic Advisement

Initial academic advisement is carried out by the Graduate Advisor and is available daily throughout the year by appointment through the Department Office. Credential advisement is available in the Credential Office, Education Building E103.

## Student Learning Outcomes of the Master's Degree Program

1. Each candidate is able to promote the success of all students by facilitating the development, articulation and stewardship of a vision of learning that is shared and supported by the school community.
2. Each candidate is able to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Each candidate promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

4. Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. Each candidate promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

## The Major

The Department of Educational Leadership and Policy Studies offers programs leading to degrees and/or credentials in the field of Educational Administration. Students may pursue programs leading to the M.A. Degree in Education, Educational Administration option, as well as studies directed at achieving the Preliminary and Clear Administrative Services Credentials.

## Master of Arts Degree in Education, Educational Administration Option

### A. Requirements for Admission to the Program

1. 2 Letters of Recommendation from practicing school administrators indicating potential for administrative leadership.
2. Cumulative undergraduate GPA of 3.0 (based on a semester system), or a passing Score of 50th percentile or higher in one of the three areas of the GRE, or a raw score of 50 or better on the MAT or possession of a previous Master's Degree.
3. Passing Score on Upper Division Writing Proficiency Exam.

### B. Special Requirements

1. Must be Classified by completing the above-reference requirements for admission. Classification must be accomplished prior to completing 12 units of credit.
2. Masters students must take the Comprehensive Examination.

### C. Requirements For the Master of Arts Degree in Education, Educational Administration Option

#### 1. Program Requirements (33 units)

|                                   |  |
|-----------------------------------|--|
| ELPS 600                          | Research in Educational Leadership (3)   |
| ELPS 650                          | Contemporary Administrative Leadership (3)   |
| ELPS 663                          | Legal Aspects of Educational Administration (3)                                    |
| ELPS 664                          | Business and Financial Aspects of Educational Administration (3)                   |
| ELPS 672                          | Management of Human Resources (3)  |
| ELPS 675                          | Decision Making (3)  |
| ELPS 676                          | School Community Relations (3)   |
| ELPS 681                          | Organization and Administration of Elementary, Secondary and Special Education (3) |
| ELPS 682                          | Supervision of Curriculum and Instruction (3)                                      |
| ELPS 688                          | Fieldwork (3)  |
| 2. Required Examination (3 units) |  |
| ELPS 697                          | Comprehensive Examination (3)  |

|  |           |
|--|-----------|
| <b>Total Units Required for the Degree</b> | <b>33</b> |
|--|-----------|

## Preliminary Administrative Services Credential (33 units)

### A. Requirements for Admission to the Program

1. 3 years of professional, full-time educational experience under an appropriate credential by the completion of program requirements.
2. Possession of a Bachelor's Degree.
3. Possession of a valid California credential.
4. Cumulative undergraduate GPA of 3.0 (based on a semester system), or a passing score of 50th percentile or higher in one of the three

areas of the GRE, or a raw score of 50 or better on the MAT or possession of a previous Master's Degree.

5. Successful completion of the Basic Skills Requirement (CBEST or other options as described on the Credential Office website).
6. 2 letters of recommendation from practicing school administrators indicating potential for administrative leadership.
7. Master's students must take the Comprehensive Examination.

#### B. Special Requirements

1. A GPA of 3.0 or better must be maintained throughout the program.
2. Competency assessment at the conclusion of the program.

#### C. Required Courses (33 units)

|      |     |  |
|------|-----|--|
| ELPS | 600 | Research in Educational Leadership (3)   |
| ELPS | 650 | Contemporary Administrative Leadership (3)   |
| ELPS | 663 | Legal Aspects of Educational Administration (3)                                    |
| ELPS | 664 | Business and Financial Aspects of  |
| ELPS | 682 | Supervision of Curriculum and Instruction (3)                                      |
|      |     | Educational Administration (3)   |
| ELPS | 672 | Management of Human Resources (3)  |
| ELPS | 675 | Decision Making (3)  |
| ELPS | 676 | School Community Relations (3)   |
| ELPS | 681 | Organization and Administration of Elementary, Secondary and Special Education (3) |
| ELPS | 688 | Fieldwork (3)  |
| ELPS | 697 | Comprehensive Examination (3)  |

*All courses are required for state credential.*

|  |           |
|--|-----------|
| <b>Total units Required for the Credential</b> | <b>33</b> |
|--|-----------|

### Clear Administrative Services Credential

#### A. Requirements for Admission to the Program:

1. Holder of a Preliminary Administrative Services Credential.
2. Holder of a valid teaching or services credential.
3. Currently serving in an administrative position. Verification of employment as an administrator.
4. Credential processing fee of \$25 payable to CSUN (cashier's check or money order only).

#### B. Special Requirements

1. An average grade of B or better maintained throughout the program
2. Competency assessment at the conclusion of the program

#### 1. Required Courses (12 units)

|      |     |   |
|------|-----|---|
| ELPS | 684 | Field Based Leadership (5)                  |
| ELPS | 685 | Induction Plan (2)                          |
| ELPS | 686 | Assessment of Candidate Competency (2)      |
| ELPS | 689 | Practicum in Educational Administration (3) |

|  |           |
|--|-----------|
| <b>Total Units Required for the Credential</b> | <b>12</b> |
|--|-----------|

### Satisfaction of Requirements of the Clear Administrative Services Credential through the Doctoral Program

The Requirements for the Clear Administrative Services Credential also may be fulfilled by completing the The Doctoral (Ed.D.) Program.

### The Doctoral Program in Educational Leadership (Ed.D.)

The Doctoral Program in Educational Leadership (Ed.D.) is designed for individuals who already hold a Master's Degree from an accredited institution and have demonstrated strong leadership skills. It is a selective program, designed to be completed with a cohort of approximately 20 individuals. The courses are offered in a fixed sequence and are designed to accommodate the working professional.

### Mission

The mission of the CSUN Doctoral Program in Educational Leadership is to create a network of school and college administrators prepared to effect profound change in teaching and learning that leads to improved student achievement. The program's Scholar-Practitioners will lead through: 1) Systemic reform; 2) Collaboration; 3) Action research; and 4) Cultural proficiency.

### Academic Advisement

Initial academic advisement is carried out by the Program Coordinator. Appointments are made through the Doctoral Program Office, (ED) 3103, (818) 677-2403. Once candidates are admitted, they are assigned an advisor from among the doctoral faculty.

### Student Learning Outcomes of the Doctoral Program

Ed.D. graduates will have the knowledge, skills and dispositions to lead profound change in teaching and learning in P-14 institutions by:

1. Planning systemic reform and managing the change process in collaboration with fellow educators and other stakeholders, based on a shared vision of learning;
2. Guiding and supporting staff in nurturing a school, district or community college culture and program conducive to the effective instruction of all students and to the professional growth of all employees;
3. Using data and technology effectively to assess student achievement, evaluate staff and programs and plan and implement accountability systems;
4. Becoming critical consumers of educational research and producers of action research who apply the lessons of research to student, school/district or community college improvement;
5. Promoting culturally proficient policies and practices that recognize and value difference and ensure equity;
6. Managing fiscal, physical and human resources to ensure effective and safe learning and working environments;
7. Collaborating with families and community members, responding to diverse community interests and need, and mobilizing community resources at the local, state and federal level;
8. Modeling ethical practice, strong skills in communication and collaboration and the development of leadership capacity in themselves and others;
9. Understanding, navigating, responding to and influencing the larger policy environment and the political, social, economic, legal and cultural context of education.

### Requirements for Admission to the Ed.D. Program

The Doctor of Education (Ed.D.) program is designed for those individuals who have already demonstrated leadership ability in diverse educational settings. The program will admit candidates who meet the academic requirements for the Ed.D. degree program and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates and as educational leaders. Normally, the P12 leadership candidate will already hold an administrative services credential. Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the program. Admission will be granted annually on a competitive basis. The application deadline is March 15 for admission the following Fall semester.

#### A. Each applicant will submit:

1. An application to the Doctoral Program.
2. Official transcripts of work completed at each accredited institution of higher education attended, including evidence of a minimum of 3.0 Upper Division undergraduate GPA and successful completion



- of a Master's Degree with a minimum of a 3.5 GPA.
3. 3 letters of recommendation (on letterhead) from persons who can attest to the applicants leadership experience or potential.
  4. Graduate Record Examination (GRE) general test scores (three sections) taken within the last five years.
  5. A written statement outlining the reasons for seeking entrance to the program and how it relates to future professional goals.
  6. A professional resume.
  7. A sample of academic or professional writing.
- All international applicants whose first language is not English or who have not earned a Baccalaureate or Master's Degree in an English-speaking country or from an institution in which the language of instruction is English must take the TOEFL (Test of English as a Foreign Language) examination. A TOEFL score of 550 on the paper test or a score of 213 on the computer-based test is required for admission. After the Admissions Committee has reviewed all applicants' materials, the most highly qualified applicants will be contacted for interviews.

## Requirements for the Doctor of Education (Ed.D.)

### Degree In Educational Leadership

#### P12 Leadership Option

##### 1. Program Requirements (60 units)

|      |     |   |
|------|-----|---|
| ELPS | 700 | The Art of Collaborative Leadership (3)                         |
| ELPS | 705 | Organizational Complexity and Change (3)                        |
| ELPS | 710 | Curricular and Instructional Leadership for Systemic Reform (6) |
| ELPS | 715 | Leading Change Through Cultural Competence (3)                  |
| ELPS | 725 | Instructional Assessment and Program Evaluation (3)             |
| ELPS | 730 | Public Policy in Education (3)                                  |
| ELPS | 740 | Entrepreneurship in Public Education (3)                        |
| ELPS | 745 | The Science of Administration (3)                               |
| ELPS | 750 | The Ethical Dimensions of Leadership (3)                        |
| ELPS | 755 | Human Relations in Educational Organizations (3)                |
| ELPS | 760 | Field Based Inquiry I (3)                                       |
| ELPS | 765 | Field Based Inquiry II (3)                                      |
| ELPS | 770 | Applied Quantitative Inquiry I (3)                              |
| ELPS | 780 | Applied Qualitative Inquiry I (3)                               |
| ELPS | 789 | Dissertation Seminars (taken in 2-unit increments) (12)         |

##### 1 of the following:

|         |     |                                     |
|---------|-----|-------------------------------------|
| ELPS    | 775 | Applied Quantitative Inquiry II (3) |
| or ELPS | 785 | Applied Qualitative Inquiry II (3)  |

*Note that a minimum of 54 units must be taken at CSUN.*

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 60 |
|-------------------------------------|----|

#### Community College Leadership Option

##### 1. Program Requirements (60 units)

|      |     |   |
|------|-----|---|
| ELPS | 700 | The Art of Collaborative Leadership (3)                         |
| ELPS | 705 | Organizational Complexity and Change (3)                        |
| ELPS | 710 | Curricular and Instructional Leadership for Systemic Reform (6) |
| ELPS | 715 | Leading Change Through Cultural Competence Management (3)       |
| ELPS | 725 | Instructional Assessment and Program Evaluation (3)             |
| ELPS | 735 | Law and Policy in Postsecondary Education (3)                   |

|      |     |   |
|------|-----|---|
| ELPS | 740 | Entrepreneurship in Public Education (3)                |
| ELPS | 745 | The Science of Administration(3)                        |
| ELPS | 750 | The Ethical Dimensions of Leadership (3)                |
| ELPS | 755 | Human Relations in Educational Organizations (3)        |
| ELPS | 760 | Field Based Inquiry I (3)                               |
| ELPS | 770 | Applied Quantitative Inquiry I (3)                      |
| ELPS | 780 | Applied Qualitative Inquiry I (3)                       |
| ELPS | 789 | Dissertation Seminars (taken in 2-unit increments) (12) |

##### Repeated for Credit (12 units required)

##### 1 of the following:

|         |     |                                     |
|---------|-----|-------------------------------------|
| ELPS    | 775 | Applied Quantitative Inquiry II (3) |
| or ELPS | 785 | Applied Qualitative Inquiry II (3)  |

*Note that a minimum of 54 units must be taken at CSUN.*

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 60 |
|-------------------------------------|----|

### Course List

#### ELPS 203. Urban Education in American Society (3)

Introductory Foundation course. Designed to provide students with the fundamental knowledge of the understanding of the American educational enterprise, especially problems in urban multicultural schools. Concepts and methods from the fields of sociology, philosophy and the politics of education are used to gain knowledge of, understand and analyze the current conditions of American schools, and to evaluate selected proposals/ models for reform. The California Standards for the Teaching Profession, the Teaching Performance Expectations and the K-12 subject matter content standards are introduced. A minimum of 20 hours of observation and participation in a multicultural school and community setting is required.

#### Upper Division

#### ELPS 303. Education in American Society (3)

Concepts and techniques from the fields of sociology, education and philosophy of education are used to analyze the current condition of culturally diverse American schools and selected proposals for reform. Minimum 20 hours of observation and participation in a multicultural setting required.

#### ELPS 417. Equity and Diversity in School (3)

Prepares teacher candidates to examine principles of educational equity, diversity and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience, and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique and reflect on their personal biases regarding children of color. (Cross listed with PAS, CHS, AAS and ARMN 417.)

### Graduate—Credential and Master's Level

#### ELPS 541A. Getting Started – Introduction to Teaching in Urban Schools (1)

*Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program. Offered Fall semester only. Prerequisite: Admission to the ACT Program. Corequisites: Multiple Subject Credential Candidates: EED/EPC 500; EED 515, 520, 565ACT, 565M, 577; ELPS 541A. Single Subject Credential Candidates: ELPS 541A; EPC 420; SED 511, 514, 525, 554. Special Education Credential Candidates: EED 151 (optional), 520, 565M, 577; ELPS 541A with SPED 541B; SPED 504ACT, 577ACT, 579AC. The first of two Core courses in the ACT Program for elementary, secondary and special*

education teacher candidates is taught collaboratively by a team of University and school faculty. The course is an introduction to teaching and learning in the context of P-12 urban schools with an emphasis on educational equity, diversity and special populations. Topics include an introduction to the roles and responsibilities of a professional educator; teachers' and students' backgrounds and how they impact teaching and learning in urban schools; knowledge of relevant federal and state legislation for students with special needs; classroom practices that include planning, assessment and management in urban schools; and collaboration with school professionals and parents. Teacher candidates are provided activities and discussion that emphasize the link between theory and practice.

**ELPS 542A. Meeting The Needs of All Students in Urban Schools (1)**

*Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program. Offered Spring semester only. Prerequisites: Successful completion of all Fall semester course work. Corequisites: Multiple Subject Credential Candidates: EED 565S, 568ACT, 575; EHSCI 496TH; ELPS 542A; KIN 595PE. Single Subject Credential Candidates: ELPS 542A; HSCI 496ADL; SED 521, 555. Special Education Credential Candidates: ELPS 542A; SPED 402A, 505MM, 509MM, 580ACT.* The second of two Core courses in the ACT Program, this course is designed for elementary, secondary and special education teacher candidates and taught collaboratively by a team of University and school faculty. Building on the content introduced in the first Core course related to educational equity, diversity and special populations, topics include developing as a reflective educator who considers the learning needs of all students; creating and managing effective and healthy classroom environments in urban schools; problem solving strategies to facilitate teaching and learning; instructional modifications and accommodations for students with disabilities in general education settings; issues related to diversity and multicultural education; and models of collaboration/consultation. Teacher candidates are provided activities and discussion that emphasize the link between theory and practice.

**ELPS 600. Research in Educational Leadership**

*Prerequisite: Admission to the Master of Arts in Education, Educational Administration, or consent of the Graduate Advisor.* This course introduces students to education research concepts, methods and contributions to K12 and higher education practice, with an emphasis on how administrators can use research to inform decision making. It is designed to provide students with the foundations of educational research so that they will be able to understand basic research reports, evaluate practice in light of research and develop action research projects.

**ELPS 601. American Higher Education (3)**

Seminar in the nature, scope and function of higher education in the U.S. Emphasis given to contemporary issues and problems.

**ELPS 605. Administration of College Counseling and Student Services (3)**

*Prerequisite: ELPS 601.* Surveys the essential dimensions in administering College Student Personnel Services, including the elements of organizations, strategic management and administrative functions, skills and techniques. Topics include managing change, budget management, program planning, staff development and conflict management. With the consent of the Department Chair, this course may be applied toward both the M.A. Degree or the Certificate in College Counseling and Student Services.

**ELPS 618A. Seminar in Philosophy of Education (3)**

*Prerequisite: Instructor consent.* Content emphasis from one semester to another is likely to vary. Specific emphasis for a particular semester indicated by the titles listed in the Schedule of Classes for that semester.

**ELPS 631. History of American Education (3)**

Historical analysis of educational developments and problems in the U.S. and their relationships to major cultural developments and trends.

**ELPS 641. Comparative Education (3)**

Educational systems of selected developed and developing countries studied in cross-cultural perspective. Emphasis on problems in educational borrowing and educational change.

**ELPS 650. Contemporary Administrative Leadership (3)**

Designed to assist in the development of administrative leadership skills. Focus on the knowledge and application of leadership skills necessary in effective organizations, with special emphasis on schools. Topics of study include situational leadership, organizational climate and culture, individual and group motivation and transforming leadership as applied through school-based management, shared decision making, strategic planning, team building and total quality management. Includes discussion of current educational reform efforts and trends.

**ELPS 652. Social Problems and Education (3)**

Study of selected social problems and alternative proposals for coping with these problems, the significance of these problems, and proposals for public education.

**ELPS 656. Minority Groups and Education (3)**

Deals with the history, culture and current problems of racial and ethnic minority groups and their communities. Special emphasis placed on educational problems of racial and ethnic minorities, and methods of resolving such problems. Among the groups studied are Chicanos and other Latinos, Black, Asian and Native Americans.

**ELPS 660. The Exceptional Pupil in School and Society (3)**

*Prerequisite: SPED 400 or instructor consent.* Recommended especially for education students interested in the Resource Specialist Certificate or M.A. Degree in Special Education. Focus on an understanding of the social forces that affect the development of educational programs for exceptional pupils.

**ELPS 663. Legal Aspects of Educational Administration (3)**

General principles of American school law, with particular emphasis on California statutes. Consideration of the legal bases of federal, state and local administrative levels. Review of the salient legal provisions of the Education Code respecting administration of schools, the rights of patrons and employees, torts, contracts, certification, tenure, school plant planning, and the rights and obligations of pupils. Analysis and significance of major court decisions having implications for public education.

**ELPS 664. The Business and Financial Aspects of Educational Administration (3)**

Problems and principles of educational finance, with emphasis upon the California situation. Formulation and financing of the school budget. Legal provisions concerning school finance and business management. Basis and computation of state and local school support. Standard school business practices. General aspects of the planning, financing and construction of school buildings. Business management problems of individual schools.

**ELPS 667. The Organization and Administration of Community College Education (3)**

Seminar designed for the study of the administration of the community college, with emphasis on community colleges in California. Administrative theory, research and application of administrative policies and procedures in the areas of faculty and student personnel, curriculum and instruction, plant and land management, and relationships with lay and governmental boards are analyzed and evaluated.

**ELPS 670. Seminar in Contemporary Public Policy Issues in Educational Administration (3)**

*Prerequisite:* Valid administrative credential. Designed to evaluate contemporary issues in administration at both the elementary and secondary levels. Emphasis on the philosophical foundations that serve as a springboard for opportunity for students to reevaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion.

**ELPS 672. Management of Human Resources (3)**

Seminar in the philosophy, scope, function and evaluation of public school personnel administration. Emphasis on the development of a practical program.

**ELPS 673. Leadership for Information Management and Change (3)**

*Prerequisites:* Valid administrative credential. Planning and managing information and change within schools and school districts. Includes forces of change, models and strategies for intentional change diffusion, planning and managing change, and self-renewal in educational organizations.

**ELPS 675. Decision Making Simulation (3)**

*Prerequisite:* Instructor consent. Designed to provide experienced school administrators and graduate students in administration and supervision the opportunity to simulate the position of a school administrator and assume the leadership of a typical public school. Content is developed around the use of simulated materials and focuses on the individual student and his/her approach to realistic problems and situations faced by a school administrator. These responses are the basis for the student's self-examination of his/her administrative behavior and enables him/her to capitalize upon strengths and ameliorate weaknesses.

**ELPS 676. School Community Relations (3)**

The seminar is devoted to a study of the knowledge, dispositions and skills needed by educational administrators in order to understand and respond to diverse community interests and needs, collaborate effectively with families and community members, mobilize community resources to benefit students and families, and interpret the school to the public through a variety of media and modes.

**ELPS 679. Organization and Administration of Multilingual and Multicultural Programs (3)**

*Prerequisite:* Valid administrative credential. Study of the basic principles involved in developing leadership roles in multilingual programs, curricula development and staff development, as well as background in assessment, resources and materials. Supervision and administration of the total multilingual education is inherent to the course.

**ELPS 681 Organization and Administration of Elementary, Secondary and Special Education (3)**

Organizational structure of elementary and secondary education in the schools, with a focus on site leadership. Particular emphasis given to the organization, administration and supervision of various types of special education programs as well as the internal organization, structure, cultural context and the administration of the school, and the role of the school principal. Emphasizing and encouraging personal responsibility for developing, articulating and refining the values, beliefs and assumptions that guide professional practice to maximize student learning.

**ELPS 682 Supervision of Curriculum and Instruction (3)**

Foundations and philosophies of curriculum and instructional supervision. Curriculum formation, organization and assessment. Principles of professional development for staff members. The role of various school personnel in improving teaching and learning. Elementary and secondary school levels included.

**ELPS 683. Leadership, Ethics, Morals, Values (3)**

*Prerequisite:* Valid administrative credential. Provides educational administrators an ethical and moral foundation that grounds and informs their practices in schools. Through examining moral texts and exploring case studies involving ethical dilemmas and questions, students develop an understanding of the importance of shared ethical norms in public schooling and clarify their personal beliefs regarding a variety of ethical issues in leadership.

**ELPS 687A-Z. Selected Topics Courses (1-5)**

Individually designed experiences by student in collaboration with faculty member and designated mentor. These elective credits may be satisfied by non-University based activities and/or electives from this or other Departments.

**ELPS 688. Fieldwork in Educational Administration (3)**

*Prerequisites:* ELPS 600; Teaching experience; 6 hours or less of course work remaining in the program; Approval of the administrator of the school where the fieldwork is to be performed; Acceptance into the course by the Department of Educational Leadership and Policy Studies. Admission is by fieldwork application only, which may be obtained in the Department office or online at [www.csun.edu/education/elps](http://www.csun.edu/education/elps). Applications must be received by June 15 for consideration for the Fall semester and by Dec. 15 for consideration for the Spring semester. The experience in this program is at the building site level and reflects, as much as possible, those functions, assignments and responsibilities characteristic of the principal's office. Students assume a leadership role in implementing the Action Research Project designed in ELPS 600.

**ELPS 695A-Z: Experimental Topics Courses in Educational Administration (1 – 6)**

*Prerequisite:* Graduate standing. Experimental topic courses in educational administration will be offered as the availability of staff and extent of student background allow.

**ELPS 699X-Z. Independent Study (1-3)****Clear Administrative Services Credential****ELPS 684. Field Based Leadership (5)**

This course is designed to support and coach students who have initiated their careers in school leadership positions and hold the Preliminary Credential in Educational Administration. Units of study include the knowledge and skills necessary to be an effective leader in strategic, instructional, organizational, political and community domains. Students receive instruction and coaching in the awareness and development of skills and knowledge needed for planning a collaborative vision and culture for learning; for organizational management; for work with families and community agencies; to model a code of ethics; for professional development; and to work within the larger political, social, economic, legal and cultural context. An induction plan is developed in conjunction with an on-site mentor and University advisor.

**ELPS 685. Induction Plan (2)**

A plan for the candidate's induction. Individually designed by each student in consultation with a local school/district mentor and a faculty member from Educational Leadership and Policy Studies Department. The plan provides, among other things, a description of the district support services available to the student, a plan for the completion of required academic course work, identification of the local school/district mentor, and related professional growth activities.

**ELPS 686. Assessment of Candidate Competency (2)**

Assessment of Candidate Competence accomplished through a formal departmental evaluation process that includes 4 separate phases: 1) Faculty assessment of the candidate's performance in all of the activities

identified in the Induction Plan; 2) Consultation will take place with school/district mentoring partners; 3) Faculty review of the candidate's portfolio compiled throughout their program of study; and 4) Exit interview at the conclusion of the candidate's course of study.

### **ELPS 689. Practicum Administration (3)**

*Prerequisites:* Valid administrative credential; Administrative position; Approval of the Department of Educational Leadership and Policy Studies. Admission is by preliminary application only. These may be obtained in the Department Office. Applications must be received by April 1 for consideration for the Fall semester and by Nov. 1 for consideration for the Spring semester. Individualized program jointly developed for each student by the Department of Educational Leadership and Policy Studies in consultation with the student and the student's employing school district. Provides opportunities to demonstrate knowledge and skills in the 8 competency domains in Educational Administration.

## Courses—Doctoral

### **ELPS 700. The Art of Collaborative Leadership (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course provides educational leaders with the tools to establish and enhance their own leadership skills in P12 school/district- or community-college settings. Students study and apply the literature of collaborative leadership, including team building, visioning, inspiring, and empowering constituents and stakeholders connected to the learning organization.

### **ELPS 705. Organizational Complexity and Change (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course focuses on school/district or community colleges as complex and dynamic organizations. It emphasizes the ways in which educational leaders use knowledge of organizational theory to improve management decisions, facilitate organizational change and achieve positive outcomes for students.

### **ELPS 710. Curricular and Instructional Leadership for Systemic Reform (6)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course focuses on leadership for effective teaching and learning in contemporary P12 schools or community colleges. It includes advanced-level study of the nature of students, the nature of the curriculum to be taught and the fostering of instructional practices that improve learning for all students.

### **ELPS 715. Leading Change Through Cultural Competence (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course assists in the development of culturally competent leaders in diverse educational settings. Students develop knowledge, skills and dispositions necessary to promote policies and practices that value difference and ensure equity in effective organizations. Special emphasis is given to culturally and linguistically diverse populations in P12 schools or community colleges.

### **ELPS 720. Postsecondary Finance and Enrollment Management (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. (Community College Cohort Only.) This course provides an overview of postsecondary finance and fiscal management. It is a study of basic principles of business management, finance and budgeting practices in community colleges. It addresses issues, challenges and policy implications of revenue and enrollment trends.

### **ELPS 725. Instructional Assessment and Program Evaluation (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course includes study of instructional assessment and program evaluation for effective educational leadership. Emphasis is given to an examination of measures of student achievement and accountability systems.

### **ELPS 730. Public Policy in Education (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. (P12 cohort only.) This course examines the context for policy making and the process of policy development and implementation. It includes the study of organizational structures for educational decision making at the federal, state, county and local levels, with emphasis on how and where influence can be exerted.

### **ELPS 735. Law and Policy in Postsecondary Education (3)**

*Prerequisites:* Admission to doctoral program in Educational Leadership (Community College cohort only.) This course covers general principles of American school law with particular emphasis on California statutes and community-college regulations. It includes review of the major federal, state and local laws and regulations, and an analysis of significant court decisions having implications for public postsecondary education.

### **ELPS 740. Entrepreneurship in Public Education (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course examines developments and promising practices in educational entrepreneurship and community partnerships. Students learn professional skills, such as grant writing, collaborative planning, presentation delivery and marketing. An emphasis is placed on working effectively with a variety of stakeholders across the public and private sectors to improve public P14 schools.

### **ELPS 745. The Science of Administration (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course focuses on school/district or community college management strategies and issues. It is designed to help the administrator work within the organization to translate a shared vision into strategic and operational plans and to effectively manage people and resources at advanced levels of leadership.

### **ELPS 750. The Ethical Dimensions of Leadership (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course provides educational administrators an ethical and moral foundation that will both ground and inform their practice. Through examining moral contexts, exploring case studies involving ethical dilemmas and applying ethical principles and decision-making formats, students develop an understanding of the importance of shared ethical norms in public schooling and clarify their personal beliefs regarding a variety of ethical issues in leadership.

### **ELPS 755. Human Relations in Educational Organizations (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. This course enhances the effective management of human relations in collaborative organizational contexts. As the capstone course in the Doctoral Program, it addresses both self-awareness and increased understanding of others.

### **ELPS 760. Field Based Inquiry I (3)**

*Prerequisite:* Admission to the Doctoral Program in Educational Leadership. Doctoral students are guided in designing and conducting an intensive, field-based inquiry related to organizational change efforts to improve student achievement in P12 schools or community colleges. Students develop or enhance hands-on administrative skills in action research, collaborative problem solving, program planning and professional presentation.

**ELPS 765. Field Based Inquiry II (3)**

*Prerequisite: Admission to the Doctoral Program in Educational Leadership; Successful completion of Field Based Inquiry I. (P12 cohort only.)* Doctoral students complete their field-based inquiry related to organizational change efforts to improve student achievement, and present their findings in a seminar session.

**ELPS 770. Applied Quantitative Inquiry I (3)**

*Prerequisite: Admission to the Doctoral Program in Educational Leadership.* This course provides an introduction to concepts, principles and methods of quantitative research in education. Problem identification, research design, data collection techniques and interpretation of research findings are addressed. Critical analysis of relevant research literature is emphasized.

**ELPS 775. Applied Quantitative Inquiry II (3)**

*Prerequisite: Admission to the Doctoral Program in Educational Leadership; Successful completion of Applied Quantitative Inquiry I.* This course is an advanced seminar for students who plan to use mainly quantitative research methods for their dissertation. It guides them through the process of designing a meaningful, manageable quantitative study, as well as advanced techniques in data collection, analysis and reporting.

**ELPS 780. Applied Qualitative Inquiry I (3)**

*Prerequisite: Admission to the Doctoral Program in Educational Leadership.* This course is an overview of qualitative approaches to educational research that can be applied to educational leadership for school improvement. Students learn to be critical consumers of the qualitative research literature and to use basic qualitative research methods. Action research and qualitative approaches to the dissertation process are also discussed.

**ELPS 785. Applied Qualitative Inquiry II (3)**

*Prerequisite: Admission to the Doctoral Program in Educational Leadership; Successful completion of Applied Qualitative Inquiry I.* This course is an advanced seminar for students who plan to use mainly qualitative research methods for their dissertation. It guides them through the process of designing a meaningful, manageable qualitative study, as well as advanced techniques in qualitative data collection, analysis and reporting.

**ELPS 789. Dissertation Seminar (2)**

*Prerequisite: Admission to the Doctoral Program in Educational Leadership; Advancement to Candidacy.* Students work under the guidance of their advisor to complete requirements for the dissertation. Includes independent work as well as dissertation seminars. Minimum of 12 dissertation seminar units are required in the program. May be repeated for credit. Students must be enrolled every semester after admission to Candidacy until they successfully defend their dissertation.

# Educational Psychology and Counseling

Michael D. Eisner College of Education

**Chair: Shari Tarver-Behring**

**Education (ED) 1218**

**(818) 677-2599, (818) 677-2601**

**[www.csun.edu/coe/epc/](http://www.csun.edu/coe/epc/)**

**Department email: [epcdept@csun.edu](mailto:epcdept@csun.edu)**

## Staff

Maria King (Administrative Coordinator)

## Faculty

Joannie Busillo-Aguayo, Stanley Charnofsky, Diane Gehart, Pete Goldschmidt, Adele Eskeles Gottfried, Charles Hanson, Julie Hau, Gregory Jackson, Carolyn Jeffries, Doris Jones-Nicol, Wilda Laija-Rodriguez, Michael Laurent, Rie Rogers Mitchell, Alberto Restori, Carrie Rothstein-Fisch, Luis Rubalcava, Tovah Sands, Jonah Schlackman, Merrill Simon, Dana Stone

## Emeritus Faculty

Michael Auer, Rose Bromwich, Marvin Chernoff, Elizabeth Crane, Robert Docter, Don Dorsey, George Ferrell, Janet Fish, W. Dean McCafferty, Sarah Moskovitz, Bernard Nisenholz, Margaret Thompson, Allen Webb

## Programs Offered

**M.S. in Counseling with Options in:**

**Career Counseling**

**College Counseling and Student Services**

**Marriage and Family Therapy**

**School Counseling**

**School Psychology**

**M.A. in Education—Educational Psychology Option with concentrations in:**

**Development, Learning Instruction and Evaluation**

**Early Childhood Education**

## Mission

The Department of Educational Psychology and Counseling prepares students for highly effective, ethical and satisfying careers as professional educators and counselors working with individuals, families and groups in educational, organizational and community settings. The aim of our programs is to reflect an ecological and developmental life-span approach to theory, research and practice centered on the study and application of major concepts and skills from counseling, early childhood education, educational psychology and psychological foundations of education. Department faculty are committed to continuous evaluation and improvement of our courses and programs.

## Accreditation

The Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation on the following program areas in the Department of Educational Psychology and Counseling: Career Counseling (M.S.); College Counseling and Student Services (M.S.); Marriage and Family Therapy (M.S.); and School Counseling (M.S.) The National Association of School Psychology (NASP) has conferred accreditation on the School Psychology (M.S.) program. The School Counseling and School Psychology programs also are accredited by the California Commission on Teacher Credentialing (CCTC) and all department programs are accredited by the National Council on the Accreditation of Teacher Education (NCATE).

## State Licensure

Students seeking licensure as a marriage and family therapist (LMFT) must complete the 63-66 unit Master's Degree in counseling, Option in Marriage and Family Therapy (MFT) and 3,000 hours of field work and internship prior to applying for the State examination. Students in the MFT program may also meet the course and practicum requirements for pursuing licensure as a Licensed Professional Clinical Counselor (LPCC). Students seeking licensure as an educational psychologist must complete requirements for the School Psychology credential and subsequently meet additional field work requirements. For additional information, contact program advisors.

**Marriage and Family Therapy:** Stanley Charnofsky

**School Psychology:** Doris Jones-Nicol, Wilda Laija-Rodriguez, Alberto Restori

**LPCC Licensure:** Merrill Simon

## State Credential

Department programs lead to State credentials in Pupil Personnel Services in two areas: School Counseling or School Psychology. Students seeking one of these credentials through CSUN must complete course work equivalent to the Master's Degree in counseling, Option in either School Counseling or School Psychology, respectively and hold a Master's Degree. For additional information, consult the Datalog, Department website ([www.csun.edu/coe/epc/](http://www.csun.edu/coe/epc/)), Graduate Advisor or Program Coordinators.

## Careers

Graduates completing a Master's Degree may qualify for positions in public schools, public mental health, community agencies, community colleges and universities, business and industry, career development, marriage and family therapy, private clinical practice, integrated medicine settings and related areas. With the completion of state requirements, students can receive a credential in pupil personnel services (PPS) in either school counseling or school psychology and/or a license as a marriage and family therapist (LMFT), licensed professional counselor (LPCC) or educational psychologist.

## Academic Advisement

Information for students interested in Department programs is available by accessing the website or by calling or visiting the Graduate Advisor and/or Department Office. Students admitted to a Master's Degree, Certificate or Credential Program should contact Program Coordinators for advisement. In addition, first year practicum instructors serve as advisors for students in all the Master's Degree programs in counseling.

**Graduate Advisor's Office:** ED 1223

**Graduate Advisor:** Shannon Sexton

(818) 677-5719, ([epcdept@csun.edu](mailto:epcdept@csun.edu))

**Graduate Coordinator:** Merrill Simon

### Program Advisors:

**Career Counseling:** Greg Jackson, Julie Hau

**College Counseling and Student Services:** Merrill Simon, Julie Hau

**Development, Learning, Instruction, and Evaluation:** Adele Gottfried,

Carolyn Jeffries, Pete Goldschmidt, Jonah Schlackman

**Early Childhood Education:** Carrie Rothstein-Fisch, Joannie Busillo-Aguayo

**Marriage and Family Therapy:** Stanley Charnofsky, Luis Rubalcava, Michael Laurent, Diane Gehart, Dana Stone

**School Counseling:** Charles Hanson, Tovah Sands

**School Psychology:** Doris Jones-Nicol, Wilda Laija-Rodriguez, Alberto Restori

### Student Learning Outcomes of the Graduate Program

To fulfill the Department mission, faculty engages in University and professional activities to develop and provide undergraduate and graduate programs for the preparation of professionals. At the conclusion of their program of study, students will be able to:

1. Develop and apply expertise in their fields of study.
2. Think critically and engage in reflective, ethical and legal practice throughout their education and professional lives.
3. Develop empathic, respectful and congruent interpersonal skills and abilities to work successfully with groups and individuals from diverse backgrounds in educational, community and mental health settings.
4. Communicate effectively using oral, written, listening and non-verbal attending and observational skills.
5. Become information-competent scholars and researchers capable of utilizing current technology in work environments while engaging in and disseminating creative, empirical and applied research studies and program evaluations.
6. Collaborate skillfully and respectfully as leaders, consultants and team members in a variety of settings.
7. Develop skills necessary to assess and evaluate individuals and groups and to utilize current technology in work environments.
8. Maintain a multicultural and global perspective, emphasizing social justice, gender and educational equity, access and support.
9. View their roles as preventative, educative and therapeutic in promoting well-being, healthy relationships, academic success and career mastery.
10. Provide service through a wide variety of field-based partnerships informed by theory, research and practice.
11. Act as advocates with initiative, perception and vision to lead and transform the practices and policies of those who provide services to individuals, families, schools, organizations, communities and policymakers.
12. Pursue lifelong professional and personal development through such mediums as continuing education, information, technology, psychological counseling, participation and leadership in professional organizations, and doctoral study.

### University Certificate Programs

In addition to M.A. and M.S. Degree programs, the Department offers four Certificate programs: 1. Post-Master's Certificate in Career Development or Career Education and Counseling; 2. Post-Master's Certificate in College Counseling and Student Services; 3. Infant-Toddler-Family Mental Health Post B.A. Certificate; and 4. Certificate in Parent-Child Specialization/Consultation. Contact the Program Coordinators for more information.

### Requirements for Admissions Consideration into Department Programs

1. Complete University application and requirements:
  - a. Have earned a Baccalaureate Degree from an accredited college or university.
  - b. Have been in good standing at the last institution attended.
  - c. Have at least a 2.5 GPA in the last 60 semester/90 quarter units attempted.
  - d. If cumulative undergraduate GPA is less than 3.0, score at or above the 50th percentile on one of the three sections of the aptitude test of the Graduate Record Examination (i.e., verbal, quantitative or analytical) or on the Miller Analogies Test (MAT). Applicants to the School Psychology Program are required to take the GRE. Applicants to other Department programs with a cumulative undergraduate GPA of 3.0 or above do not have to take the GRE or MAT.
  - e. Pass Upper Division Writing Proficiency Exam by earning a score of 8 or higher.
2. Complete Department application for admission to graduate programs.
  - a. Submit 2 recommendations, either as letters or on Departmental form;

- b. Participate in the admission's interview process; and
  - c. Be accepted by Departmental Student Affairs Committee.
3. Complete all required prerequisite courses with a grade of "B-" or better.

### Requirements for the Master of Science Degree in Counseling

The Master of Science (M.S.) in Counseling offers five options: 1) Career Counseling; 2) College Counseling and Student Services; 3) Marriage and Family Therapy; 4) School Counseling; and 5) School Psychology. Students must take prerequisite courses before formal admittance to a Master's Degree program. Only students admitted to a Master of Science degree program may take classes in that program.

#### 1. Career Counseling Option:

This Option within the Master of Science (M.S.) in Counseling offers graduate-level training in career counseling theory; career resources and program development; approaches to developing organizational based career development programs; consulting; individual and group career assessment; ethical and legal issues; and the career development of special populations. These areas have been identified by the National Career Development Association (NCDA) as essential competency areas for individuals to qualify for national certifications as a Master Career Counselor (MCC, [www.ncda.org](http://www.ncda.org)). Graduates are eligible to take the National Counselor's Examination (NCE) to qualify for certification as a National Certified Counselor (NCC, [www.nbcc.org](http://www.nbcc.org)). Graduates may also choose to pursue certification as a Master Career Counselor through the National Career Development Association. For those graduates with an interest in preparing for a clinical practice as a psychotherapist, the option of becoming a Licensed Professional Clinical Counselor (LPCC) is available. Graduates preparing to be licensed will have to complete additional course work beyond the career counseling course work and complete additional clinical field work/internship and a state examination. Graduates of the program will be prepared for employment as career counselors in the following settings: education (community colleges, colleges and universities); business, industry and government; community-based agencies and organizations; career counseling/consulting firms; and private practice as a career counselor. This program meets the accreditation standards of and is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

#### Prerequisites (9 units)

|     |     |   |
|-----|-----|---|
| EPC | 430 | Development and Learning in Early Childhood Education (3) |
| EPC | 451 | Fundamentals of Counseling and Guidance (3)               |
| EPC | 600 | Educational Statistics for Research and Measurement (3)   |

*(Equivalent courses may be substituted for prerequisites.)*

#### 1. Core Program (21 units)

|     |      |   |
|-----|------|---|
| EPC | 601  | Individual and Group Assessment.(3)           |
| EPC | 602  | Research Principles (3)                       |
| EPC | 643  | Counseling in Cross-Cultural Settings (3)     |
| EPC | 655  | Seminar in Counseling Theory and Practice (3) |
| EPC | 657A | Seminar in Career Counseling Theory (3)       |
| EPC | 659A | Counseling Practicum: Communication (3)       |
| EPC | 659B | Counseling Practicum: Skills (3)              |

#### 2. Option (31 units)

|     |     |  |
|-----|-----|--|
| EPC | 607 | Motivation in Learning and Development (3)<br>or EPC 622 American College Student and Campus Environment (3) |
| EPC | 609 | Human Development: Life Span Perspective (3)   |
| EPC | 653 | Measurement for School and Career Counseling (3)   |

|     |             |   |
|-----|-------------|---|
| EPC | 657B        | Seminar in Career Counseling Resources (3)            |
| EPC | 658         | Group Counseling (3)                                  |
| EPC | 658L        | Group Counseling Lab (1)                              |
| EPC | 659CC/DC    | Field Work in Career Counseling (1-6)                 |
| EPC | 660         | Counseling for Career Adjustment and Change (3)       |
| EPC | 662         | Current Issues in Career Education and Counseling (3) |
|     | or SPED 622 | Career Education for Learners with Special Needs (3)  |
| EPC | 671         | Law and Ethics (3)                                    |
| MGT | 620         | Behavior in Organizations (3)                         |
|     | or EPC 695S | Capstone: College Counseling and Student Services (3) |
|     | or SOC 400  | Organizational Analysis (3)                           |

### 3. Electives (0-2 units) (Electives approved by Program Coordinator)

#### 4. Culminating Experience (3-6 units)

|     |             |                               |
|-----|-------------|-------------------------------|
| EPC | 697         | Comprehensive Exam (3)        |
|     | or EPC 698C | Thesis/Graduate Project (3-6) |

#### Suggested Sequence of Courses by Semester is:

|                    |  |
|--------------------|--|
| <b>Semester 1:</b> | EPC 601, 655, 657A, 659A                               |
| <b>Semester 2:</b> | EPC 643, 653, 657B, 659B                               |
| <b>Semester 3:</b> | EPC 609, 658/658L, 659C, EPC 622 or MGT 620 or SOC 400 |
| <b>Semester 4:</b> | EPC 602, 607, 659D, 662 or 695S or SPED 622            |
| <b>Semester 5:</b> | EPC 660, 697 or 698C                                   |

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 60 |
|-------------------------------------|----|

## 2. College Counseling and Student Services (CCSS)

The Master of Science (M.S.) in Counseling with an Option in CCSS is a full-time program designed to prepare students for career opportunities in higher education, with particular emphasis on positions serving university and community college students on urban campuses. Special attention is given to working with diverse student populations, including returning, historically underrepresented and disabled students. This program is designed for two types of students: (1) those individuals who desire training for entry-level positions in student affairs, and (2) those who are already experienced professionals in student affairs and wish to increase their theoretical background and range of experience. This program meets the accreditation standards of and is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates are eligible to take the National Counselor's Examination (NCE) to qualify for certification as a National Certified Counselor (NCC, [www.nbcc.org](http://www.nbcc.org)). For those graduates with an interest in preparing for a clinical practice as a psychotherapist, the option of becoming a Licensed Professional Clinical Counselor (LPCC) is available. Graduates preparing to be licensed will have to complete additional course work beyond the career counseling course work and complete additional clinical field work/internship and a state examination.

#### Prerequisites (12 units)

|     |     |   |
|-----|-----|---|
| EPC | 430 | Development and Learning in Early Childhood Education (3) |
| PSY | 310 | Behavior Disorders (3)                                    |
| EPC | 451 | Fundamentals of Counseling and Guidance (3)               |
| EPC | 600 | Educational Statistics for Research and Measurement (3)   |

(Equivalent courses may be substituted for prerequisites.)

#### 1. Core Program (21 units)

|     |     |   |
|-----|-----|---|
| EPC | 601 | Individual and Group Assessment (3)       |
| EPC | 602 | Research Principles (3)                   |
| EPC | 643 | Counseling in Cross-Cultural Settings (3) |

|     |      |   |
|-----|------|---|
| EPC | 655  | Seminar in Counseling Theory and Practice (3) |
| EPC | 657A | Seminar in Career Counseling Theory (3)       |
| EPC | 659A | Counseling Practicum: Communication (3)       |
| EPC | 659B | Counseling Practicum: Skills (3)              |

#### 2. Option (20 units)

|     |       |  |
|-----|-------|--|
| EPC | 609   | Human Development: A Life-Span Perspective (3)         |
| EPC | 620   | College Counseling and Student Services Profession (3) |
| EPC | 622   | American College Student and Campus Environment (3)    |
| EPC | 659JB | Field Work in CCSS (2)                                 |
| EPC | 659JC | Field Wwork in CCSS (3)                                |
| EPC | 659KC | Field Work in CCSS (3)                                 |
| EPC | 690   | Advanced Field Work in CCSS (2)                        |
| EPC | 695S  | Capstone: College Counseling and Student Services (3)  |

#### 3. Electives (1 units) (Electives approved by Program Coordinator)

#### 4. Culminating Experience (9 units)

|     |             |                                      |
|-----|-------------|--------------------------------------|
| EPC | 696         | Directed Graduate Research (3+3) and |
| EPC | 697         | Comprehensive Exam (3)               |
|     | or EPC 698C | Thesis/Graduate Project. (3)         |

#### Suggested Sequence of Courses by Semester:

|                    |                                   |
|--------------------|-----------------------------------|
| <b>Summer 1:</b>   | EPC 657A, 671                     |
| <b>Semester 1:</b> | EPC 622, 655, 659A, 659JB         |
| <b>Semester 2:</b> | EPC 602, 620, 643, 659B,          |
| <b>Summer 2:</b>   | EPC 609, 690                      |
| <b>Semester 3:</b> | EPC 601, 658/L, 659JC, 696        |
| <b>Semester 4:</b> | EPC 659KC, 695S, 696, 697 or 698C |

**Add 1- to -3 unit elective during second semester or later.**

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 60 |
|-------------------------------------|----|

## 3. Marriage and Family Therapy Option

The Master of Science (M.S.) in Counseling with an Option in Marriage and Family Therapy/Counseling prepares students for licensure as both a Marriage and Family Therapist (LMFT) and Professional Clinical Counselor (LPCC) in California and in most other states. The state-of-the-art curriculum is designed to teach professional skills to prepare students to work in public mental health, community agencies, hospitals, medical settings, schools, private agencies and private practice, and/or to pursue clinical doctoral study. The curriculum emphasizes strengths-based approaches, diversity, evidence-based practices and development of the person-of-the-counselor, while providing depth in numerous areas of clinical specialties, including children, adolescents, couples, groups, parenting, sexual abuse, substance abuse, psycho-education, severe mental illness and career interventions. Students can further develop their areas of specialty through culminating experiences, which include a Master's project, Master's thesis or individually tailored comprehensive exams. Well prepared with extensive practicum experiences in the first year, students begin intensive training in the field during the second year at community mental health agencies, public mental health, school-based and other mental health related placements. The program's curriculum is approved by the California Board of Behavioral Sciences for MFT licensing ([www.bbs.ca.gov](http://www.bbs.ca.gov)) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the latter enabling students to sit for the National Counselor Examination to qualify as a National Certified Counselor ([www.nbcc.org](http://www.nbcc.org)). The curriculum also integrates the Marriage and Family Therapy Core Competencies to ensure that it adheres to the highest national standards and guidelines. Interested students also may apply to pursue the Pupil Personnel Services School Counseling Credential, the Infant-Toddler-Family



Mental Health Certificate, the College Counseling/Student Services Post-Master's Certificate and/or the Career Counseling Post-Master's Certificate offered in the Department.

#### Prerequisites (12 units)

|     |     |   |
|-----|-----|---|
| EPC | 430 | Development and Learning in Early Childhood Education (3) |
| EPC | 451 | Fundamentals of Counseling and Guidance (3)               |
| PSY | 310 | Behavior Disorders (3)                                    |
| EPC | 600 | Educational Statistics for Research and Measurement (3)   |

*Equivalent courses may be substituted with approval from the Program Coordinator.*

#### Counseling Core Courses (12 units)

|     |      |   |
|-----|------|---|
| EPC | 643  | Diversity in Counseling (3)                           |
| EPC | 657C | Career Interventions in Mental Health Counseling (3)  |
| EPC | 655  | Counseling Theories (3)                               |
| EPC | 671  | Law, Ethics and Professional Issues in Counseling (3) |

#### Marriage and Family Specialization Courses (24 units)

|     |      |  |
|-----|------|--|
| EPC | 656  | Counseling Children, Adolescents and their Families (3)              |
| EPC | 670A | Systemic Family Theories and Their Evidence Base (3)                 |
| EPC | 670B | Postmodern and Cognitive Family Theories and Their Evidence Base (3) |
| EPC | 670C | Psycho-education and Group Process in Family Counseling (3)          |
| EPC | 673  | Community Mental Health Counseling (3)                               |
| EPC | 674  | Family Development Across the Lifespan (3)                           |
| EPC | 675  | Chemical Dependency and Addictions Counseling (3)                    |
| EPC | 677  | Couples Counseling (3)   |

#### Clinical Assessment and Research Courses (12 units)

|     |     |  |
|-----|-----|--|
| EPC | 603 | Clinical Research and Program Evaluation (3)           |
| EPC | 679 | Clinical and Outcome-Based Assessment (3)              |
| EPC | 672 | Mental Health Assessment and Diagnosis (3)             |
| EPC | 678 | Psychopharmacology and Neurobiological Foundations (3) |

#### Practicum and Field Work Courses (12 units)

|     |      |   |
|-----|------|---|
| EPC | 659A | Communication Skills in Counseling (3)                    |
| EPC | 659B | Practicum in Counseling (3)                               |
| EPC | 659P | Field Work in Marriage and Family Therapy/ Counseling (3) |
| EPC | 659Q | Field Work in Marriage and Family Therapy/ Counseling (3) |

*Note: State regulations require that trainees who continue to see clients at a field placement when not enrolled in EPC 659 B, P or Q register for EPC 690: Advanced Field Work and Professional Development for each and every semester during which clients are seen, including summers, until they have received their degree. This requirement applies even if the student has received an incomplete during another semester and/or is seeing clients after finishing the minimum field work requirements.*

#### Culminating Experience (3-6 units)

EPC 697C/698C Comprehensive Exams or Thesis/Project (3-6)

*Note: The majority of students require 2 semesters to complete their culminating experience.*

#### 63-66 Unit program

**Online and Hybrid Courses:** Some of the classes in the MFT/C program are offered in a hybrid (partially online) and/or online format.

Consult the Schedule of Courses for current offerings, which are indicated in the notes for specific sections.

**Course Sequencing and Cohorts:** Based on needs and availability, students can typically apply to one of two cohort tracks: a) An accelerated day-time cohort; or b) A standard afternoon/evening cohort. The accelerated day-time cohort is designed for full-time students working fewer than 15 hours per week and can be completed in 6 semesters (1 calendar years) with full course loads taken during both summers. The standard afternoon/evening cohort is designed for students working 30 or fewer hours per week and requires 2 1/2 to 3 years to complete with reduced summer course work and part-time academic loads when students are in field placements for 15-25 hours per week in the second and third year. See the program's webpage for sequencing of specific cohorts. Note that cohort offerings and course sequencing are subject to change in a given academic year. Students are strongly encouraged to take all courses within their chosen cohort to ensure access to required courses. Students desiring alternative scheduling, please consult with Program Coordinator for availability and approval in advance.

#### Marriage and Family Therapy/Counseling Program Learning Objectives

In addition to the Department's learning objectives, the Marriage and Family Therapy/Counseling program is designed to enable students to do the following:

1. Develop empathic, respectful and collaborative relationships when working with individuals, children, couples and families from diverse backgrounds and socioeconomic classes, as well as with other professionals.
2. Conduct psychosocial, family, clinical, diagnostic, crisis and client progress assessments of clients that account for family system dynamics and larger socio-political and cultural contexts.
3. Utilize family therapy and counseling theories to conceptualize client situations and develop treatment plans that address diverse client needs based on the current evidence base.
4. Provide effective, evidence-based and culturally responsive therapy interventions for individuals, children, couples, families and groups dealing with mild to severe mental health, addiction, family and/or relational issues.
5. Identify the legal, ethical and documentation standards of marriage and family therapy practice, and understand how they apply in different service contexts, such as private practice, schools and public agencies, and with diverse populations.
6. Engage in reflective practices that promote personal growth and self awareness, enabling students to critically and accurately evaluate how their beliefs, values, behaviors and cultural context affect clients and shape their perceptions of clients.
7. Locate and use research to use implement best-practice strategies with diverse clients and issues.

|  |              |
|--|--------------|
| <b>Total Units Required for the Degree</b> | <b>63-66</b> |
|--|--------------|

#### 4. School Counseling

The Master of Science (M.S.) Degree in Counseling with an Option in School Counseling is designed to prepare school counselors for work in K-12 public schools. The program is driven by a vision for counselors who can develop comprehensive, reality-based school counseling programs that promote educational equity and high academic achievement for all students. Program courses are integrated with school-based experiences and activities that prepare counselors to address the personal, social, career and academic development of K-12 students. The program meets the accreditation standards of and is approved by the Council for Accreditation of Counseling and Related Educational Programs

(CACREP). Graduates qualify for the State of California Pupil Personnel Services Credential in School Counseling and are eligible to take the National Counselor's Examination (NCE) to qualify for certification as a National Certified Counselor (NCC, [www.nbcc.org](http://www.nbcc.org)).

### Prerequisites (9 units)

|            |   |
|------------|---|
| EPC 314    | Psychological Foundations of Education (3)                |
| or EPC 430 | Development and Learning in Early Childhood Education (3) |
| EPC 451    | Fundamentals of Counseling and Guidance (3)               |
| EPC 600    | Educational Statistics for Research and Measurement (3)   |

(Equivalent courses may be substituted for prerequisites)

### 1. Core Program (18 units)

|          |   |
|----------|---|
| EPC 602  | Research Principles (3)                             |
| EPC 605  | Advanced Psychological Foundations of Education (3) |
| EPC 643  | Counseling in Cross-Cultural Settings (3)           |
| EPC 655  | Seminar in Counseling Theory and Practice (3)       |
| EPC 659A | Counseling Practicum: Communication (3)             |
| EPC 659B | Counseling Practicum: Skills (3)                    |

### 2. Option (34 units)

|              |   |
|--------------|---|
| EPC 648      | Consultation with Parents, Teachers and Other Human Service Professionals (3) |
| EPC 658      | Group Counseling (3)  |
| EPC 658L     | Group Counseling Lab (1)  |
| EPC 659CC/DC | Field Work in School Counseling (3+3)   |
| EPC 682      | Foundations of School Counseling (3)  |
| EPC 683      | Collaborations with Families in Educational Settings (3)                      |
| EPC 684      | Educational Program Evaluation and Assessment (3)                             |
| EPC 687      | Career Guidance, College Selection and Technology in School Settings (3)      |
| EPC 688      | Measurement and Assessment in School Settings (3)                             |
| EPC 689      | Leadership in School Counseling (3)   |
| SPED 400     | Introduction to Special Education (3)   |

### 3. Culminating experience (3 units)

|          |                             |
|----------|-----------------------------|
| EPC 698C | Thesis/Graduate Project (3) |
|----------|-----------------------------|

(EPC 698C may be taken for credit 2 times.)

#### Suggested Course Sequence By Semester:

|                    |  |
|--------------------|--|
| <b>Summer 1:</b>   | EPC 682  |
| <b>Semester 1:</b> | EPC 605, 643, 655, 659A                            |
| <b>Semester 2:</b> | EPC 602, 658/658L, 659B, 683                       |
| <b>Summer 2:</b>   | SPED 400   |
| <b>Semester 3:</b> | EPC 659C, 684, 687, 688                            |
| <b>Semester 4:</b> | EPC 648, 659D, 689, 698C                           |
| <b>Semester 5:</b> | If needed for conclusion of Culminating Experience |

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 55 |
|-------------------------------------|----|

## 5. School Psychology

This Option within the Master of Science (M.S.) in Counseling prepares school psychologists for careers within school-based teams to help all children, including those of linguistically and cultural diverse backgrounds, attain academic and social success. Students attain skills in consultation, assessment and intervention, including counseling. Working at both the individual- and systems-level of service delivery, students develop the skills to facilitate collaboration among families, schools and communities. They creatively use evaluation methods and culturally compatible solutions to dissolve barriers that impede the learning process. Through personal and educational development in the program, graduates become competent professionals, lifelong

learners, innovators and leaders in the field. On completion of the program, the student applies for the Advanced Pupil Personnel Services Credential: School Psychology Credential.

### Prerequisites (9 units)

|   |   |
|---|---|
| EPC 314 or 314BL  | Psychological Foundations (3)                             |
| <i>(Waived for applicants who have a teaching credential)</i> |   |
| EPC 430   | Development and Learning in Early Childhood Education (3) |
| EPC 451   | Fundamentals of Counseling and Guidance (3)               |
| EPC 600   | Educational Statistics for Research and Measurement (3)   |

(Equivalent courses may be substituted for prerequisites)

### 1. Core Program (18 units)

|          |   |
|----------|---|
| EPC 601  | Individual and Group Assessment (3)           |
| EPC 602  | Research Principles (3)                       |
| EPC 643  | Counseling in Cross-Cultural Settings (3)     |
| EPC 655  | Seminar in Counseling Theory and Practice (3) |
| EPC 659A | Counseling Practicum: Communication (3)       |
| EPC 659B | Counseling Practicum: Skills (3)              |

### 2. Option (49 units)

|            |   |
|------------|---|
| EPC 611    | Seminar in Educational Psychology (3)                     |
| EPC 647    | Assessment and Intervention with Child and Family (3)     |
| EPC 659E/F | Field Work in School Psychology (1-6)                     |
| EPC 659G/H | Internship in School Psychology (1-6)                     |
| EPC 661    | Multi-Systemic Behavioral Intervention (3)                |
| EPC 663A/L | Clinical and Psychometrics Assessment Techniques (3/2)    |
| EPC 663B/L | Clinical and Psychometrics Assessment Techniques (3/2)    |
| EPC 664    | Neuro-Developmental, Emotional and Behavior Disorders (3) |
| EPC 665    | School-Based Counseling of Children and Teens (3)         |
| EPC 667    | Introduction to School Psychology (3)                     |
| EPC 680    | Seminar in School Psychology (3)                          |
| EPC 684    | Educational Program Evaluation and Assessment (3)         |
| SPED 610   | Program Planning for Exceptional Children and Youth (3)   |

|   |    |
|---|----|
| Total Units Required for the Credential | 67 |
|---|----|

## Curriculum for the Master of Arts in Education with an Option in Educational Psychology:

The Master of Arts (M.A.) in Education with an Option in Educational Psychology offers 1 emphases: 1) Early Childhood Education; and 2) Development, Learning, Instruction and Evaluation. Students must take prerequisite courses before formal admittance to a Master's program.

### 1. Educational Psychology: Early Childhood Education Option:

The specific objectives of the Master of Arts in Education with an option in Educational Psychology and a concentration in Early Childhood Education (ECE) are:

- A. To prepare students to assume leadership positions in early childhood care and education in a variety of educational, health and mental health settings institutions concerned with children from the prenatal stage through age eight. Academic career choices of students selecting this option typically include:

1. instructor of child development courses in community colleges;
  2. parent educator in public adult education or in a variety of private settings;
  3. specialist working with hospitalized children and in programs serving families with high risk infants and young children;
  4. coordinator of community program services for young children and their families;
  5. lead teacher, supervisor or director of programs; and
  6. child advocate working in various social policy agencies.
- B. To prepare students to enter doctoral programs in early childhood education with a view to teaching at the university level, conducting research in child development, planning and administering programs, or developing public policy.
- C. To provide students with knowledge of child development, adult-child interaction, cultural and language diversity, and biological and environmental factors influencing families and their young children and community staff-family collaborations.

This program is aligned with the Professional Standards for Advanced Students (master's level) as specified by the National Association for the Education of Young Children (NAEYC) in concert with the National Council for Accreditation of Teacher Education (NCATE).

Students must complete courses with a grade of "B" or better to make satisfactory progress in the program. Students earning less than a grade of "B," will be required to meet with his/her faculty advisor to determine if they may continue in the program.

#### Prerequisites (6 units)

Admission to the University and to the Program.

|         |   |
|---------|---|
| EPC 430 | Development and Learning in Early Childhood Education (3) |
| EPC 600 | Educational Statistics for Research and Measurement (3)   |

(Equivalent courses may be substituted for prerequisites.)

#### 1. Core Program (21 units)

|            |   |
|------------|---|
| EPC 602    | Research Principles (3)   |
| EPC 609    | Human Development, A Lifespan Perspective (3)                           |
| EPC 632    | Issues, Theories and Current Practices in Early Childhood Education (3) |
| EPC 635    | Foundations of Developmental Curriculum for Early Childhood (3)         |
| EPC 639C   | Field Work in Early Childhood (3)                                       |
| EPC 683    | Collaboration with Families in Educational Settings (3)                 |
| EPC 668    | Partnerships for Excellence in Early Childhood Education (3)            |
| or EPC 642 | Assessment and Evaluation in Early Childhood Education (3)              |

#### 2. Electives (6 units)

Electives must be approved by an Early Childhood Education Program Coordinator

#### 3. Culminating Experience (3-6 units)

|             |                               |
|-------------|-------------------------------|
| EPC 697     | Comprehensive Exam (3)        |
| or EPC 698C | Thesis/Graduate Project (3-6) |

#### Suggested Course Sequence by Semester:

|   |                                       |
|---|---------------------------------------|
| <b>Semester 1:</b>                                  | EPC 632, 639C                         |
| <b>Semester 2:</b>                                  | EPC 602, 635, elective                |
| <b>Semester 3:</b>                                  | EPC 609, 683, elective                |
| <b>Semester 4:</b>                                  | EPC 642 or 688, and either 697 or 698 |
| <b>Semester 5:</b>                                  | EPC 697 or 698 if needed              |
| <b>Electives—Concentrations of Study (optional)</b> |                                       |

Students are not required to have a sub-specialization in their choice of electives, but areas of sub-specialties have been identified as one way to fulfill elective need, depending upon a student's area of interest.

**Cognition and Language**—Electives selected from: EPC 605, 607 and 634. This sub-specialty is ideal for Masters students who may be teaching at the elementary school level or for those with a special interest in learning, motivation or language

**Infant-Toddler-Family Mental Health**—Electives selected from: EPC 630, 631, 633, 636 and 644. The Infant-Toddler-Family Mental Health Certificate provides recognition for a specialized course of study to enhance knowledge of the most recent research and practices related to working with very young children and their families in a variety of educational and health-related settings. The full certificate requires 5 courses, of which 2 courses can be completed as electives in the Masters in Early Childhood Education. 3 additional courses also are required to earn the Certificate. This is not a license, credential or other government-recognized certificate.

## 2. Development, Learning, Instruction and Evaluation

The Development, Learning, Instruction and Evaluation (DLIE) Program offers graduate study of theory research and applications in human life-span development, motivation, learning, instruction, development, teaching processes, affective processes, individual and group differences, assessment, evaluation and instructional design. The specific objectives of the M.A. in Education Degree program with specialization in Educational Psychology/Development, Learning, Instruction and Evaluation are: a) To prepare students according to current academic demands for entry into doctoral programs in educational psychology and education; and b) To offer pre-service and in-service teachers the opportunity to improve their teaching through in-depth study of the psychology of learning, as well as by learning how to do research about students, family, teacher, school, community and teaching-instruction variables.

#### The Degree prepares candidates for the following career goals:

1. Establish a foundation for doctoral study in a variety of fields
2. Become a more effective classroom teacher or mentor
3. Design instructional materials
4. Conduct educational research and program assessment
5. Open a private, educationally-related business
6. Become an educational consultant
7. Work in businesses with an educational or training dimension
8. Evaluate educational programs in various settings such as business, education or government

#### Prerequisites for the M.A. Program in Development, Learning and Instruction:

#### A 3-unit course in Psychological Foundations, which may be any of the following:

|            |  |
|------------|--|
| EPC 314    | Psychological Foundations (3)                            |
| EPC 315    | Psychological Foundations of Learning and Teaching (3)   |
| EPC 420    | Educational Psychology of Adolescence (3)                |
| EPC 500    | Fundamentals for Beginning Teachers (3)                  |
| <i>and</i> |  |
| EPC 600    | Educational Statistics for Research and Measurements (3) |

#### The Admission Requirements for Classified Standing in All Degrees Are:

1. Completion of application and meeting admissions requirements of the University. These requirements include:
  - a. Acceptable score on the Graduate Record Exam (GRE) or the

Miller Analogies Test (MAT) if cumulative undergraduate GPA is below 3.0.

- b. A Bachelors Degree from an accredited college or university.
2. Completion of application for admission to the Department graduate programs. See Program Advisors for specific details. This includes:
  - a. 2 letters of recommendation.
  - b. An admission interview.
  - c. Approval by the Department Student Affairs Committee.
  - d. Satisfactory completion of prerequisite courses pertinent to the specialization selected, with a grade of B- or better within the past 7 years.

**Basic Program for the M.A. in Education with a specialization in Development, Learning, Instruction and Evaluation:**

**1. Required Courses (21 units)**

|     |      |   |
|-----|------|---|
| EPC | 602  | Research Principles (3)   |
| EPC | 605  | Advanced Psychological Foundations of Education (3)   |
| EPC | 607  | Motivation in Learning and Development: Theories and Applications in Educational Psychology (3) |
| EPC | 609  | Human Development: Life-Span Perspective (3)  |
| EPC | 615  | Introduction to Instructional Design (3)  |
| EPC | 684  | Educational Program Evaluation and Assessment (3)   |
| EPC | 695D | Seminar in Selected Studies: Development, Learning and Instruction (3)                          |

**2. Elective Courses (6 units)**

Electives must be chosen in consultation with and must be approved by a DLIE Program Advisor. Students may choose courses covering the following: Human Development, Statistics, Measurement, Evaluation Cognition, Instructional Design and Teaching. (Electives are individualized for each student.)

**3. Culminating Experience (3 units)**

|        |      |  |
|--------|------|--|
| EPC    | 697  | Comprehensive Exam (3)   |
| or EPC | 698C | Thesis/Graduate Project (3); may be taken for an additional 3 units if the culminating activity requires an additional term to complete. |

*Note: A total of 30 units are required for the M.A. Degree.*

All programs must be approved by the Program Coordinator in advance of course enrollment. This listing is provided for information purposes only, is subject to change without notice and is not guaranteed to be correct. The student should consult the University Catalog and the program coordinator for further details and course descriptions.

## Course List

**EPC 314. Psychological Foundations, K-12 (3)**

*This course should be taken only by students not intending to enroll in a K-12 teacher preparation program.* Fulfills the requirement for the CLAD program. Study of the theory and research of educational psychology to learn principles that are basic to the successful teaching of students of all ages, backgrounds and needs. These principles of educational psychology form a foundation of knowledge about teaching that is built upon in subsequent courses in teaching methods and practice. Topics include learning, motivation, development (cognitive, language, socio-emotional, physical and moral), cognition, assessment, instruction, classroom management and individual and group differences (language, ability, ethnicity, social class, gender, exceptionality and family pattern). Implications for teaching students from culturally and linguistically diverse backgrounds are considered throughout the course. During the course, students are required to spend a minimum of 10-20 hours participating and/or observing in public schools or an approved setting.

**EPC 314BL. Psychological Foundations, K-12 (3)**

*Prerequisite: Admission to credential program.* Bilingual Emphasis. Fulfills the requirement for the BCLAD, Spanish Emphasis Program. Same course as EPC 314, except the course is taught in Spanish and is designed primarily for Single and Multiple Subjects-Bilingual Emphasis Credential. Requires a minimum of 20 hours of participation in public schools.

**EPC 315. Psychological Foundations of Learning and Teaching (3)**

*This course should be taken only by students intending to enroll in a K-12 teacher preparation program.* Study of the theory and research of educational psychology to backgrounds and needs. These principles of educational psychology form a foundation of knowledge about teaching that is built upon in subsequent courses in teaching methods and practice. Topics studied include learning, motivation, development (cognitive, language, socio-emotional, physical and moral) and their relationship to learning and instruction, cognition, assessment, classroom management and individual and group differences in learning. Implications for teaching students from culturally and linguistically diverse backgrounds, as well as students with special needs, are considered throughout the course. Students begin to develop a professional portfolio and spend a minimum of 20 hours participating and/or observing in public schools. Integration of course work and field work provides students the opportunity to complete various assignments in preparation for meeting Teacher Performance Expectations (TPE).

**EPC 420. Educational Psychology of Adolescence (3)**

*Required of candidates in the Single Subject Credential Program.* Study of theory and research in educational psychology for successful teaching of adolescents. Subjects include learning, development, motivation, instruction, assessment, classroom management, individual/group differences, peer interactions, and family and community influences. Issues particularly pertinent to adolescence include identity development, self-esteem, suicide, crisis prevention and conflict resolution. Implications for teaching students from culturally and linguistically diverse backgrounds are considered throughout the course. Students are required to complete 2 field-based assignments—an adolescent case study and a secondary classroom learning environment analysis. Course may be offered online, in a classroom setting or both.

**EPC 423. School-Family Interpersonal Relations (3)**

Dynamics of family-school relationships as they affect the interaction of teachers, parents and pupils. Techniques and materials for parent conferences, group meetings and home visits in working toward solutions to problems of home, school and neighborhood.

**EPC 430. Development and Learning in Early Childhood Education (3)**

Examination of theoretical positions in development and learning, including relevant research and implications for educational practice in early years. Some sections of this course may offer a community-service opportunity with activities relating to concepts and theories presented. Check the Schedule of Classes for the CS designation.

**EPC 430F. Field Work in Development and Learning in Early Childhood (1)**

*Recommended Corequisite or Preparatory: EPC 430.* Observation, child study and participation in a variety of preschool programs, including public schools, university lab schools, government- and state-sponsored programs, and private schools. Academic Internship course.

**EPC 451. Fundamentals of Counseling and Guidance (3)**

*Admission restricted to seniors, PBUs and Conditionally Classified graduate students.* Overview of several approaches to counseling in school and

community settings. Understanding of case study methods in assessing individual children is included. Overall guidance programs are studied, with emphasis on counseling relationships.

**EPC 496A-Z. Experimental Topics Courses in Educational Psychology (3)**

**EPC 499ABC. Independent Study (1-3)**

## Graduate Division

The following courses are open to graduate students only. They may not be taken for undergraduate credit.

**EPC 500. Fundamentals for Beginning Teachers (3)**

*Fulfills requirement for Multiple Subjects Teaching Credential.* This course emphasizes major concepts, principles, theories and research in development and learning, with a strong application component in the design and implementation of instruction, assessment and equitable, healthy classroom learning communities.

**EPC 600. Educational Statistics for Research and Measurement (3)**

*Prerequisites: Undergraduate course in basic mathematics and algebra, or permission of the instructor; Current graduate standing in the University.* Introduction to basic descriptive and inferential statistics for applications to graduate courses in educational psychology, counseling, general graduate-level educational courses in tests and measurements and research. Normally a prerequisite to EPC 601—Fundamentals of Measurement and EPC 602—Principles of Educational Research, except when waived by instructor or when equivalent course has been taken.

**EPC 601. Individual and Group Assessment (3)**

*Prerequisite: EPC 600 or equivalent.* Examination of individual and group assessment instruments and their application in the evaluation of intellectual performance, personality constructs, career interest and interpersonal relations. Includes historical foundations, non-discriminatory procedures, ethical standards and social issues. Lab fee Required.

**EPC 602. Research Principles (3)**

*Prerequisite: EPC 600.* Introductory course in techniques, use, presentation and understanding of research principles in education and counseling and the contributions of research to the solution of problems.

**EPC 603. Clinical Research and Program Evaluation (3)**

*Prerequisites: EPC 600 or equivalent; Admission to a CSUN Master's Degree Program in Counseling.* Introduces quantitative and qualitative clinical research methods, including randomized clinical trials, efficacy and effectiveness studies, program evaluation, client outcome, clinician effectiveness and evidence-based practice strategies. Emphasis placed on conducting research and evaluating outcomes with children, couples, families, diverse clients and vulnerable populations. Also covers federal, state and private foundation agendas, systems of access and channels for funding mental health research.

**EPC 605. Advanced Psychological Foundations of Education (3)**

Focuses on the interaction of the learning-teaching process. Emphasis on pertinent learning theories, individual differences in capacities and development of learners, and evaluation of learning and instructional models.

**EPC 606. Seminar in Adult Development (3)**

Focus on adult stages; life crises, and biological, psychological and social development. Includes antecedents from childhood and adolescent years. Course may be offered online or in a classroom setting.

**EPC 607. Motivation in Learning and Development: Theories and Application in Educational Psychology (3)**

*Prerequisite: One of the following: EPC 314, 420, 600, PSY 313 or an equivalent course.* Theories of motivation and research findings with

specific relevance to learning process and human development within the context of educational psychology are examined. Psychological, social, cognitive and biological foundations of such motives are included. Topics include intrinsic motivation, achievement and career motivation, anxiety, causal attributions, extrinsic incentives and contingencies and motivation in social learning. Applications of motivation theories to practical situations in educational psychology, counseling, teaching and supervising are made.

**EPC 608. Social Psychological Education (3)**

*Prerequisite: Instructor consent.* Intensive study of social-psychological theories, research and types of social intervention that can be used in leadership training and group development. Includes such topics as socialization in school and family; organizational climate, roles and stereotypes in educational settings; understanding of group process and group skills in relation to goal structures; group facilitation skills; and the theory, research and practice of consultation and negotiation skills. Structured group lab experiences are included.

**EPC 609. Human Development: A Life-Span Perspective (3)**

*Prerequisite: EPC 430 or an equivalent course.* Advanced course focusing on development from infancy through later adulthood. Theories and research with special relevance to the life-span are examined. Topics include cognitive, social and personality development and will examine biological, environmental and family influences. Relevance of a life-span approach to development for those in human services professions will be emphasized.

**EPC 611. Seminar in Educational Psychology (3)**

*Prerequisite: Instructor consent.* Exploration and synthesis of the issues in metacognition, information processing and evaluation of school-age learners.

**EPC 612. Advanced Study in Child and Adolescent Development (3)**

Recent contributions in research, practical experimentation or theory that have important bearing on the problems of human development, the significance of the developmental approach in working with children and youth, and their impact throughout the life-span.

**EPC 613. Assessment and Evaluation of Learning (3)**

*Prerequisite: EPC 600 or instructor consent.* Investigation of the nature of evaluation and the rationale for translating general objectives into behaviors and into measurement operations in the form of different types of tests in the different fields of knowledge. Lab fee required for residential course.

**EPC 614/L. Advanced Educational Statistics (3/1)**

*Prerequisites: EPC 600 or equivalent, EPC 602.* Provides statistical background necessary to critically analyze and carry out research in educational contexts. It extends knowledge and skills of frequently used statistical concepts, including analysis of variance and covariance, regression analysis and nonparametric analysis. Applications of these concepts are pursued in the laboratory with data sets utilizing SPSS to prepare students to complete research and evaluation studies in educational settings.

**EPC 615. Introduction to Instructional Design (3)**

This course is a study of theory, research and principles of instructional design as applied to the successful development of effective instructional materials and media for learners of all ages, backgrounds and needs in educational settings. Topics studied include instructional design, theories and models, assessment, proposals, layout principles, mockups, presentation techniques and instructional strategies, materials, products and media. University graduate students will find this course helpful in the development of Master's projects, such as handbooks, workshop sand websites. Course may be offered online, in a classroom setting or both.

**EPC 620. College Counseling and Student Services Profession (3)**

Examines theories and research in the field of student affairs. Introduces specialty areas, roles and functions of college counselors and student services professionals. Analyzes current problems, future trends, professional standards, legal issues and ethical concerns, as well as organizational patterns and the interactions of academic, business and student affairs areas.

**EPC 622. American College Student and Campus Environment (3)**

Examines personal characteristics and attitudes, social-cultural factors and developmental theory as they pertain to traditional and non-traditional college students. Explores student development, student service and campus ecology approaches. Surveys environmental assessment and needs analysis techniques, program planning, intervention strategies and program evaluation relevant to the college population.

**EPC 630. The Infant-Parent Dyad and The Social/ Emotional Development of The Infant-Toddler (3)**

*Prerequisite:* EPC 430 or equivalent. Examination of the infant-parent dyad is a fundamental building block to understanding the social/emotional development of the infant and toddler. Students learn the most current research regarding affective regulation, shared attention and two-way communication in the context of parent-infant interaction. Attention is given to understanding individual differences in coping styles, supporting optimal development of social/emotional competence.

**EPC 631. Family, Culture and Ecological Influences On Early Childhood Mental Health Development (3)**

*Prerequisite:* EPC 430 or equivalent. Exploration of a broad range of family, cultural and ecological factors that influence early childhood development and mental health. Drawing on current research and promising practices from the fields of education and mental health, students will increase their understanding of protective and risk factors that strengthen or weaken families within psychological, cultural and ecological contexts, and strategies to support the development and maintenance of optimal mental health of young children and their families.

**EPC 632. Issues, Theories and Current Practices in Early Childhood (3)**

*Prerequisite:* EPC 430. Current issues and trends in early childhood education, including examination of relationships between basic assumptions, theory and practice.

**EPC 633. Neurobiological Development, Sensory Issues and Challenges in Early Childhood (3)**

*Prerequisites:* EPC 430 or equivalent. Understanding the interaction of biology and early experience in achieving developmental milestones. Neuro-developmental and sensory profiles help parents, teachers and related professionals understand children's early experience of themselves, others and their world.

**EPC 634. Language and Concept Development in The Early School Years (3)**

*Prerequisite:* EPC 430. Study of research and current theoretical positions in language and concept development with major emphasis on the implications for learning in the school setting.

**EPC 635. Foundations of Developmental Curriculum for Early Childhood (3)**

*Prerequisites:* EPC 430 and 632, or instructor consent. To be taken concurrently with experiences in the field, either teaching or field work.

**EPC 636. Systems and Policies in Infant-Toddler-Family Mental Health (3)**

Focus on the systems and policies that support optimal infant-toddler-family mental health. Students participate in researching the national, state and local legislation that influences the related child care, educa-

tion and service delivery systems. This includes the exploration of private and public agencies in place to administer and/or deliver services for young children and their families. Mapping these systems of care and education, as well as constructing the professional's role in the system, culminates in an increased knowledge and understanding of the policies that support optimal infant-toddler-family mental health. Finally, understanding the role of these systems as seen from a family's perspective informs and supports the family's successful navigation to obtain appropriate care and education resources for their child.

**EPC 637. Comparative Early Childhood Education and Care (3)**

*Prerequisites:* EPC 430, 632; A course in child psychology or child development; Graduate standing. Seminar in early education and child care in different countries. Topics include: division of responsibility for child between family and state, predominant national values and goals, and the way in which these are reflected in the methodology and curricula of early childhood education.

**EPC 638. Infant Development, Care and Education: Issues, Programs, Directions (3)**

*Prerequisite:* EPC 430, FCS 335 or equivalent 3-unit course. Basic course in infant or early childhood development. Theory and research on various aspects of infant development care and education. Assessment of infants from birth to age 3, with and without handicaps, for educational planning. Infant intervention and infant day-care issues, programs, problems and directions.

**EPC 639A-F. Field Work in Early Childhood (1-6)**

*Prerequisites:* EPC 430; Formal admittance into the Masters Program in Early Childhood Education. Supervised field work in a variety of early childhood and parent-child settings. Students are required to spend 20 hours in field work per academic unit (e.g., 3 units requires 60 hours of field work) and participate in a two-hour weekly seminar with their field work professor. Normally, students will enroll in this course for 3 units (639C) during their first semester, requiring work directly with young children. Successful completion of this course is required for students to be fully Classified in the Masters Program in Early Childhood Education. Additional semesters may be taken as program electives in settings approved by the course professor.

**EPC 640. Creativity and The School (3)**

Focus on identifying, generating and extending a range of behaviors and conditions that will increase creative productivity in the classroom. Examines various models of the creative process, as well as the social/historical influences that have affected school practices. (Cross listed with EED 652.) (Offered Spring semester)

**EPC 641. Evaluation in The Bilingual Classroom (3)**

Basic course designed to deal with evaluation of the bilingual student. Primary emphasis is placed on the purpose of educational evaluation; the relationship between students identified needs, instructional objectives (cognitive, socio-emotional and psychomotor) and assessment strategies; criteria for instrument construction/selection; and strategies for individual diagnosis, prescription and evaluation of the bilingual learner.

**EPC 642. Assessment and Evaluation in Early Childhood Education**

*Prerequisite:* 639C or consent of instructor. Theories of child assessment and program evaluation related to children from birth to age 8 are studied. Practical applications of theory, design and ethical use of assessment and evaluation are applied in a field-based case project.

**EPC 643. Diversity in Counseling (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Self-assessment of knowledge, sensitivity and attitudes toward diverse populations, including race, ethnicity, gender, age, socioeconomic status, sexual orientation, spirituality, ability and language. Examination

of family structure and social patterns in California's ethnic populations and differences across social class. Review of cross-cultural research, theories, interventions and resources. Emphasis on models of societal oppression, privilege, cross-cultural dynamics, poverty and social justice, as well as the impact of social stress and prejudice on mental health recovery. Designed for family therapists and mental health counselors in school, college and community settings.

**EPC 644. Current Issues in Infant-Toddler-Family Mental Health (3)**

Exploration of new advances in infant-toddler-family development, noting technological advances in measurement leading to increased understanding of neuro-development. The interaction of the development of emotion and cognition, and influences of environmental factors. Consideration of multiple factors affecting development in the child's context of meaningful attachment relationships.

**EPC 645. Introduction to Humanistic Education (3)**

Designed to assist teachers and counselors in integrating the "affective" spectrum in the lives of students by applying insights gained from humanistic psychology. The integration of affective concerns into the cognitive content of lessons through the use of role playing, simulations, fantasy and group process is discussed and demonstrated.

**EPC 646. Applied Child Development for Parent and Child Educators (3)**

*Prerequisite: A course in Child Development. Recommended: EPC 633 or 638.* Seminar on behavior of children that creates problems for them and that adults find difficult. Examination of factors that contribute to emotional and behavior problems. Interaction between temperament and environment, and early signs of vulnerability for later pathology. The major focus is on applications of knowledge to effective and growth-supporting ways of dealing with children, geared to prevention of serious problems.

**EPC 647. Assessment and Intervention with Child and Family in Various Settings (3)**

*Prerequisite: A course in Child Development. Recommended: EPC 646.* Study of stress and problems that impinge upon parents and children and interfere with healthy intra-family interactions. Structured observations as assessment. Examination of methods of assessing strength and problems of child, parents, teacher/care provider and environments. Adapting assessment to settings—home, school, child care settings. Planning strategies for assessment-based intervention and evaluation of effectiveness.

**EPC 647L. Lab in Parent-Child Assessment and Intervention (1)**

*Prerequisite: Concurrent or prior enrollment in EPC 647.* Applications of assessment of children and adults-child interactions (studied in EPC 647), with an emphasis on techniques of observational assessment and planning of intervention strategies for individual cases.

**EPC 648. Consultation with Parents, Teachers and Other Human Service Professionals (3)**

*Prerequisite: A course in Child Development. Recommended: EPC 646 or 647.* Exploration and study of theory-derived practices regarding communication and consultation with parents and teachers with respect to problems they encounter with children. Educational and clinical applications. Issues regarding information-sharing with other professionals. Collaborating with other professionals and making referrals.

**EPC 648L. Lab in Consulting with Parents, Teachers and Other Professionals (1)**

*Prerequisite: Concurrent or prior enrollment in EPC 648.* Practice in consulting with parents and professionals, based on the study of the content of EPC 648 of which this lab is an adjunct. Practice occurs both in the form of role playing and peer consulting and, when possible, with parents, child-care providers or teachers in the field.

**PC 650. The Counselor in The Community (3)**

*Prerequisites: EPC 451 or undergraduate major in social or behavioral science; Department acceptance into M.S. Program in Counseling or final acceptance into Pupil Personnel Services Credential Program.* Introduction to precepts of community counseling in the emerging fields of human services. Theories of counseling, cultural diversity, career choice, perception, motivation, women and aging are covered. Institutions such as schools, the world of work, families, partnerships and case study methods are included.

**EPC 651. Seminar in Pupil Personnel Services in Elementary and Secondary Schools (3)**

*Prerequisites: EPC 654, 656.* Comprehensive study of pupil personnel services within elementary and secondary schools, including: role and function of the counselor; development and organization of guidance services; program evaluation strategies; model guidance programs; individual evaluation instruments specific to children; techniques of consulting with teachers, parents and other school personnel; appropriate referral agencies; professional resources; and current issues.

**EPC 652. Family Law (3)**

*Prerequisite: Graduate standing.* Consideration of the statutory regulations and community and social provisions relating to families, and of their implementation. Coordination of legal and social agencies.

**EPC 653. Measurement for School and Career Counseling (3)**

*Prerequisite: EPC 600.* Investigation of standardized group tests, with emphasis on their sources, evaluation, selection, administration, scoring and interpretation of results.

**EPC 654. Career Interventions in Mental Health Counseling (3)**

*Prerequisite: Admission to a CSUN Master's Degree Program in Counseling.* Prepares family therapists to assist children, teens and adults with a wide range of career issues that arise in clinical practice, as well as prepare therapists for work in EAP environments. Topics covered include career counseling and development theory, diversity, harassment and discrimination in the work place, relationship issues in the work place, dual career couples, unemployment and underemployment, and supported employment for the severely mentally ill. Emphasis is placed on evidence-based practices and diversity issues.

**EPC 655. Seminar in Counseling Theory and Practice (3)**

*Prerequisite: Admission to a CSUN Master's Degree Program in Counseling.* Counseling theories and treatment planning, including psychodynamic, humanistic-existential, cognitive-behavioral, feminist and solution-focused theories, including an examination of the evidence base and history of the counseling profession. Emphasis is placed on applications with diverse populations in community, school and college settings.

**EPC 656. Counseling Children, Adolescents and Their Families (3)**

*Prerequisites: EPC 670A; Admission to a CSUN Master's Degree Program in Counseling.* Counseling theories and techniques for working with children, adolescents and their families, including evidence-based treatments for common childhood disorders, assessment approaches, play and child therapy techniques, child abuse treatment, domestic violence, self-harm and suicide interventions. Also addresses resiliency, as well as Gay-Lesbian-Bisexual-Transgender-Questioning and diversity issues.

**EPC 657A. Seminar in Career Counseling Theory (3)**

*Prerequisite: EPC 451.* Comprehensive review and critique of current career development and decision theories. Exploration of changing concepts of work and careers, and their implications for career planning. Focus on the relationship of career to other issues of counseling and development.

**EPC 657B. Seminar in Career Counseling Resources (3)**

*Prerequisite:* EPC 451. Application of career/life planning concepts and strategies in various career education and counseling settings, including sources of educational and career information and career counseling referral agencies. Focus is on the use of objective information in career counseling. Meets Pupil Personnel Services course requirement in Career Education and Counseling.

**EPC 658/L. Seminar in Group Counseling and Lab (3/1)**

*Prerequisite:* EPC 659A. *Corequisite:* EPC 658L. *Preparatory:* EPC 451, 655. *Instructor consent.* Theory and practice of group counseling: group work and group development in various settings. Designed to develop and increase understanding and skills related to group counseling; to stimulate interest in working with groups, to enable counseling personnel to consider appropriate uses for group counseling and to evaluate its effectiveness in demonstration and practice. Lab: Extensive practical experience in group counseling entailing supervised feedback. Theory is applied to the actual practice of group work.

**EPC 659A. Communication Skills in Counseling (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling; *Recommended Corequisite:* EPC 655. Communication theory and skills, designed to help students develop greater self-knowledge and become aware of their impact on others through participation in group experiences and peer counseling. Emphasis on verbal and non-verbal cues, refinement of basic response skills and the subtleties of language and style.

**EPC 659B. Practicum in Counseling (3)**

*Prerequisites:* EPC 659A; Admission to a CSUN Master's Degree Program in Counseling. Supervised applications of counseling skills in classroom and field work settings, including peer counseling and community counseling sessions. Topics include crisis management and safety planning with suicidal or homicidal clients, child/elder abuse, domestic violence and self-injury, as well as introducing clients to counseling, professional documentation, case management and community referrals. Students must complete a minimum of 40 hours of direct services with clients.

**EPC 659CC and DC. Field Work in Counseling Services (3+3)**

*Prerequisites:* EPC 643, 655, 659A, 659B. Supervised field training in an organized program for those specializing in Pupil Personnel Services at either elementary or secondary level or those in community-based counseling programs. Flexible units with consent of advisor. Normally, students enroll in EPC 659C and 659D for two, 3-unit semesters. A third semester may be required with consultation with the advisor. (Credit/No Credit only)

**EPC 659E and F. Field Work in School Psychology (1-6)**

These two courses are designed to help the student learn the job of the school psychologist through actual field work experience. Primary emphasis is on learning the function of a school psychologist—increasing psycho-diagnostic skills to a point where the student is able to select, administer and interpret appropriate assessment measures; learning to work with children, parents, teachers and administrators; and acquiring skill in administrative and coordinating aspects of the job. Students work closely with the field and campus supervisors. Normally, students enroll in EPC 659E and 659F for two, 3-unit semesters. A third semester may be approved with consultation with the advisor. (Credit/No Credit only)

**EPC 659G and H. Internship in School Psychology (1-6)**

*Prerequisites:* EPC 659E, 659F or PSY 655C. Intensive supervised internship in a multi-cultural school for those completing the Pupil Personnel Services Credential/School Psychologist Authorization. Course objectives require vigorous application of diagnostic prescriptive and consultative skills. Students complete a total of 6 units. Actual number of

units per semester is determined by instructor and student. Normally, students enroll in EPC 659G and 659H for two, 3-unit semesters. (Credit/No Credit only)

**EPC 659JC and 659 KC. Field Work in College Counseling and Student Services (1-6)**

*Prerequisites:* EPC 620, 659A/B. Intensive supervised field work experience in an organized program for those specializing in college counseling and student services. Students are required to develop a comprehensive learning plan and spend at least 2 hours per week in individual and/or group supervision. Actual number of units per semester is determined by instructor and student. Normally, students will enroll in EPC 659JC/659KC for two, 3-unit semester. (Credit/No Credit only)

**EPC 659L and M. Internship in Counseling in Business, Industry and Government (1-6)**

*Prerequisite:* *Instructor consent.* 8 hours per week of supervised placement in business or industrial setting with experience in employee assistance counseling, human resources development and career development counseling. Students attend weekly seminars and work closely with University and on-site supervisors, receiving one hour face-to-face supervision per week. Normally, students enroll in EPC 659L and 659M for two, 3-unit semesters. A third semester may be approved with consultation with the advisor. (Credit/No Credit only)

**EPC 659P. Field Work in Marriage and Family Therapy/Counseling (3)**

*Prerequisites:* EPC 655, 659B, 670A, 671, 672; *Approval of advisor.* Course may be offered for 1-6 units. Supervised training at an approved field site for those specializing in Marriage and Family Therapy/Counseling. Students must apply for and locate a community placement prior to enrolling. Course covers applied skills in progress notes, clinical assessment, treatment planning, working with supervisors, managing and crisis issues, as well as self care and affect regulation techniques. Students must complete a minimum of 50 face-to-face hours to receive credit for the course. Course may be taken up to 3 times.

**EPC 659Q. Field Work in Marriage and Family Therapy/Counseling (3)**

*Prerequisites:* EPC 655, 659B, 659P, 670A, 671, 672; *Approval of advisor.* Supervised training at an approved field site for those specializing in Marriage and Family Therapy/Counseling. Students must apply for and locate a community placement prior to enrolling. Course covers applied skills in case conceptualization and use of theories with clients. Students must complete an additional 100 face-to-face hours beyond the 50 required for 659P, of which 20 hours must be group-counseling hours, to receive credit for this course. To graduate, students must complete a minimum of 240 face-to-face counseling hours and approximately 360 hours of supervision and other professional activities for a total of 600 hours. Students seeing clients after completing this course must register for EPC 690 each semester during which clients are seen.

**EPC 659X. Counseling Practicum: Genetic Counseling Skills (3)**

*Prerequisite:* Acceptance into the graduate program in Genetic Counseling or permission from the instructor. Lectures and discussion covering the practice-based competencies required by the American Board of Genetic Counseling (ABGC), shown at [www.faseb.org/genetics/abgc/acc-04b.htm](http://www.faseb.org/genetics/abgc/acc-04b.htm). Supervised practical application of genetic-counseling skills in the classroom.

**EPC 660. Counseling for Career Adjustment and Change (3)**

*Prerequisite:* EPC 657A. Seminar to develop career counseling competencies uniquely related to the needs of adult clients who are faced with problems of career adjustment and change. Includes theoretical constructs and models to prepare career counseling professionals for work in business and industry, adult schools and higher education and various private settings.



**EPC 661. Multi-Systemic Behavioral Interventions (3)**

Provides school psychology students with comprehensive research-based information and best practices on how to assess children with behavioral disabilities and develop interventions. A multi-systemic behavioral approach to intervention is emphasized. Use of functional assessment, behavior intervention and prevention programs for students with behavioral disabilities is discussed. Additionally, students learn single-case methodology and begin learning about behavior consultation.

**EPC 662. Current Issues in Career Education and Counseling (3)**

*Prerequisite:* EPC 657A. Seminar to investigate current and emerging issues that affect the nature of career education and counseling. Focus is on the implications of the counseling needs of special populations, job market shifts and the availability of work, changing work patterns, and longitudinal career development research for career counseling practices.

**EPC 663A/L. Clinical and Psychometrics Assessment Techniques and Lab (3/2)**

*Prerequisites:* EPC 601; SPED 610. *Recommended Corequisite:* EPC 659E. History, theory and practice of individual assessment. Emphasis on cognitive-intellectual abilities testing as it relates to learning and adequate functioning. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. (Limited to students accepted into the School Psychologist Credential Program.) Lab fee required.

**EPC 663B/L. Clinical and Psychometric Assessment Techniques and Lab (3/2)**

*Prerequisite:* EPC 663A/L. *Recommended Corequisite:* EPC 659F. History, theory and practice of individual assessment. Emphasis on socio-emotional abilities and personality assessment related to learning and adequate functioning. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. (Limited to students accepted into the School Psychologist Credential Program.) Lab fee required.

**EPC 664. Neuro-developmental, Emotional and Behavior Disorders (3)**

The course provides a knowledge base of the etiology and characteristics of major neuro-developmental, emotional and behavior disorders in children and youth, as well as an understanding of current evidence-based interventions in the schools. Students will be introduced to the ecological factors in the development of common disorders, including biological bases, and family, school, peer, community and school influences. Information learned will be used as guidelines for identifying children in the schools who need treatment. Lab fee required.

**EPC 665. School-Based Counseling of Children and Teens (3)**

*Prerequisites:* EPC 659A, 659B. Emphasizes the use of creative, reflective, interpersonal and critical-thinking skills to counsel children and teenagers, and to consult collaboratively with parents, teachers and other professionals in a school-based, inclusive learning community. Research and theory are linked to best practices in wellness promotion, crisis intervention and individual and group counseling. Application of developmental, diversity and ecology theories, as well as legal and ethical principles is stressed.

**EPC 667. Introduction to School Psychology (3)**

*Prerequisite:* Admission into the School Psychology Program. *Corequisite:* EPC 659A. School psychology is a profession dedicated to enhancing the educational and mental health needs of all pupils. This course provides an introduction to current roles and functions of school psychologists as guided by the history of the profession, professional ethical and education standards, state and national legal mandates, and future trends.

Students spend a minimum of 50 hours in the schools getting to know the role of school psychologists and the organization of schools.

**EPC 668. Partnerships for Excellence in Early Childhood Education (3)**

*Prerequisites:* EPC 639C; *Formal application to enroll in the course or permission of instructor prior to the beginning of the semester.* Students meet with mentors and faculty to study, design, implement and evaluate outcomes of quality improvement consultation/collaboration in center-based early care and learning programs. Field-based experience and weekly attendance in faculty-led seminar sessions are included. Students are required to submit a course application and be approved for enrollment prior to the beginning of the semester. The course may be taken up to three times with the approval of the course instructor and/or M.A. Program Coordinator(s).

**EPC 670A. Systemic Family Therapy Theories and Their Evidence Base (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Case conceptualization and treatment planning using systemic marriage and family therapy/counseling theories, including structural, strategic, experiential and intergenerational theories. Addresses the associated evidence base, common factors research, and epistemological foundations of systemic theories. Applications with diverse clients, children and the severely mentally ill are emphasized.

**EPC 670B. Postmodern and Cognitive Therapy Theories and Their Evidence Base (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Case conceptualization and treatment planning using postmodern and cognitive-behavioral marriage and family therapy/counseling theories, including solution-focused, narrative, collaborative, cognitive-behavioral, and behavioral approaches. Addresses postmodern epistemological and philosophical foundations, the associated evidence base, behavioral parent education, common factors research and common factors of MFT supervision models. Applications with diverse clients, children and the severely mentally ill are emphasized.

**EPC 671. Laws, Ethics and Professional Issues in Counseling (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Laws, ethical decision making, professional identity, professional advocacy, mandated reporting and licensing requirements that relate to marriage and family therapists and professional counselors in California. Emphasis on differing ethical practices across contexts, including recovery-oriented public mental health, as well as ethical issues related to working with and advocating for diverse clients and collaborating with other professionals. The ethics codes of AAMFT, ACA and CAMFT will be contrasted and compared.

**EPC 672. Mental Health Assessment and Diagnosis (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Examines clinical assessment and diagnosis of adults and children manifesting mild to severe mental disorders, and includes training in the mental status examination, use of the Diagnostic and Statistical Manual of Mental Disorders, co-occurring disorders and recovery-oriented prognosis for severe mental illness. Emphasis on diversity and socioeconomic issues, as well as evidence-based treatments and best practices.

**EPC 673. Community Mental Health Counseling (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Examines theories and skills required in contemporary community mental health settings, including recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse and the homeless, foster care, case management, client advocacy, in-home and in-school services, bilingual client services, collaborating with other pro-

professionals, medical family therapy, and local community service resources. Provides a practical overview of public and private systems of care, and opportunities to meet with the severely mentally ill and their families.

**EPC 674. Family Development Across the Lifespan (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. This course enables students to use information about healthy functioning to help individuals, couples and families reach developmental milestones and effectively transition through stages of individual and family development. Topics covered include family life cycle issues, such as marriage, childbirth, child rearing, parenting, divorce, step-parenting, alternative family forms, aging, long-term care, and end of life and grief counseling. In addition, health, resiliency and wellness models and psychosocial developmental processes are covered, as well as the effects of diversity and socioeconomic issues on individual and family development. Emphasis on evidence-based practices.

**EPC 675. Chemical Dependency and Addictions Counseling (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. Major approaches for identifying, evaluating, diagnosing and treating persons with alcohol and substance abuse or dependency, co-occurring disorders and behavioral addictions. Topics include the effects of psychoactive drug use, theories of the etiology of addiction, systemic dynamics of alcoholic and substance abusing families, legal requirements, community resources for individual teens, adults and their families, prevention of addiction, harm reduction models, evidence-based models for couple and family treatment, recovery models, peer support models and motivational interviewing.

**EPC 676. Seminar in Genetic Counseling (3)**

*Prerequisite:* Acceptance into the Graduate Program in Genetic Counseling or permission from the instructor. Focuses on contemporary issues in genetic counseling, including the social/cultural, ethical/legal and individual/family foundations. Attitudes and values of a diverse multicultural client population in the genetic counseling context will be examined. Crisis and grief counseling are included. Focus is on the relevance of these issues in the clinical setting.

**EPC 677. Counseling Couples in Relationships (3)**

*Prerequisites:* EPC 670A; Admission to a CSUN Master's Degree Program in Counseling. Advanced theories and techniques for working with couples, including evidence-based treatment, research on successful marriages and divorce, premarital counseling, gay and lesbian couples, psychosexual dysfunction, integrated sex-marital therapy, co-parenting after divorce and multicultural couples. Emphasis on assessing for violence and addressing safety issues with couples experiencing domestic violence.

**EPC 678. Psychopharmacology and Neurobiological Foundations (3)**

*Prerequisites:* EPC 672; Admission to a CSUN Master's Degree Program in Counseling. Introduces students to the neurobiological foundations of family therapy, including an overview of sexual dysfunction, interpersonal neurobiology and effects of trauma. Covers biochemical theories of mental disorders and the various classes of psychoactive medications used to treat these disorders across the lifespan. Particular attention given to utilization patterns based on sex, socioeconomic status, ethnicity and other diversity factors. Emphasis on the role of family therapists in the assessment, referral and management of clients being treated with psychotropic medication.

**EPC 679. Clinical and Outcome-Based Assessment (3)**

*Prerequisite:* Admission to a CSUN Master's Degree Program in Counseling. *Co-requisite:* EPC 659P, 659Q, 690 or approved concurrent field site experience. Introduces students to contemporary and outcome-based assessment in marriage and family therapy. Covers commonly used assessments related to mental health diagnosis, child functioning, couple functioning, family functioning, forensics, client outcome, therapeutic alliance and therapist effectiveness. Emphasis on evidence-based practices and diversity issues. Course requires that students measure client progress and therapeutic alliance in their field settings or approved equivalent.

**EPC 680. Seminar in School Psychology (3)**

In-depth review of topics in educational and social psychology relevant to the school psychologist. Exploration and analysis of personal requirements necessary for competence as a school psychologist. A culminating seminar required for the School Psychologist Credential.

**EPC 681. Classroom Communication and Management Methods (3)**

*Prerequisites:* Possession of Elementary School Teaching Credential; EPC 314, PSY 350 or equivalent 3-unit course. Focuses on a study of the theoretical bases and the implementation of a range of approaches to classroom communication and management (e.g., the behavioral modification approach, the socio-emotional climate approach, and the group-process approach). These approaches are used in role-playing and analyzing typical classroom problem situations. (Cross listed with EED 681.)

**EPC 682. Foundations of School Counseling (3)**

Overview and introductory program course in school counseling, covering the history of school counseling; academic, personal/social and career development domains of school counseling; state and national standards; the mission and philosophy of the CSUN program; social justice issues, including inequity in education and achievement; model school counseling programs; and current research and trends in the field.

**EPC 683. Collaboration with Families in Educational Settings (3)**

*Prerequisite:* EPC 314 or 430 or equivalent course or instructor consent. Principles and practices of collaborating with families in educational settings from infant- and child-care programs through high school. Considerations of attachment, family systems theory, family forms, the role of culture and the ecological perspective, the impact of family on child development and student achievement, and current research.

**EPC 684. Educational Program Evaluation and Assessment (3)**

*Prerequisites:* EPC 602. Basic principles and methods of educational program evaluation and measurement within the pre-K-12 schools. Includes evaluation models, current assessments used in schools and current research in program evaluation. Addresses issues in measurement and evaluation, including bias in testing, test-based tracking, and alignment of standards and assessments.

**EPC 687. Career Guidance, College Selection and Technology in School Settings (3)**

Application of concepts and strategies for providing career/life planning and college-selection services using various aspects of technology. Focus is on the use of objective information in career counseling and college selection. Meets PPS course requirement in Career Education and Counseling.

**EPC 688. Measurement and Assessment in School Settings (3)**

*Prerequisite:* EPC 600. Investigation of standardized group tests, with emphasis on their sources, evaluation, selection, administration, scoring and interpretation of results.

**EPC 689. Leadership in School Counseling (3)**

*Prerequisites:* EPC 682, 659A/B. Overview of the knowledge and skills required for effective leadership in schools by school counselors, with an emphasis on organizing, implementing, managing and evaluating comprehensive school guidance and counseling programs. Topics include leadership theory and principles; current research in educational leadership, leadership skills, education reform movements, strategic planning, school climate and culture, school-based management and collaborative decision making; school counseling management systems; and team building.

**EPC 690ABC. Advanced Field Work and Professional****Development (1-3)**

*Prerequisites:* EPC 655, 659A, 659B, 670A, 671, 672; *Approval of instructor.* May be offered for 1-3 units. Students registering for this class must be placed in an approved field work setting prior to enrolling. Course required by state licensing board for MFT and Counseling trainees each Fall, Spring and Summer semester when students are seeing clients and not enrolled in another field work class. Topics covered include post-degree professional development, vitae development, internship registration, internship placement, license exam preparation, therapist self-care, private practice, supervision and career development. May be taken up to 6 times as needed to complete the degree; further enrollment requires the approval of the program coordinator.

**EPC 695A-Z. Seminar in Selected Studies (3)**

*Prerequisite:* *Graduate standing.* Special seminars in selected topics.

**EPC 696. Directed Graduate Research (3)**

Students are responsible for defining and organizing their own research problems. Reports on research are expected to be made to Department faculty.

**EPC 697. Directed Comprehensive Studies (3)**

*Prerequisite:* *Candidate must assemble a Comprehensive Exam Committee prior to registration.* Advanced studies of comprehensive topics. Taken during final semester of program. See Department Culminating Experience Handbook for information on how to form a committee. (Credit/No Credit only)

**EPC 698C. Thesis/Graduate Project (3-6)**

*Prerequisite:* *Candidate must assemble a Project/Thesis Exam Committee prior to registration.* Develop a thesis or project on an advanced topic in student's field of specialization. Typically taken during final two semesters of program. See Department Culminating Experience Handbook for information on how to form a committee. (Credit/No Credit only)

**EPC 699A-C. Independent Study (1-3)**

# Electrical and Computer Engineering

College of Engineering and Computer Science

**Chair: Ali Amini**

**Jacaranda Hall (JD) 4509**

**(818) 677-2190**

**www.csun.edu/ece**

## Staff

Deazell Johnson, Farrah Mirzaee

## Faculty

Ali Amini, Nagwa Bekir, Somnath Chattopadhyay, Nagi El Naga, Xiaojun (Ashley) Geng, Xiyi Hang, Ichiro Hashimoto, Sharlene Katz, George Law, Benjamin Mallard, Ronald Mehler, Bruno Osorno, Matthew Radmanesh, Sembiam Rengarajan, Ramin Roosta, Deborah van Alphen

## Emeritus Faculty

John Adams, Robert Burger, Raymond Davidson, Willis Downing, Jr., Edward J. Hriber, Nirmal Mishra, Ray Pettit, A.F. Ratcliffe, David Schwartz, Yuh Sun

## Programs

Undergraduate:

**B.S., Electrical Engineering**

**B.S., Computer Engineering**

**Minor in Electrical Engineering**

Graduate Degree:

**M.S., Electrical Engineering**

## Mission Statement

Our mission is to prepare students for rewarding careers and higher education. Graduates will be able to solve complex technical problems and address the needs of modern society, and will pursue lifelong learning.

## The Major

“Nowadays the world is lit by lightning,” playwright Tennessee Williams wrote. But electrical and computer engineers prove him wrong every day.

From city lights to satellites, semiconductors, telephone switching systems and audio equipment, their work depends on electricity and the engineers who design and develop ways to harness its power.

Electrical Engineering majors at CSUN receive a solid, broad-based education. Among the many topic areas in the basic curriculum are mathematics, physics, chemistry, computer programming, engineering materials, electrical circuits, engineering mechanics, thermodynamics, engineering economy and numerical analysis. At the senior level, students are required to take an approved concentration in one of the Electrical and Computer Engineering Options: Biomedical Engineering, Communications, Digital Systems Design, Control Systems, Electronics, Microwave and Antenna Engineering, or Power Systems.

The Computer Engineering (CompE) program bridges the curriculum gap between Computer Science and Electrical Engineering. Computer Engineers deal with the hardware and software aspects of computer system design and development. The CompE curriculum contains components of both the Computer Science and Electrical Engineering programs.

Computer Engineering majors receive a broad knowledge in the basic curriculum. Among the many covered topics are mathematics, physics, chemistry, biology, electrical circuits, engineering economy, algorithms, programming and computer organization. Computer Engineering students will take course work in a number of areas (i.e., computer architecture, digital design) from both the software and hardware points of view, allowing a broader, more complete exposure to the subject. Additionally, these curricula will be unified in the one year

senior design project course bringing together the existing Electrical and Computer Engineering and Computer Science programs.

The ECE Department has 17 labs associated with its ECE classes. In the labs, students work alongside professors who may be designing medical instrumentation for health care, designing microcontroller based applications, developing pager and satellite communications systems, or working on innovations in electrical power systems.

All students in the EE or CompE programs take part in the Department’s senior design program, modeled on industry work groups that students will encounter on the job. Like professional engineers, students design and develop a project from conception through manufacture. In the process, they gain valuable experience in working as a team and dealing with personalities, as well as technical areas.

Senior design projects have included national intercollegiate competitions. Students compete in designing a micromouse and training it to run through a 10-square-foot maze. Students also work on interdisciplinary teams to design, build, program and test an unmanned autonomous helicopter. Other projects include developing a sophisticated stereo system, a control system for satellite tracking antenna, a television tuner, fabrication of a hybrid circuit, software-defined radio, etc.

The College of Engineering and Computer Science offers an Honors Cooperative Internship Program that allows juniors and seniors to complete their studies while holding down jobs as engineers.

A student chapter of the national professional society, the Institute for Electrical and Electronics Engineers, meets on campus. Other active organizations include Tau Beta Pi, the student engineering honors society; Eta Kappa Nu, the electrical engineering honor society; the Society for Women Engineers; the National Society for Black Engineers; and the Society for Hispanic Professional Engineers.

The Electrical and Computer Engineering programs are both accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), (410) 347-7700.

## Educational Objectives

The Electrical and Computer Engineering program at CSUN prepares graduates for lifelong careers in the field that will allow them to make productive contributions to society and to find personal satisfaction in their work. To accomplish this, graduates of the Electrical and Computer Engineering programs will meet the following educational objectives:

### Electrical Engineering:

- 1) Have successful professional careers in electrical engineering or related technical fields or continue their studies at the graduate level; and
- 2) Continue their professional development throughout their careers.

### Computer Engineering:

- 1) Have successful professional careers in computer engineering or related technical fields or continue their studies at the graduate level; and
- 2) Continue their professional development throughout their careers.

## Student Learning Outcomes of the Undergraduate Programs

### Graduates of the Bachelor of Science in Electrical Engineering program at CSUN will have:

- a. An ability to apply knowledge of math, science and engineering to the analysis of electrical engineering problems.
- b. An ability to design and conduct scientific and engineering experiments, as well as to analyze and interpret data.
- c. An ability to design systems that include hardware and/or software components within realistic constraints such as cost, manufacturability, safety and environmental concerns.
- d. An ability to function in multidisciplinary teams.
- e. An ability to identify, formulate and solve electrical engineering problems.
- f. An understanding of ethical and professional responsibility.

- g. An ability to communicate effectively through written reports and oral presentations.
- h. An understanding of the impact of engineering in a social context.
- i. A recognition of the need for and an ability to engage in lifelong learning.
- j. A broad education and knowledge of contemporary issues.
- k. An ability to use modern engineering techniques for analysis and design.
- l. Knowledge of probability and statistics.
- m. An ability to analyze and design complex devices and/or systems containing hardware and/or software components.
- n. Knowledge of math, including differential equations, linear algebra, complex variables and discrete math.

**Graduates of the Bachelor of Science in Electrical Engineering program at CSUN will have:**

- a. An ability to apply knowledge of math, science and engineering to the analysis of computer engineering problems.
- b. An ability to design and conduct scientific and engineering experiments, as well as to analyze and interpret data.
- c. An ability to design systems that include hardware and/or software components within realistic constraints such as cost, manufacturing, safety and environmental concerns.
- d. An ability to function in multidisciplinary teams.
- e. An ability to identify, formulate and solve computer engineering problems.
- f. An understanding of ethical and professional responsibility.
- g. An ability to communicate effectively through written reports and oral presentations.
- h. An understanding of the impact of engineering in a social context.
- i. A recognition of the need for and an ability to engage in lifelong learning.
- j. A broad education and knowledge of contemporary issues.
- k. An ability to use modern engineering techniques for analysis and design.
- l. Knowledge of probability and statistics.
- m. An ability to analyze and design complex devices and/or systems containing hardware and/or software components.
- n. Knowledge of math, including differential equations, linear algebra, complex variables and discrete math.

### Careers

The Department's practical approach to engineering offers hands-on design experience as well as theoretical knowledge. This is an advantage on the job because graduates actually have experience in implementing projects as well as in designing them. Students who enjoy using math and science creatively to solve real-world problems will find rewarding careers as electrical and computer engineers.

Careers in electrical and computer engineering: Graduates design and build communication systems, information processing systems, entertainment devices, medical diagnosis equipment, robotics control, navigation and traffic control systems. Graduates can find work in virtually every industry. Among the major employers are electronic manufacturing firms, communication companies, the entertainment industry, public utilities, oil companies, laboratories, transportation companies and chemical plants. Some graduates pursue professions as patent attorneys, technical writers, consultants, teachers or technical sales representatives. This program not only prepares students to enter the workforce, but also to enter graduate school to pursue an area of specialization.

According to the Bureau of Labor Statistics, from 2008-2018 the number of jobs for electrical engineers is predicted to increase by 2 percent. The 2010-2011 Occupational Outlook Handbook, published by the BLS, U.S. Department of Labor, states that computer hardware engi-

neers held about 74,700 jobs in 2008; this is projected to grow by four percent (77,500) by 2018. According to the Employment Development Department (2010), the number of computer hardware engineers in California grew faster than the average growth rate for all occupations and is expected to further increase by 12.6 percent (2,200 jobs) by 2018.

### High School Preparation

It must be emphasized that this program is based on an expectation of adequate high school preparation in science, mathematics and English. High school courses should include algebra, plane geometry, trigonometry, chemistry or physics (all desirable), and four years of English. Students who have not had an adequate background of pre-engineering work in high school may be required to take some additional course work in their first year and may not be able to complete an engineering program in 8 semesters. Entering beginning engineering students must take or be exempt from the Entry Level Mathematics Test and the Mathematics, Chemistry and English Placement Tests before registration in basic courses will be permitted.

### Pre-registration Testing Requirements

CSUN requires most beginning students to take the Entry Level Mathematics Exam (ELM) and the English Placement Test (EPT) prior to enrolling in their courses. Refer to the section of the Catalog titled "Appendices-Admission" for further details on these exams. In addition to these general University requirements, students in any of the engineering programs may also need the following exams:

1. The Mathematics Placements Test (MPT) is required prior to enrollment in MATH 150A. Students who have passed or are exempt from the ELM should take this exam prior to enrolling in their classes so they may be placed in the appropriate mathematics course. Students with scores of 3, 4 or 5 on the AP Calculus AB or BC tests are exempt from the MPT.
2. The Chemistry Placement Test (CPT) is required with a score of 40 or higher prior to enrolling in CHEM 101. Students who do not receive this score must receive a grade of "C" or better in CHEM 100 before taking CHEM 101.

### Transfer Requirements

All degree programs in engineering accommodate students beginning as freshmen or as transfer students. Transfer students should have completed Lower Division writing, mathematics, physics and chemistry courses. Courses that are transferred into the major are reviewed to ensure that they satisfy the same requirements as courses at CSUN. Courses transferred into the engineering major must have been completed with a grade of "C" or better.

### Special Grade Requirements

No grade lower than a "C" will be accepted for transfer classes from another institution to the Electrical and Computer Engineering major requirements. No CSUN grade lower than a "C-" will be accepted as satisfactory for courses required for the major. More stringent prerequisite requirements may apply to some courses.

### Academic Advisement

For the first two semesters, freshmen are required to seek advisement by the College Student Services Center and the Department Undergraduate Advisor prior to enrolling in any class. Based on the results of their placement tests, they will be placed in the appropriate courses and supplied with all advisement materials.

The Undergraduate Advisor also advises new transfer students and places them into the proper classes for their first semester. All continuing undergraduate students in good standing are encouraged to seek advisement each semester.

## Requirements for the Bachelor of Science Degree in Electrical Engineering

The B.S. in Electrical Engineering Program requires a minimum of 126 units total including General Education and Title 5 requirements of 27 units, an Electrical Engineering core of 81 units, and a minimum of 18 units of approved electives.

Electrical Engineering majors must complete a minimum of 39 semester units of Upper Division engineering courses in residency, including Senior Design Project I and II.

Additional information about this program and its facilities, faculty and students can be found at [www.csun.edu/ece](http://www.csun.edu/ece)

### 1. Lower Division Required Courses (44 units)

*Note: All students must pass the English Placement Test with a score of 151 or above before enrolling in any 200-level engineering courses.*

#### Freshman Year

|      |        |  |
|------|--------|--|
| CHEM | 101/L  | General Chemistry and Lab (4/1)                      |
| ECE  | 101/L  | Introduction to Electrical Engineering and Lab (1/1) |
| ECE  | 206/L  | Computing in Engineering and Science and Lab (2/1)   |
| MATH | 150A   | Calculus I (5)                                       |
| MATH | 150B   | Calculus II (5)                                      |
| PHYS | 220A/L | Mechanics and Lab (3/1)                              |

#### Sophomore Year

|      |        |   |
|------|--------|---|
| CE   | 240    | Engineering Statics (3)                           |
| ECE  | 240/L  | Electrical Engineering Fundamentals and Lab (3/1) |
| MATH | 250    | Calculus III (3)                                  |
| MATH | 280    | Applied Differential Equations (3)                |
| MSE  | 227    | Engineering Materials (3)                         |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1)           |

### 2. Upper Division Required Courses (37 units)

*Note: All students must complete the Lower Division writing requirement before enrolling in any 300-level engineering courses, and must attempt the Upper Division Writing Proficiency Exam before the completion of 75 units or enrolling in any 400-level engineering courses. If students fail to do so, a hold is placed on their subsequent class registration and this may delay their graduation.*

#### Junior Year

|     |       |   |
|-----|-------|---|
| ECE | 309   | Numerical Methods in Electrical Engineering (2) |
| ECE | 320/L | Theory of Digital Systems and Lab (3/1)         |
| ECE | 340/L | Electronics I and Lab (3/1)                     |
| ECE | 350   | Linear Systems I (3)                            |
| ECE | 351   | Linear Systems II (3)                           |
| ECE | 455   | Mathematical Models in EE (3)                   |
| MSE | 304   | Engineering Economy (3)                         |

#### Select 1 of the following 3 unit courses

|    |     |                     |
|----|-----|---------------------|
| ME | 370 | Thermodynamics (3)  |
| ME | 375 | Heat-Transfer I (3) |

#### Senior Year

The senior core consists of a set of courses considered essential for all students seeking a career in electrical engineering.

|     |     |   |
|-----|-----|---|
| ECE | 370 | Electromagnetic Fields and Waves I (3)              |
| ECE | 450 | Probabilistic Systems in Electrical Engineering (3) |
| ECE | 480 | Fundamentals of Control Systems (3)                 |
| ECE | 492 | Senior Design Project—Electrical I (2)              |
| ECE | 493 | Senior Design Project—Electrical II (1)             |

### 3. Upper Division Electives (18 units):

The senior elective packages must contain at least 18 400-/500-level Department courses and labs that are well balanced in both design and

analysis. One of the electives must be either ECE 440/L (3/1) or ECE 442/L (3/1). Students will be required to take the corresponding labs for every elective chosen that offers a lab. For each lab taken, the corresponding lecture course is a corequisite. The student's total engineering program should contain at least 18 units of engineering design.

*Note: Students can take ECE 370L and/or ECE 480L as part of their senior electives.*

All senior electives must be completed with a faculty advisor and approved by the Department Chair or designee. A number of examples of suggested senior elective packages in the Electrical Engineering Degree are available in the Department Office. Other programs also are possible and may be developed with an advisor. The total number of units in the major is 99.

### 4. General Education (27 units)

Electrical Engineering majors follow a modified General Education program depending upon the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs.

Electrical Engineering students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Social Sciences (3 units); Arts and Humanities (6 units); Comparative Cultures (6 units); and U.S. History and Local Government (6 units). All other GE requirements are met through completion of courses in the major. 9 of the GE units must be at the Upper Division level and 2 courses must meet the Information Competency requirement.

|  |            |
|--|------------|
| <b>Total Units Required for the Degree</b> | <b>126</b> |
|--|------------|

## Minor in Electrical Engineering

Out of the 21 units, 17 units must be Upper Division courses. The student may have to complete prerequisite courses, such as math and physics. Any required non-Electrical Engineering prerequisite courses will not count toward the required 21 units. This program is not available for students with majors in electrical engineering.

### 1. Lower Division

|     |       |   |
|-----|-------|---|
| ECE | 240/L | Electrical Engineering Fundamentals and Lab (3/1) |
|-----|-------|---|

### 2. Upper Division

|     |       |   |
|-----|-------|---|
| ECE | 320/L | Theory of Digital Systems and Lab (3/1) |
| ECE | 340/L | Electronics I and Lab (3/1)             |
| ECE | 350   | Linear Systems I (3)                    |

Select an additional 2 400-/500-level ECE courses. Students will be required to take the corresponding labs for every elective chosen that offers a lab. All senior electives must be approved by a faculty advisor and the Department Chair or designee.

|  |           |
|--|-----------|
| <b>Electrical Engineering Units Required for the Minor</b> | <b>21</b> |
|--|-----------|

## Requirements for the Bachelor of Science Degree in Computer Engineering

The Computer Engineering Program requires a minimum of 123 units total, including General Education and Title 5 requirements of 27 units, a Computer Engineering Core of 90 units, and a minimum of 6 units of an approved elective.

Computer Engineering majors must complete a minimum of 30 semester units of Upper Division Computer Engineering courses in residency, including Senior Design Project I and II.

Additional information about this program and its facilities, faculty and students can be found at [www.csun.edu/ece](http://www.csun.edu/ece).

**1. Lower Division Required Courses (44 units)**

*Note: All students must pass the English Placement Test with a score of 151 or higher before enrolling in any 200-level engineering courses.*

**Freshman Year**

|      |        |  |
|------|--------|--|
| COMP | 110/L  | Introduction to Algorithms and Programming and Lab (3/1) |
| COMP | 122/L  | Introduction to Computer Systems and Lab (1/1)           |
| COMP | 182/L  | Data Structures and Program Design and Lab (3/1)         |
| MATH | 150A   | Calculus I (5)   |
| MATH | 150B   | Calculus II (5)  |
| PHYS | 220A/L | Mechanics and Lab (3/1)                                  |

**Sophomore Year**

|      |        |   |
|------|--------|---|
| COMP | 222    | Computer Organization (3)                         |
| COMP | 282    | Advanced Data Structures (3)                      |
| ECE  | 240/L  | Electrical Engineering Fundamentals and Lab (3/1) |
| MATH | 250    | Calculus III (3)                                  |
| MATH | 280    | Applied Differential Equations (3)                |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1)           |

**2. Math And Science Electives (8 units)**

Select a minimum of 8 units from the following list with corresponding lab if one exists: BIOL 106/L, 107/L; CHEM 101/L, 102/L; MATH 262 and 326; PHYS 227/L, 375.

**3. Upper Division Required Courses (38 units)**

*Note: All students must complete the Lower Division writing requirements before enrolling in any 300-level course in the major and must attempt the Upper Division Writing Proficiency Exam before the completion of 75 units or enrolling in any 400-level course in the major. If students fail to do so, a hold is placed on their subsequent class registration and this may delay their graduation.*

**Junior Year**

|      |       |   |
|------|-------|---|
| COMP | 322/L | Introduction to Operating Systems and System Architecture and Lab (3/1) |
| ECE  | 320/L | Theory of Digital Systems and Lab (3/1)                                 |
| ECE  | 340/L | Electronics I and Lab (3/1)   |
| ECE  | 350   | Linear Systems I (3)  |
| MSE  | 304   | Engineering Economy (3)   |

**Senior Year**

The senior year must include a “capstone” design experience and additional courses with design content so that the student’s total engineering program contains at least one semester of engineering design. This engineering design requirement must be taken in residency. An advisor and the Department Chair must approve all senior year electives.

|     |         |   |
|-----|---------|---|
| ECE | 422     | Design of Digital Computers (3)   |
| ECE | 425/L   | Microprocessor Systems and Lab (3/1)                                    |
| ECE | 420     | Digital Systems Design with Programmable Logic (3)                      |
| ECE | 442/L   | Digital Electronics and Lab (3/1)                                       |
| ECE | 450     | Probabilistic Systems in Electrical Engineering Design and Analysis (3) |
| ECE | 492/493 | Senior Design Project I and II (2/1)                                    |

**4. Upper Division Electives (6 units)**

Select a minimum of 6 units from the following:

|      |       |   |
|------|-------|---|
| COMP | 380/L | Introduction to Software Engineering (2/1)          |
| COMP | 429   | Computer Network Software (3)                       |
| COMP | 529   | Advanced Network Topics (3)                         |
| ECE  | 422L  | Design of Digital Computers Lab (1)                 |
| ECE  | 443/L | Pulse and Wave Shaping Circuit Design and Lab (3/1) |

|     |       |   |
|-----|-------|---|
| ECE | 520/L | System on Chip Design and Lab (3/1)                               |
| ECE | 524/L | FPGA/ASIC Design and Optimization Using VHDL and LAB (3/1)        |
| ECE | 526/L | Verilog HDL for Digital Integrated Circuit Design and Lab         |
| ECE | 527/L | Application Specific Integrated Circuit Development and Lab (3/1) |
| ECE | 546   | Very Large Scale Integrated Circuit Design (3)                    |
| ECE | 562   | Data Communication Network (3)                                    |

*Note: Some elective courses have prerequisites that are not part of the required program. All courses must include the lab, if one exists. Other courses may be selected with the approval of the ECE Department Chair. The total number of units in the major is 96.*

**5. General Education (27 units):**

Computer Engineering majors follow a modified General Education program depending upon the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs.

Computer Engineering students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Social Sciences (3 units); Arts and Humanities (6 units); Comparative Cultures (6 units); and U.S. History and Local Government (6 units). All other GE requirements are met through completion of courses in the major. 9 of the GE units must be at the Upper Division level and 2 courses must meet the Information Competency requirement.

|  |     |
|--|-----|
| <b>Total units Required for the Degree</b> | 123 |
|--|-----|

**Requirements for the Master of Science Degree In Electrical Engineering****A. Requirements for Admission to the Program**

1. A Bachelor’s Degree in a technical field (i.e., engineering, physics, mathematics) from an accredited university or college, with overall GPA of at least 2.75.
2. Have at least a 2.7 undergraduate GPA in the last 60 semester units or 90 quarter units attempted.
3. International students are required to submit a brief statement of purpose and 3 letters of recommendation.

**B. Admission Procedure:**

Application forms are available online at [www.csumentor.edu](http://www.csumentor.edu) and can be completed and submitted online or to the Office of Admissions and Records. The Code number for the ECE major is 562440M. Application deadlines for admission are set by the University Office of Admission and Records.

All applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must take the Test of English as a Foreign Language (TOEFL) and receive a minimum paper-based score of 550, a minimum computer-based score of 213 or a minimum internet-based score of 79, or a score of 6 or higher on International English Language Testing System (IELTS).

Continuing students in either Post-Baccalaureate or Graduate status may change their objective and seek admission to M.S. in Electrical Engineering by filling out a change of objective form that can be obtained from the Office of Admissions and Records.

**It is the student’s responsibility to be aware of all University regulations and restrictions, such as:**

1. No more than 9 units of transfer or extension work;
2. 12-unit rule for Classification;

3. Probation and disqualification;
4. Repeat of courses rules;
5. Advancement to Candidacy;
6. Academic leave;
7. A 7-year time limit for the completion of the degree; and
8. No more than 9 units of 400-level courses can be counted toward the M.S. Degree.

For details on the above, students are advised to meet with the ECE Graduate Coordinator. Prior to the formation of their Graduate Committee, graduate students are advised by the Graduate Coordinator. After the formation of their Graduate Committee, graduate students are advised by their Committee Chair. All courses taken toward the M.S. Degree must be approved by the Committee Chair and the Graduate Coordinator.

### C. Classified Graduate Status:

#### The candidate must:

1. Fulfill University requirements for classified status;
2. Complete prerequisite courses with 3.0 GPA or higher;
3. Submit a tentative program of graduate study to the ECE Graduate Coordinator; and
4. Complete all 3 sections of the GRE. The quantitative score must be above the 50th percentile.

### D. For the Degree:

1. Completion of 30-33 units under either the Thesis Plan, the Project Plan or the Comprehensive Exam Plan; and
2. Formal approval of granting of the Degree by the Electrical Engineering faculty.

#### Thesis Plan

- a. 24 units of course work applicable to the M.S. Degree, of which at least 15 units must be Engineering courses at the 500-/600-level or above. All course work in the student's graduate program must be completed with a "C" or better while maintaining an overall GPA of 3.0 or higher.
- b. 6 units of ECE 698 (Thesis) and successful defense of thesis before the Thesis Committee.

#### Project Plan

- a. 27 units of course work applicable to the M.S. Degree, of which at least 18 units must be Engineering courses at the 500-/600-level or above. All course work in the student's graduate program must be completed with a "C" or better while maintaining an overall GPA of 3.0 or higher.
- b. 3 units of ECE 698 (Graduate Project) culminating in a comprehensive report.

#### Comprehensive Exam Plan

- a. 30 units of course work applicable to the M.S. Degree, of which at least 21 units must be 500/600-level Engineering courses. All course work in the student's graduate program must be completed with a "C" or better while maintaining an overall GPA of 3.0 or higher.
- b. 3 units of ECE 697 comprehensive preparatory exam study and completion of the comprehensive exam with a grade of "B" or better.

### E. Graduate Program:

The 30-33 units of course work in the graduate program must form a cohesive plan of graduate study that consists of suggested and elective courses from one of the 7 options currently offered in the ECE Department. The Thesis Plan may not include ECE 699 (Independent Study) and the Project Plan may include at most 3 units of ECE 699. Inclusion of a course not in the ECE suggested or elective course list must have the written approval of the Graduate Coordinator prior to enrollment in the course.

### F. Special Requirements

Students from non-technical fields must fulfill most of the undergraduate prerequisite courses in math and physics outlined below with 3.0 GPA or higher before applying for admission to the ECE Program. No time limit applies to courses taken to satisfy M.S. prerequisite requirements.

### The EE Graduate Program Objectives

The Master of Science in Electrical Engineering program at CSUN prepares students for lifelong careers in the field that will allow them to make productive contributions to society and find personal satisfaction in their work. To accomplish this, graduates with a Master of Science in Electrical Engineering will meet the following educational objectives:

- 1) Understand advanced electrical- and computer-engineering principles, including in-depth training in one of the fundamental areas of electrical engineering.
- 2) Apply advanced analysis, design and research methods to solve problems in electrical and computer engineering.
- 3) Apply industry practices, emerging technologies, state-of-the-art design techniques and software tools to electrical and computer engineering problems.
- 4) Communicate clearly through the appropriate communication medium.
- 5) Appreciate the importance of lifelong learning and be motivated by a sense of exploration to continue learning

### Student Learning Outcomes of the Graduate Programs

#### Graduates of the Master of Science in Electrical Engineering Program at CSUN will have:

- a) An ability to apply knowledge of advanced principles to the analysis of electrical and computer engineering problems.
- b) An ability to apply knowledge of advanced techniques to the design of electrical and computer engineering systems.
- c) An ability to apply the appropriate industry practices, emerging technologies, state-of-the-art design techniques, software tools and research methods for solving electrical and computer engineering problems.
- d) An ability to use the appropriate state-of-the-art engineering references and resources, including IEEE research journals and industry publications, to find the best solutions to electrical and computer engineering problems.
- e) An ability to communicate clearly and use the appropriate medium, including written, oral and electronic methods.
- f) An ability to maintain lifelong learning and continue to be motivated to learn new subjects.
- g) An ability to learn new subjects that are required to solve problems in the industry without being dependent on a classroom environment.
- h) An ability to be competitive in the engineering job market and/or be admitted to an excellent Ph.D. program.

### 1. Prerequisite Courses

Some or all of these prerequisite courses may be required depending on applicant's prior background. The Graduate Coordinator will determine the specific prerequisite courses on a case-by-case basis.

|     |       |  |
|-----|-------|--|
| ECE | 240/L | Electrical Engineering Fundamentals and Lab (3/1)                        |
| ECE | 309   | Numerical Methods in Electrical Engineering (2)                          |
| ECE | 320/L | Theory of Digital Systems and Lab (3/1)                                  |
| ECE | 340/L | Electronics I and Lab (3/1)  |
| ECE | 350   | Linear Systems I (3)   |
| ECE | 351   | Linear Systems II (3)  |
| ECE | 370   | Electromagnetic Fields and Waves I (3)                                   |
| ECE | 450   | Probabilistic Systems in Electrical Engineering- Design and Analysis (3) |



|      |        |   |
|------|--------|---|
| ECE  | 455    | Mathematical Models in Electrical Engineering (3) |
| MATH | 150A   | Calculus I (5)                                    |
| MATH | 150B   | Calculus II (5)                                   |
| MATH | 250    | Calculus III (3)                                  |
| MATH | 280    | Applied Differential Equations (3)                |
| PHYS | 220A/L | Mechanics and Lab (3/1)                           |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1)           |

Two ECE 400-level classes approved by Graduate Coordinator related to study objective.

## 2. Required Courses (30 units)

The Department of Electrical and Computer Engineering offers the Master of Science Degree in Electrical Engineering. Within this degree students may choose an Area of Concentration in Biomedical Engineering, Communications and Radar Engineering, Control Engineering, Digital and Computer Engineering, Electronics, Solid State Devices and Integrated Circuits Engineering, Microwave and Antenna Engineering, or Power Systems Engineering. For all of these Areas of Concentration, the student must define a program that conforms to the general MSEE Degree requirements as established by the Department. Note that no more than 9 units of ECE 400-level courses are applicable toward MSEE degree. Students may not take a course (counting toward MSEE degree) that is the same or equivalent to a course taken toward one's undergraduate program. In general, graduate students are not required to take ECE labs. However, some courses require the concurrent enrollment in lab sections. A maximum of 3 lab units (taken concurrent with lecture courses) may count toward the MSEE program. Students are advised to meet with an advisor as soon as possible to plan their program. All graduate programs in the Department of Electrical and Computer Engineering must be approved by the faculty advisor and the Graduate Coordinator.

**Core Courses:** Courses that must be completed for each area of specialization. Only 9 units of these core courses may be included in MSEE formal program.

### Suggested Courses for Biomedical Engineering

#### Core Courses

|     |       |   |
|-----|-------|---|
| ECE | 410/L | Electrical Machines and Energy Conversion and Lab (3/1) |
| ECE | 425/L | Microprocessor Systems and Lab (3/1)                    |
| ECE | 440/L | Electronics II and Lab (3/1)                            |
| ECE | 442/L | Digital Electronics and Lab (3/1)                       |
| ECE | 455   | Mathematical Models in EE (3)                           |
| ECE | 480/L | Fundamentals of Control Systems and Lab (3/1)           |

#### Elective Courses

|     |     |  |
|-----|-----|--|
| ECE | 501 | Introduction to Biomedical Engineering (3) |
| ECE | 503 | Biomedical Instrumentation (3)             |
| ECE | 602 | Biomedical Engineering I (3)               |
| ECE | 603 | Biomedical Engineering II (3)              |
| ECE | 650 | Random Processes (3)                       |
| ECE | 580 | Digital Control (3)                        |
| ECE | 581 | Fuzzy Control (3)                          |

### Suggested Courses for Communications and Radar Engineering

#### Core Courses

|     |       |   |
|-----|-------|---|
| ECE | 450   | Probabilistic Systems in Electrical Engineering—Design and Analysis (3) |
| ECE | 455   | Mathematical Models in EE (3)   |
| ECE | 451/L | Real-Time Digital Signal Processing and Lab (2/1)                       |
| ECE | 460/L | Introduction to Communication Systems and Lab (3/1)                     |

#### Elective Courses:

|     |       |   |
|-----|-------|---|
| ECE | 561/L | Digital Communications System and Lab (3/1) |
|-----|-------|---|

|     |       |   |
|-----|-------|---|
| ECE | 562   | Data Communication Networks (3)                   |
| ECE | 635   | Error Detection and Correction Systems Design (3) |
| ECE | 637   | Pattern Recognition (3)                           |
| ECE | 642   | RF Electronics Design (3)                         |
| ECE | 650   | Random Processes (3)                              |
| ECE | 651   | Digital Signal Processing I (3)                   |
| ECE | 652   | Digital Signal Processing II (3)                  |
| ECE | 658   | Signal Detection and Estimation Theory (3)        |
| ECE | 659   | Information Theory and Coding (3)                 |
| ECE | 660   | Modulation Theory and Coding(3)                   |
| ECE | 661   | Wireless Communications (3)                       |
| ECE | 665   | Radar Systems (3)                                 |
| ECE | 666/L | Fiber-Optic Communications and Lab (3/1)          |
| ECE | 669   | Advanced Topics in Communications/Radar (3)       |

### Suggested Courses for Control Engineering

#### Core Courses

|     |       |  |
|-----|-------|--|
| ECE | 410/L | Electrical Machines and Energy Conversion and Lab (3)                    |
| ECE | 411   | Electric Power Systems (3)   |
| ECE | 450   | Probabilistic Systems in Electrical Engineering- Design and Analysis (3) |
| ECE | 455   | Mathematical Models in EE (3)  |
| ECE | 480/L | Fundamentals of Control Systems and Lab (3/1)                            |

#### Elective Courses

|     |     |  |
|-----|-----|--|
| ECE | 580 | Digital Control Systems (3)              |
| ECE | 581 | Fuzzy Control (3)                        |
| ECE | 650 | Random Processes (3)                     |
| ECE | 651 | Digital Signal Processing I (3)          |
| ECE | 652 | Digital Signal Processing II (3)         |
| ECE | 681 | Non-Linear Control Systems (3)           |
| ECE | 682 | State Variables in Automatic Control (3) |
| ECE | 683 | Optimal Control (3)                      |
| ECE | 684 | Stochastic Control (3)                   |

### Suggested Courses for Digital and Computer Engineering

#### Core Courses:

|     |       |  |
|-----|-------|--|
| ECE | 420   | Digital Systems Design with Programmable Logic (3) |
| ECE | 422   | Design of Digital Computers (3)                    |
| ECE | 425/L | Microprocessor Systems and Lab (3/1)               |
| ECE | 442/L | Digital Electronics and Lab (3/1)                  |

#### Elective Courses

|     |       |   |
|-----|-------|---|
| ECE | 520/L | System on Chip Design and Lab (3/1)                               |
| ECE | 524/L | FPGA/ASIC Design and Optimization Using VHDL and Lab (3/1)        |
| ECE | 526/L | Verilog HDL for Digital Integrated Circuit Design and Lab (3/1)   |
| ECE | 527/L | Application Specific Integrated Circuit Development and Lab (3/1) |
| ECE | 546   | Very Large Scale Integrated Circuit Design (3)                    |
| ECE | 620   | Advanced Switching Theory (3)                                     |
| ECE | 621   | Computer Arithmetic Design (3)                                    |
| ECE | 622   | Digital Systems Structure (3)                                     |
| ECE | 623   | Diagnosis and Reliable Design of Digital Systems (3)              |
| ECE | 624   | Digital Systems Design Automation and VHDL Modeling (3)           |
| ECE | 625   | Microprocessor Interfacing and Applications (3)                   |
| ECE | 629C  | Seminar in Digital Systems and Components (3)                     |
| ECE | 635   | Error Detection and Correction Systems Design (3)                 |

ECE 639 Robotic Sensing and Computer Vision (3)

### Suggested Courses for Electronics, Solid State Devices and Integrated Circuit Engineering

#### Core Courses

ECE 440/L Electronics II and Lab (3/1)  
 ECE 442/L Digital Electronics and Lab (3/1)  
 ECE 443/L Pulse and Waveshaping Circuit Design and Lab (3/1)  
 ECE 445 Introduction to Solid State Devices (3)  
 ECE 455 Mathematical Models in EE (3)

#### Elective Courses

ECE 545 Solid State Devices (3)  
 ECE 546 Very Large Scale Integrated Circuit Design (3)  
 ECE 571 Electromagnetic Fields and Waves II (3)  
 ECE 572/L RF and Microwave Active Circuit Design and Lab (3)  
 ECE 578 Photonics (3)  
 ECE 640 Modern Electronic Techniques (3)  
 ECE 642 RF Electronics Design (3)  
 ECE 648 Electrical Network Theory (3)  
 ECE 649 Active Network Synthesis (3)  
 ECE 650 Random Processes (3)  
 ECE 673 Microwave Semiconductor Devices (3)

### Suggested Courses for Microwave and Antenna Engineering

#### Core Courses

ECE 445 Introduction to Solid State Devices (3)  
 ECE 455 Mathematical Models in EE (3)  
 ECE 571 Electromagnetic Fields and Waves II (3)

#### Elective Courses

ECE 545 Solid State Devices (3)  
 ECE 546 Very Large Scale Integrated Circuit Design (3)  
 ECE 572/L RF and Microwave Active Circuit Design and Lab (3/1)  
 ECE 578 Photonics (3)  
 ECE 642 RF Electronic Design (3)  
 ECE 648 Electrical Network Theory (3)  
 ECE 650 Random Processes (3)  
 ECE 665 Radar Systems (3)  
 ECE 671 Microwave Engineering (3)  
 ECE 672 Advanced Microwave Circuit Design (3)  
 ECE 673 Microwave Semiconductor Devices (3)  
 ECE 674 Antenna Engineering (3)  
 ECE 675 Seminar in Antenna Engineering (3)  
 ECE 676 Numerical Techniques in Applied Electromagnetic (3)  
 ECE 677 Lasers and Masers (3)

### Suggested Courses for Power Systems Engineering

#### Core Courses

ECE 410/L Electric Machines and Energy Conversion and Lab (3/1)  
 ECE 411 Electric Power Systems (3)  
 ECE 412 Power Electronics (3)  
 ECE 440/L Electronics II and Lab (3/1)  
 ECE 455 Mathematics Models in EE (3)  
 ECE 460/L Introduction to Communication Systems and Lab (3/1)  
 ECE 480/L Fundamentals of Control Systems and Lab (3/1)

#### Electives Courses

ECE 610 Fault Analysis in Power Systems (3)  
 ECE 611 Power Distribution Systems (3)

ECE 612 Selected Topics in Power Systems (3)

ECE 666/L Fiber-Optic Communications and Lab (3/1)

|  |              |
|--|--------------|
| <b>Total Units Required for the Degree</b> | <b>30-33</b> |
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## Course List

### ECE 100. The Technological World (3)

An introduction to the concepts, theories and techniques that contribute to our technological civilization. A course to improve the student's understanding of modern technology, its capabilities, characteristics and limitations, and to develop insights useful in coping with social, economic, political, and purely technical problems. An introduction to modeling, digital computers and control systems. Required writing assignments relating to current trends and treatment of technological problems. May not be used as part of senior programs. (Available for General Education, Lifelong Learning.)

### ECE 101/L. Introduction to Electrical Engineering and Lab (1/1)

*Corequisite: ECE 101L.* A Freshman orientation course for the Electrical Engineering Program, the profession and the University. Word processing, spreadsheet and presentation software along with computer aided design and analysis tools, are integrated into the course. 1 hour lecture-discussion, 3 hours lab per week.

### ECE 196A-Z. Experimental Topics Courses in Electrical Engineering (1-4)

#### ECE 206/L. Computing for Electrical Engineers and Lab (2/1)

*Prerequisite: MATH 150A. Corequisite: ECE 206L.* Introduction to computer programming with emphasis on ECE problem solving. Major topics include problem solving, algorithm development, hardware integration and programming in NQC and C++. 2 hours lecture, one 3-hour lab per week. (Available in General Education, Lifelong Learning if required by major.)

#### ECE 240. Electrical Engineering Fundamentals (3)

*Prerequisite: MATH 250, PHYS 220B/L. Recommended Corequisites: ECE 240L, MATH 280.* Introduction to the theory and analysis of electrical circuits; basic circuit elements, including the operational amplifier; circuit theorems; dc circuits; forced and natural responses of simple circuits; sinusoidal steady state analysis; and the use of a standard computer aided circuit analysis program. Consideration is given to power, energy, impedance, phasors, frequency response and their use in circuit design. 3 hours lecture per week.

#### ECE 240L. Electrical Engineering Fundamentals Lab (1)

*Prerequisites: MATH 250; PHYS 220B/L. Corequisite: ECE 240.* Introduction to the practical aspects of electrical circuits, analysis and design. Lab includes experiments on resistive circuits, operational amplifiers, network theorems, 1st and 2nd order circuits, dc meters, passive filters, resonant circuits and RC active filters. Several experiments emphasize the design process. 3 hours lab per week.

### ECE 296A-Z. Experimental Topics Courses in Electrical and Computer Engineering (1-4)

## Upper Division

**ECE 309. Numerical Methods in Electrical Engineering (2)**

*Prerequisites:* ECE 240; MATH 280. This course introduces numerical techniques implemented in Matlab for the solution of problems in electrical and computer engineering. Topics covered include an introduction to Matlab, number representation and error analysis, interpolation and curve-fitting, numerical solutions to systems of linear equations, root-finding, differentiation, and integration and ordinary differential equations. Two 3-hour labs per week.

**ECE 320/L. Theory of Digital Systems (3/1)**

*Prerequisite:* MATH 150B. *Corequisite:* ECE 320L. Introduction to digital systems. Topics include number systems, binary codes, Boolean algebra, combinational logic design, logic minimization techniques, sequential circuits design, arithmetic operations, data transfers using register transfer notation, memory devices, digital system organization and digital subsystems design. 3 hours lecture, one 3-hour lab per week.

**ECE 340/L. Electronics I and Lab (3/1)**

*Prerequisite:* ECE 240. *Corequisite:* ECE 340L. *Preparatory:* ECE 240L. *Recommended Corequisite:* ECE 350. Linear, piecewise-linear and nonlinear models for active devices and their interaction with passive network elements. Characteristics and behavior of operational amplifiers, diodes and transistors. Small signal amplifiers and their analysis at low, midband and high frequencies. 3 hours lecture, one 3-hour lab per week.

**ECE 350. Linear Systems I (3)**

*Prerequisites:* ECE 240; MATH 280. Systematic development of linear system response models in both the time and frequency domains. Concentrates on continuous system models. Techniques developed include Laplace transform, Fourier analysis, impulse response, convolution and state variables for continuous linear systems.

**ECE 351. Linear Systems II (3)**

*Prerequisite:* ECE 350. Continuation of ECE 350, with concentration on discrete system models. Techniques developed include Z-transforms, Fourier Analysis, impulse response, convolution and state variables for discrete linear systems.

**ECE 370. Electromagnetic Fields and Waves I (3)**

*Prerequisites:* ECE 240; MATH 280. Study of waves in transmission line circuits, transient and steady state solutions, phasors, reflection coefficient, Smith chart, matching circuits, wave propagation in materials, vector analysis, electrostatics, magnetostatics, steady electric currents, quasi-statics and electromagnetic fields.

**ECE 370L. Microwave Lab (1)**

*Prerequisite:* ECE 240L. *Corequisite:* ECE 370. Introduction to the practical aspects of waveguiding systems: stripline, microstrip and coaxial transmission lines; and rectangular waveguides. Introduction to basic microwave measurements and techniques: impedance matching, network analyzers, antenna impedance and pattern measurements, and computer-controlled instrumentation. Culminating in a design project. One 3-hour lab per week.

**ECE 396A-Z. Experimental Topics Courses in Electrical and Computer Engineering (1-4)****ECE 400AA-AC. Engineering Design Clinic I (1-3)**

Group design experience involving teams of students and faculty working on the solution of engineering design problems submitted by industry and government agencies.

**ECE 400BA-B-C. Engineering Design Clinic II (1-2-3)**

*Prerequisite:* ECE 400A. Continuation of ECE 400A.

**ECE 410/L. Electrical Machines and Energy Conversion and Lab (3/1)**

*Prerequisite:* ECE 240. *Corequisite:* ECE410L. This course covers single and three phase power, including phasor diagrams and electromagnetic laws. Maxwell's Equations as applied to energy conversion is covered, as are analysis of magnetic circuits and their losses, and single and three phase transformers, including voltage regulation and efficiency. Electromechanical energy conversion principles followed by rotating machinery modeling and analysis. Machines include induction motors, synchronous generators and direct current motors. Application of these concepts as they apply to energy sustainability is discussed. Several projects are included in which students design, simulate, build, test and report on their findings. Available for graduate credit.

**ECE 411. Electric Power Systems (3)**

*Prerequisite:* ECE 240. *Recommended prerequisite:* ECE410. Review of single phase, three phase power and calculations of power using the "per-unit" method. Study of single line diagrams using reactance and impedance, and three phase transformers as applied to power systems and synchronous machines. Discussion of series impedance, capacitance, voltage and current as related to power transmission lines. Modeling of admittance, impedance and network calculations are included. Flexible AC Transmission Systems (FACTS) and Automated Transmission Operations (ATO) are discussed as a consequence of the implementation of the smart grid. The effects of magnetic field in power transmission lines also are discussed. Design and simulation projects are included. Students make presentations about their findings. PSPICE and Matlab are utilized. Available for graduate credit.

**ECE 412. Power Electronics (3)**

*Prerequisite:* ECE 240, 340. *Recommended prerequisite:* ECE 410. Switching losses in power semiconductor switches are covered in detail. Computer simulation of power electronic converters is taught using PSPICE and Matlab. Study of line-frequency diode rectifiers (line-frequency ac-to-uncontrolled dc) as well as line-frequency phase-controlled rectifiers and inverters (line-frequency ac-to-controlled dc). Dc-to-dc switch-mode converters and switch-mode dc-to-ac inverters also are discussed. Power electronics applications in solar energy are studied with emphasis in applications. Application of these concepts as they apply to energy sustainability is discussed. Several projects are included in which students design, simulate, build, test and report on their findings. Available for graduate credit.

**ECE 420. Digital Systems Design with Programmable Logic (3)**

*Prerequisite:* ECE 320. Designed to cover and compare a variety of programmable logic devices with design examples to show their applications. Emphasizes the implementation of digital systems with programmable logic devices using VHDL in design description and Maxplus II software in design simulation and verification.

**ECE 422. Design of Digital Computers (3)**

*Prerequisite:* ECE 320. Structure and operation of a stored-program general-purpose digital computer. Design of computer hardware modules: arithmetic-logic units, control units, input-output units and memories. Basic organizations of digital computers. Fault diagnosis and fault tolerant design of digital systems.

**ECE 422L. Design of Digital Computers Lab (1)**

*Prerequisite:* ECE 320 *Corequisite:* ECE 422. Laboratory companion course for ECE 422. The structure and operation of a stored-program general-purpose digital computer. Design of computer hardware

modules: arithmetic-logic units, control units, input-output units, and memories. Basic organizations of digital computers.

**ECE 425/L. Microprocessor Systems and Lab (3/1)**

*Prerequisite:* ECE 320/L. *Corequisite:* ECE 425L. Studies of microprocessor architectures and microcomputer systems. Basic microprocessor software consideration and assembly language programming. Microcomputers system design considerations, applications and design with a microcontroller.

**ECE 435/L. Mechatronics and Lab (2/1)**

*Prerequisites:* ECE 240L. *Corequisite:* ECE 435L. *Recommended Corequisite:* ME 335, or ECE 320, 350. Machine and process control applications, data acquisition systems, sensors and transducers, actuating devices hardware controllers, transducer signal processing and conditioning. 2 hours lecture, one 3-hour lab each week. (Cross listed with ME 435/L)

**ECE 440/L. Electronics II and Lab (3/1)**

*Prerequisite:* ECE 340/L. *Corequisite:* ECE 440L. Continuation of ECE 340. Power amplifiers, feedback amplifiers, stability, oscillators, RC active filters and switched-capacitor circuits. 3 hours lecture, one 3-hour lab per week.

**ECE 442/L. Digital Electronics and Lab (3/1)**

*Prerequisites:* ECE 320/L, 350, 340. *Corequisite:* ECE 442L. Models of electronic nonlinear devices and their analysis. The limitations of digital circuits. Design of logic gates and of memory elements and registers. System considerations with reference to various technologies, including NMOS, PMOS, CMOS, RTL, DTL, TTL, IIL and ECL. Study of VLSI. 3 hours lecture, one 3-hour lab per week.

**ECE 443/L. Pulse and Waveshaping Circuit Design and Lab (3/1)**

*Prerequisites:* ECE 320/L, 340/L, 350. *Recommended Corequisite:* 443L. Waveshaping circuits with application to data acquisition and instrumentation. Design of multivibrator circuits. Design of analog-to-digital and digital-to-analog interfaces. 3 hours lecture, one 3-hour lab per week.

**ECE 445. Introduction to Solid State Devices (3)**

*Prerequisite:* ECE 340. Electric and magnetic properties of materials are examined with emphasis on engineering applications. Typical devices that are considered include ohmic and non-ohmic contacts, voltaic cells, PN junction devices, ferroelectric energy converters, ferrite devices and integrated circuits.

**ECE 450. Probabilistic Systems in Electrical Engineering-Design and Analysis (3)**

*Prerequisite:* ECE 350. Develops and demonstrates techniques and models useful for solving a wide range of problems associated with the design and analysis of various probabilistic systems in electrical engineering application. These include radar, communication systems, sonar, control systems, information theory, computer systems, circuit design, measurement theory, vulnerability analysis and propagation.

**ECE 451. Real-Time Digital Signal Processing (2)**

*Prerequisite:* ECE 351. *Corequisite:* ECE 451L. Real-time digital signal processing using DSP processors; architecture, instruction set, sampling, filtering, fast fourier transform and other applications. Available for graduate credit.

**ECE 451L. Real-Time Digital Signal Processing Laboratory (1)**

*Prerequisite:* ECE 351. *Corequisite:* ECE 451. Real-time digital signal processing using DSP processors; architecture, instruction set, sampling, filtering, fast fourier transform and other applications. 2 hours lecture, four hours lab per week. Available for graduate credit.

**ECE 455. Mathematical Models in Electrical Engineering (3)**

*Prerequisite:* ECE 350. Advanced topics in mathematics in the areas of complex variables, linear algebra, partial differential equations and

series solutions to differential equations are discussed. These mathematical tools are used to model and solve electrical engineering-related problems in the areas of circuits, controls, electromagnetics, solid state and communication theories.

**ECE 460. Introduction to Communication Systems (3)**

*Prerequisite:* ECE 350. *Corequisite:* 460L. *Recommended Corequisites:* ECE 351, 450. Introduction to information transmission. Analog communication systems. AM, DSB, SSB, VSB, FM and PM. Frequency-division multiplexing techniques. Superheterodyne receiver. 3 hours lecture. Available for graduate credit.

**ECE 460L. Introduction to Communication Systems Lab (1)**

*Prerequisite:* ECE 350. *Corequisite:* 460. *Recommended Corequisites:* ECE 351, 450. Introduction to information transmission. Analog communication systems: AM, DSB, SSB, VSB, FM and PM. Frequency-division multiplexing techniques. Superheterodyne receiver. One 3-hour lab per week. Available for graduate credit.

**ECE 480. Fundamentals of Control Systems (3)**

*Prerequisite:* ECE 350. Review of the relations between transient responses, systems transfer functions and methods of specifying system performance. Analysis and synthesis of feedback control systems by means of Root-Locus methods. Nyquist diagrams, phase-gain-frequency diagrams. Use of compensating networks to optimize control system performance. Available for graduate credit.

**ECE 480L. Fundamentals of Control Systems Lab (1)**

*Prerequisite:* ECE 350. *Corequisite:* ECE 480. As an accompaniment to the 3-unit course Fundamentals of Control Systems (ECE480), this laboratory provides experiments to verify theoretical studies and use their applications in the design of a control system with given specifications. The experiments are mainly electrical circuits with actual measurements and simulations and design applications using system response, Routh-Hurwitz stability criterion, system identification, steady state error, root-locus, Nyquist criterion and the effects of disturbance. Use of Matlab, Simulink and PSPICE is emphasized for analysis and design. 3-hours lab per week.

**ECE 492. Senior Design Project-Electrical I (2)**

*Prerequisite:* Successfully complete two 400 level ECE courses. *Recommended Corequisite:* Enrollment in a 400-level Electrical and Computer Engineering senior lab course with at least 2.5 design units. The design of a complex engineering project is undertaken requiring the integrated application and extension of science, engineering, economic and social concepts. Ethics, written and oral communication skills and methods of technical problem-solving will be addressed. Students participate in both group and individual projects through to completion. Requires completion of an acceptable proposal for a design project under faculty supervision with substantial progress toward the project completion. May not be used for graduate credit.

**ECE 493. Senior Design Project-Electrical II (1)**

*Prerequisite:* ECE 492. Continuation of ECE 492. Issues concerning science, engineering, economic and social concepts, as well as ethics, written, oral communication and methods of technical problem solving will be further treated. Completion of the design project under faculty supervision culminating in a comprehensive report. Students who enter their projects in an appropriate technical paper contest are excused from submission of a comprehensive report. May not be used for graduate credit.

**ECE 494. Academic Internship A-C (1-3)**

*Prerequisites:* Sophomore, junior, senior or graduate standing in the Department of Electrical and Computer Engineering; Prior approval of the Department Chair; Good standing as a matriculated student. Supervised practical pro-

professional experience relevant to the field of study in approved public or private organizations. Industrial supervisor and faculty sponsor performance evaluations and student self assessment are required. A final report written by students describing the work accomplished and knowledge and skills acquired are required. Units earned may not be used to fulfill major program requirements. Any combination of internship courses "A", "B" or "C" cannot exceed 6 units total. Available for graduate credit.

**ECE 496A-Z. Experimental Topics Courses in Electrical and Computer Engineering (1-4)**

**ECE 498A-X. Supervised Individual Projects (1-3)**

Studies in selected areas of electrical engineering with course content to be determined.

**ECE 499A-C. Independent Study (1-3)**

**ECE 501. Introduction to Biomedical Engineering (3)**

*Preparatory: Senior or graduate standing.* Characterization and properties of anatomical and physiological elements in engineering applications will be studied. Also includes the design of basic medical instrumentation.

**ECE 503. Biomedical Instrumentation (3)**

*Preparatory: ECE 350 or instructor consent.* A comprehensive introduction to medical imaging systems will be explored. Common imaging modalities are introduced from the perspectives of both physics and system, including X-Ray, CT, Ultrasound, MRI, PET and SPECT.

**ECE 520 System On Chip Design (3)**

*Prerequisites: ECE 420, 425. Corequisite: ECE 520L.* Introduction to system on chip design methodology that includes the study of NIOS and ARM architectures, Avalon switch fabric, memory, real-time operating system (RTOS), peripheral interface and components and contemporary high-density FPGAs.

**ECE 520L System On Chip Design Laboratory (1)**

*Prerequisites: ECE 420, ECE 425. Corequisite: ECE 520.* This laboratory course reinforces the system-on-chip design concept developed in the lecture course. It focuses on software development and hardware verification of Nios II systems using Altera software tools and Nios development boards.

**ECE 524. FPGA/ASIC Design and Optimization Using VHDL (3)**

*Prerequisites: ECE 420. Corequisite: ECE 524L.* This course covers top down design methodology for FPGA and ASIC using VHDL. Hardware Description Language, (VHDL) modeling, simulation and synthesis tools are utilized to elaborate the material covered throughout the course. Xilinx (the Virtex series) and Actel (the SX and AX series) FPGA architectures and design methodologies are studied. Several sample designs are targeted and tested for each FPGA technology. ASIC design flow and design optimization techniques are discussed. ASIC design flow, constraint file generation and test benches also are studied, along with their applications to some designs samples. The use of FPGAs in space and military applications and their reliability issues are discussed. 3 hours lecture per week.

**ECE 524L. FPGA/ASIC Design Lab (1)**

*Prerequisite: ECE 420. Recommended corequisite: ECE 524.* The lab accompanying course EE524 covers modeling of digital systems and electronic circuit design hierarchy and the role of methodology in FPGA/ASIC design. Hardware Description Language, VHDL, simulation and synthesis tools are utilized to elaborate the material covered throughout the course. The lab introduces the systematic top-down design methodology to design complex digital hardware such as FPGAs and ASICs. FPGA and ASIC design flow as well as design optimization techniques are discussed. For FPGAs, Xilinx Virtex and Actel SX architecture are covered. Individual and group projects are assigned to students. 3 hours lab per week.

**ECE 526/L. Verilog HDL for Digital Integrated Circuit Design and Lab (3/1)**

*Prerequisite: ECE 320/L. Corequisite: ECE 526L.* This course covers the use of Verilog Hardware Description Language for the design and development of digital integrated circuits, including mask-programmed ASIC's and FPGA's. Hierarchical top down vs. bottom up design, synthesizable vs. non-synthesizable code, verification, hardware modeling, simulation system tasks, compiler directives and subroutines are all covered and illustrated with design examples. Lab exercises emphasize use of professional compilation and simulation tools for debugging and verification. 3 hours lecture, one 3-hour lab per week.

**ECE 527. Application Specific Integrated Circuit Development (3)**

*Prerequisites: ECE 526/L. Corequisite: ECE 527L.* Study of the tools and techniques used to develop application specific integrated circuits, including mask programmed devices and field programmable circuits. Topics include synthesis methodologies, performance tradeoffs and constraints. Asynchronous interfacing is covered in detail for both single bit and bus interfaces. A non-theoretical introduction to test and testability also is included.

**ECE 527L ASIC Development Lab (1)**

*Prerequisite: ECE 526/L. Corequisite: ECE 527.* This course is a companion to ECE 527—Application Specific Integrated Circuit Development. In the lab, students apply the lessons of ECE 527 to code circuits in Verilog HDL, synthesize them for varying performance goals and modify the implemented designs for testability. This is accomplished through use of state-of-the-art industrial design automation software.

**ECE 545. Solid State Devices (3)**

*Prerequisite: ECE 445 or instructor consent.* An in-depth study of quantum mechanics, semiconductor materials and solid state devices, including the Schrodinger equation, potential barriers and wells, energy band diagrams, mobility, effective mass, charge carrier transport, scattering mechanisms, continuity equation, and bandgap engineering, as well as the design of p-n junction diodes, bipolar junction transistors, Schottky diodes, field effect transistors, hetero-junction devices and high electron mobility transistors are undertaken in this course.

**ECE 546. Very Large Scale Integrated Circuit Design (3)**

*Prerequisite: ECE 442.* Survey of VLSI technology and very large scale integrated systems. Problems that occur when ordinary circuits are replicated to involve millions of devices. CMOS technology, design styles up to the point of submission for fabrication. Computerized methods with high-density circuits with optimized speed and power consumption. Students perform simple layouts and simulations suitable for extension to a very large scale.

**ECE561. Digital Communications Systems (3)**

*Prerequisites: ECE 450, 460. Recommended Corequisite: ECE 561L.* Basic principles of the analysis and design of modern digital communication systems. Topics include baseband transmission, bandpass modulation and demodulation techniques, link budget analysis, optimum receiver design, and performance of digital communication systems in the presence of noise.

**ECE561L: Digital Communications Systems Laboratory (1)**

*Prerequisites: ECE 450, 460/L. Recommended Corequisite: ECE 561.* This is a lab course that reinforces the theory taught in the ECE 561 course on Digital Communication Systems. The lab is taught using the simulation software package called SystemView by Elanix. Topics covered include elementary signal and system design and analysis, baseband communication systems, and bandpass communication systems.

**ECE 562. Data Communication Networks (3)**

*Prerequisite:* ECE450. Layered network architectures and the TCP/IP model. Link layer error and flow control mechanisms. Packet switching. Wired and wireless local and wide area networks. Medium access control procedures. Internet working with switches, bridges and routers. Routing algorithms. Network security.

**ECE 571. Electromagnetic Fields and Waves II (3)**

*Prerequisite:* ECE 370. Analysis of time-varying electromagnetic fields. Maxwell's equations, waves in ideal and lossy matter. Impedance concept, duality, equivalence principle, energy flow, reciprocity theorem. Transmission lines, wave-guides, resonators, surface waves, antennas.

**ECE 572. RF and Microwave Active Circuit Design (3)**

*Prerequisites:* ECE 370, 571 or instructor consent. Basic concepts in RF and microwave electronics, including loaded Q, RLC resonant circuits, L-network matching circuits, wave propagation in transmission line circuits, S-parameters, signal-flow graphs, Smith chart, design of matching circuits using stubs, stability criteria and circles, unilateral and bilateral cases for maximum gain design, and noise figure circles, as well as the analysis and design of microwave high-gain amplifiers (HGAs) and low-noise amplifiers (LNAs), are treated in depth.

**ECE 572L. RF and Microwave Active Circuit Design Lab (1)**

*Prerequisite:* 340L, 370. *Recommended Corequisite:* ECE 572. Design, construction and testing of microwave passive and active circuits. Introduction to modern CAE and CAD techniques, including optimization.

**ECE 578. Photonics (3)**

*Prerequisite:* ECE 370. An in-depth study of the principles and applications of ray optics, matrix optics, wave optics, diffraction, interference, lens and mirrors, monochromatic and polychromatic light, Fourier optics, holography, electromagnetic optics, absorption, dispersion, polarization of light, crystal optics, solar cells and electro-optics are included in this course.

**ECE 580. Digital Control Systems (3)**

*Prerequisites:* ECE 351, 480. Application of z-transform and state variable methods to the analysis and design of digital and sampled-data control systems—the sampling process, data reconstruction devices, stability analysis, frequency response methods, continuous network compensation, digital controllers, z-plane synthesis, state-variable feedback compensation, and variable gain methods in non-linear sampled-data system analysis.

**ECE 581. Fuzzy Control (3)**

*Prerequisite:* ECE 480. Consists of two parts. First part: Introduces basic concepts of fuzzy logic, such as fuzzy set, rules, definitions, graphs and properties related to fuzzification and defuzzification. Second part: Introduces fuzzy logic control and its application to control engineering and discusses the basic fuzzy logic controllers, the relevant analytical issues and their roles in advanced hierarchical control systems.

## Graduate Courses

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Note: 300-level courses in Electrical and Computer Engineering do not carry credit for a Master's degree in Electrical Engineering.

**ECE 602. Biomedical Engineering I (3)**

*Prerequisite:* ECE 351 or Instructor consent. A project-based comprehensive introduction to computing methods in biomedical engineering will be explored, including biomedical modeling, biomedical signal processing, medical image analysis and machine learning.

**ECE 603. Biomedical Engineering II (3)**

*Prerequisite:* ECE 309/ME 309 or instructor consent. The course focuses on application of engineering methods in bioinformatics, an important field of bioengineering. Different approaches to DNA sequence processing, protein sequence analysis and microarray data analysis are introduced.

**ECE 610. Fault Analysis in Power Systems (3)**

*Prerequisite:* ECE410/L or instructor Consent. Study of impedance and admittance models, network calculations and symmetrical faults using Zbus (impedance matrix), symmetrical components and sequence networks. Unsymmetrical faults using symmetrical components also are covered. The power-flow problem is analyzed and explained in detail using methods, including Newton-Raphson and DC-power flow. The effects of distributed generation (DG) in short circuit analysis are discussed. A project is assigned in which students select a topic related to the course, perform bibliographical research, write a report and make presentations about their findings. Tools used include Matlab and PSPICE.

**ECE 611. Power Distribution Systems (3)**

*Prerequisite:* ECE 410/L. *Corequisite:* ECE 411. "Load Analysis" and "Load Forecasting" using Box-Jenkins Methodology are introduced. Distribution transformers, design of sub-transmission lines and distribution lines, design of primary systems and secondary systems leading to voltage drop and voltage regulation and power losses are covered. Detailed study of the "K" factor is given. Reliability of distribution systems is analyzed and distributed generation (DG) is discussed. Automated distribution operations (ADO), where the problem of voltage-drop and voltage regulation is resolved using IED (intelligent electric devices), is discussed; this topic is a consequence of the implementation of the smart grid. The application of the concepts covered in this course is discussed in relation with sustainability. A project is assigned in which students select a topic related to the course, perform bibliographical research, write a report and make presentations about their findings. Tools used include Matlab and PSPICE.

**ECE 612. Selected Topics in Power Systems (3)**

*Preparatory:* Instructor consent. In this "Protective Relaying" class, introduction to general philosophies and classification of relays is covered. VTs (voltage transformers) and CTs (current transformers) and their selectivity are studied in detail following ANSI/IEEE standards. Design principles and protection with time-overcurrent relays, instantaneous current-voltage relays, directional-sensing relays, generator, transformer, bus and line protection using relays are also studied. R-X, MHO, reactance and ground relays are covered as well. Several lab experiments using a state-of-the-art protective relay lab with microprocessor-based relays are included. A project is assigned in which students select a topic related to the course, perform bibliographical research, write a report and make presentations about their findings. Tools used include Matlab and PSPICE.

**ECE 620. Advanced Switching Theory (3)**

*Prerequisite:* ECE 320. Detailed study of synchronous and asynchronous circuits, their design, characterization, optimization and decomposition. Combinational and sequential hazards and how to remove them. A detailed study of race free and critical race free asynchronous design. Non-Boolean logic design such as Galois logic and many value logics and algorithmic state machine (ASM) designs are covered.

**ECE 621. Computer Arithmetic Design (3)**

*Prerequisite:* ECE 422. Design analysis of high speed adders, subtractors, multipliers and dividers of digital computers, integrated circuits and digital devices. Signed-digit adder/subtractor, multiplicative and division algorithms and hardware. Iterative cellular array multipliers and dividers. Floating point arithmetic processor and pipelined arithmetic.

**ECE 622. Digital Systems Structure (3)**

*Prerequisite:* Instructor consent. Studies of digital systems architectures primarily from the hardware viewpoint. Techniques and design methods employed for general purpose computers. Unconventional and special-purpose computers, such as parallel processors, associative processors, pipeline processors, array processors, list processors, hardware compilers.

**ECE 623. Diagnosis and Reliable Design of Digital Systems (3)**

*Prerequisite:* ECE 620. Basic theory and techniques for testing VLSI circuits and systems. Fault Modeling, logic simulation and fault simulation techniques are discussed. Test generation for combinational and sequential logic circuits, as well as checking experiments. Gate-level digital simulation and its application to fault diagnosis. Design techniques using static and dynamic redundancy for reliable systems, design for testability (DFT), Built-in self-test (BIST) and design techniques for fault tolerant and early diagnosable systems. The use of DFT tools for test generation, fault diagnosis, fault coverage, design for testability, reliability computations and test synthesis. Delay faults and testing, fault diagnosis, quiescent current testing (Iddq), functional testing and crosstalk.

**ECE 624. Digital Systems Design Automation and VHDL Modeling (3)**

*Prerequisite:* ECE 623. Issues related to CAD tools used in the physical design of VLSI systems. A discussion of the mathematical tools used in this field, such as graph theory, optimization and search techniques, such as mathematical programming, and defining the constraints and objectives associated with each problem, as well as several classical algorithms used in their solution. These problems include floorplanning, partitioning, placement and routing. Discussion of static timing analysis and signal integrity, leading to development of new CAD tools for Deep Sub-micron technology.

**ECE 625 Microprocessor Interfacing and Applications (3)**

*Prerequisite:* ECE 425. Various interfacing concepts and techniques are presented for microprocessor systems to gather data and control peripheral devices. The topics include general-purpose inputs/outputs, analog inputs, serial communication interfacing (SCI), serial peripheral interfacing (SPI), pulse width modulation (PWM), Inter-IC (I2C), controller area networks (CAN), real-time operating systems (RTOS), etc. Real-world design issues and applications such as control system applications are discussed. Methodical system design approaches are adopted to develop microcontroller-based embedded systems.

**ECE 629A-C. Seminar in Digital Systems and Components (1-3)**

*Prerequisite:* Instructor consent. Advanced studies of topics of current interest in the field of digital systems and components engineering. Consists in part of an intensive study of selected papers from current literature.

**ECE 635 Error Detection and Correction Systems Design (3)**

*Prerequisite:* ECE 320, 450. Theory and application of error detection and correction codes. Linear and cyclic block codes using finite field arithmetic, encoding, decoding and error-correcting techniques. System control with emphasis on hardware implementation.

**ECE 637. Pattern Recognition (3)**

*Prerequisite:* ECE 450. Pattern recognition techniques are used to design automated systems that improve their own performance through experience. This course covers the methodologies, technologies and algorithms of pattern recognition implemented with neural networks.

**ECE 639. Robotic Sensing and Computer Vision (3)**

*Prerequisite:* Instructor consent. Design and development of robotic systems with sensing elements for closed-loop controls. Sensing by vision, proximity and touch. Development of image processing and pattern recognition techniques for object recognitions and location. Size and shape determinations using microprocessor-based systems. Robotic trajectory, collision avoidance, path planning and teaching.

**ECE 640. Modern Electronic Techniques (3)**

*Prerequisite:* Instructor consent. Advanced electronic design techniques, such as switching regulators and switching amplifiers are covered. Also included are thermal effects and manufacturing defects. Finally, advanced audio design also is emphasized. Computerized design techniques are used.

**ECE 642. RF Electronics Design (3)**

*Prerequisite:* Instructor consent. Design of RF amplifiers and tuners is emphasized. Covered are AM/FM RF amplifiers, AM/FM tuners and AM/FM detectors. Radar applications are considered: TV circuits, including UHF/VHF tuners, video amplifiers, sync. vertical and horizontal circuits. Automatic control circuits also are covered. Phase lock loop techniques are introduced with emphasis on RF applications, including frequency synthesis techniques using digital approaches.

**ECE 648. Electrical Network Theory (3)**

*Prerequisite:* Instructor consent. Analysis and synthesis of passive networks, using two port theory, Matrix, signal flow graphing and computerized techniques in active network design, with emphasis on signal processing.

**ECE 649. Active Network Synthesis (3)**

*Prerequisite:* Instructor consent. Frequency and time domain approximations, introduction to active circuits, modern design of active filters of computerized techniques in active network design, with emphasis on signal processing.

**ECE 650. Random Processes (3)**

*Prerequisite:* ECE 450. Random vectors, sequences and processes. Linear systems with random inputs. Second moment theory and spectral analysis. Narrowband processes. Gaussian and Poisson processes. Application to filtering, detection and estimation of signals in white and non-white noise.

**ECE 651. Digital Signal Processing I (3)**

*Prerequisite:* ECE 351. FIR filter structures and implementation, IIR filter structures and implementation; FIR filter design techniques; IIR filter design techniques; fundamentals of multi-rate DSP; and introduction to discrete wavelet transform.

**ECE 652. Digital Signal Processing II (3)**

*Prerequisites:* ECE 450, 651. *Preparatory:* ECE 351. Discrete random process, linear prediction filter, FIR Wiener filter, IIR Wiener filter, nonparametric spectrum estimation, parametric spectrum estimation, LMS adaptive filter and RLS adaptive filter.

**ECE 658. Signal Detection and Estimation Theory (3)**

*Prerequisite:* ECE 650. Fundamentals of detection and estimation theory, with applications to communications, radar and signal processing. Optimum receiver principles. Detection of random signals in noise. Parameter estimation. Linear and nonlinear estimation and filtering.

**ECE 659. Information Theory and Coding (3)**

*Prerequisite:* ECE 650. Entropy, entropy rate, mutual information. Data compression and source codes, including construction and efficiency. Discrete channels with and without memory, channel capacity, noiseless and noisy channels. Introduction to channel coding, and encryption and decryption.

**ECE 660. Modulation Theory and Coding (3)**

*Prerequisites:* ECE 561, 650. Principles of M-ary communications. Signal space methods, optimum detection. Various modulation techniques and their performance in terms of bandwidth and power efficiency. Efficient signaling with coded waveforms. Channel coding, including block and convolutional coding.

**ECE 661: Wireless Communications (3)**

*Prerequisites:* ECE 561, 650. Characterization of wireless channels, including path loss models, and flat and frequency selective fading. Multiple access techniques. Performance of digital modulation techniques under channel impairments. Mitigation techniques, including diversity, equalization, multi-carrier modulation and spread spectrum.

**ECE 665. Radar Systems (3)**

*Prerequisite:* ECE 460, 650. Radar equation, target cross section, MTI and pulsed Doppler radars, and CW and CW-FM radar. Receiver noise calculations. Radar detection and parameter estimation in noise and clutter. Matched filters, pulse compression, radar signal choice and ambiguity function.

**ECE 666. Fiber-Optic Communications (3)**

*Prerequisite:* ECE 460. Mode theory, waveguide equations and fiber modes calculations. Optical signal dispersion and degradation. Optical sources, photo detectors, modulation/demodulation techniques and optical system receiver performance. Power and rise-time link budget analysis.

**ECE 666L. Fiber Optic Communication Lab (1)**

*Prerequisite:* ECE 460/L. *Corequisite:* ECE 666. This lab accompanying course ECE 666 covers fiber optic communication design, measurements and simulations. This includes numerical aperture, fiber attenuation, power distribution in single mode fibers, mode distribution in multimode fibers, fiber coupling efficiency and connectors/splices losses. Design, construction and simulation of WDM communication system components also are covered. Individual and group projects are assigned to students. 3 hours lab per week.

**ECE 669. Advanced Topics in Communications/ Radar (3)**

*Prerequisite:* ECE 650. Presentation of recent topics in communications and radar, using selected papers from current literature as the basis.

**ECE 671. Microwave Engineering (3)**

*Prerequisite:* ECE 471. Application of the concepts of modern network theory to waveguiding systems. Impedance transformation and matching, scattering matrix, propagation in non-isotropic media, passive microwave devices, electromagnetic resonators, and measurements in microwave systems.

**ECE 672. Advanced Microwave Circuit Design (3)**

*Prerequisite:* ECE 572. *Preparatory:* Instructor consent. Advanced microwave circuit design and in-depth analysis of microwave transistor amplifiers, microwave oscillators, detectors, mixers, microwave control circuits and microwave integrated circuits (MIC's) are included in this course. Practical design issues of microwave circuits are emphasized. Materials, mask layout and fabrication techniques of microwave integrated circuits (MIC's) also are treated.

**ECE 673. Microwave Semiconductor Devices (3)**

*Prerequisite:* ECE 545. *Preparatory:* Instructor consent. Physical principles and advanced design techniques and applications of microwave semiconductor materials and devices, in particular, varactors, PIN diodes, tunnel diodes, avalanche transit-time devices (IMPATTs, TRAPATTs), microwave bipolar junction transistors, microwave field effect transistors, transferred electron devices (TEDs), hot-electron devices, real space transistors (RSTs) and microwave quantum-effect devices are treated in depth in this course.

**ECE 674. Antenna Engineering (3)**

*Prerequisite:* ECE 471. First course in the theoretical analysis and design of antennas. Review of fundamental concepts beginning with Maxwell's Equations, discussion of significant antenna parameters, elementary antennas, apertures, arrays, traveling-wave antennas and antennas based on geometrical optics.

**ECE 675. Seminar in Applied Electromagnetics (3)**

*Prerequisite:* ECE 674. *Preparatory:* Instructor consent. Advanced study of topics of current interest in the field of applied electromagnetics. Consists, in part, of an intensive study of selected papers from the current literature. Participants are expected to prepare bibliographies and present oral and/or written reports.

**ECE 676. Numerical Techniques in Applied Electromagnetics (3)**

*Prerequisite:* ECE 671 or 674. *Preparatory:* Instructor consent. Study of current techniques employed to solve practical electromagnetic field problems. Emphasis is placed on antenna and radar cross-section problems using moment methods, finite difference time domain technique, asymptotic techniques such as Geometrical Optics, Physical Optics and Geometrical theory of Diffraction. Students are expected to use the techniques treated to solve problems using a computer.

**ECE 677. Lasers and Masers (3)**

*Prerequisite:* ECE 370, 571 or consent of the instructor. Basic principles of masers and lasers are developed with a minimum of quantum mechanical concepts. Application of engineering concepts, such as the equivalent circuit of a microwave cavity, effective noise temperature and parametric amplification, optical resonators and lens waveguides.

**ECE 681. Non-Linear Control Systems (3)**

*Prerequisite:* ECE 480. This course studies methods for modeling, analysis and design of nonlinear dynamical systems with applications in control. The materials include analysis of nonlinear systems by means of describing functions and phase-plane diagrams; stability studies by means of the first and second methods of Lyapunov, Popov's Methods and La Salle's Theorem, and system design methods, including Lyapunov based design, feedback linearization, sliding mode control and adaptive control.

**ECE 682. State Variables in Automatic Control (3)**

*Prerequisite:* ECE 480. Application of state-space methods to the analysis and synthesis of feedback control systems—matrices, vectors and vector spaces, coordinate transformations, solution of the vector matrix differential equation, stability, controllability and observability, and optimal control systems.

**ECE 683. Optimal Control (3)**

*Prerequisite:* ECE 682. Applications of variational methods, Pontryagin's Maximum Principle and dynamic programming to problems of optimal control theory. Iterative numerical techniques for finding optimal trajectories.

**ECE 684. Stochastic Control (3)**

*Prerequisites:* ECE 650, 682. Control of linear, discrete-time and continuous-time stochastic systems; statistical filtering, estimation and control with emphasis on the Kalman filter and its applications; Wiener filtering.

**ECE 695A-Z. Experimental Topics Courses in Electrical Engineering (1-4)****ECE 696. Directed Graduate Research (1-3)**

(Credit/No Credit only)

**ECE 697. Directed Comprehensive Studies (3)**

(Credit/No Credit only)

**ECE 698. Thesis or Graduate Project (1-6)****ECE 699A-C. Independent Study (1-3)**



# Elementary Education

Michael D. Eisner College of Education

**Chair: Marilyn Joshua Williams**

**Education (ED) 1206**

**(818) 677-2621**

**[www.csun.edu/education/eed](http://www.csun.edu/education/eed)**

## Staff

Arlene Palkay (Administrative Coordinator), Frank Vargas (Administrative Assistant)

## Faculty

Susan Belgrad, Raymond Brie, Joyce Burstein, Tae Chang, Sandra Chong, Shartriya Collier, Irene Cota, Cynthia Desrochers, Lynn Gordon, Hillary Hertzog, Gregory Knotts, David Kretschmer, Shiuli Mukhopadhyay, Nancy O'Rode, Sabrina Peck, Nancy Prosenjak, John Reveles, Connie White, Marilyn Joshua Williams, Renee Ziolkowska

## Emeritus Faculty

Martha Brockman, VanDyk Buchanan, John Carlson, Harriet Easley, Donna Emery-Dorsey, Marilyn Fendrick, Helen Fielstra, Elizabeth Hone, Linda Jones, Raymond Jung, Phil Kligman, Edward Labinowicz, Brenda Lakin, Yvonne Lofthouse, Marion Marion, Seymour Metzner, Walter Nelson, Thomas Potter, O. V. Porterfield, James Shanks, Richard Sharp, Vicki Sharp, Fehl Shirley

## Programs

Graduate Degree:

**M.A. in Education**

**Elementary Education Option**

Credentials:

**Multiple Subject Preliminary Teaching Credential, including BCLAD Emphasis Reading Certificate (RC) Reading/Language Arts Specialist Credential (R/LASC)**

## Student Learning Outcomes of the Master of Arts Degree

M.A. candidates will develop as professional educators who demonstrate:

1. Reflective practice by examining their pedagogical content knowledge and skills to improve diverse students' learning needs.
2. Theoretical understanding by reading, synthesizing and evaluating educational theory and research, and applying research findings to their practice in diverse classroom settings .
3. Research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Educational awareness by knowing current educational issues and how they impact schools.
5. Leadership by influencing policy and practice in educational communities through advocacy and example.

## Student Learning Outcomes of the Reading Certificate Program

1. Develop fluent reading in students at all grade levels, including English learners, through linguistic elements, including phonemic awareness and the phonological and morphological structure of the English language, systematic instruction in sound-symbol relationships, spelling instruction, role of extensive practice, and skills and strategies leading to independent reading.
2. Teach text comprehension using narrative text structure analysis and expository text structure analysis.
3. Plan and deliver reading instruction based on an ongoing assessment (formal and informal) of all learners in reading and writing.
4. Plan instructional intervention models and strategies based on assessment and evaluation of students' needs, abilities and achievement using multiple measures.

5. Respect, understand and teach students of diverse backgrounds (e.g., cultural, gender, age, linguistic and socio-economic levels).
6. Articulate a professional perspective through examination of research and research-based practice on how all students—early, intermediate and advanced readers; ELs; and struggling readers—acquire language, and reading and writing proficiency.

## Student Learning Outcomes of the Reading/Language Arts Specialist Credential

1. Acquire professional knowledge and articulate advanced professional perspectives on reading and language arts curricula, instruction and assessment.
2. Assume leadership roles in literacy instruction and engage in an ongoing professional development.
3. Design and conduct classroom-based research using appropriate methodology, and critically examine sound research and theoretical literature to ascertain program strength, weaknesses and overall success.
4. Meet the reading and writing needs of all students.
5. Provide effective leadership in program, curriculum, instructional and intervention decision making and staff development.

## Student Learning Outcomes for the Multiple Subject Credential Program

**Domain A.** Making Subject Matter Comprehensible to Students

1. Specific pedagogical skills for subject matter instruction.

**Domain B.** Assessing Student Learning

2. Monitoring student learning during instruction.
3. Interpretation and use of assessments.

**Domain C.** Engaging and Supporting Students in Learning

4. Making content accessible.
5. Student engagement.
6. Developmentally appropriate teaching practices, K-3 and 4-8.
7. Teaching English learners.

**Domain D.** Planning Instruction and Designing Learning Experiences for Students

8. Learning about students.
9. Instructional planning.

**Domain E.** Creating and Maintaining Effective Environments for Student Learning

10. Instructional time.
11. Social environment.

**Domain F.** Developing As a Professional Educator

12. Professional, legal and ethical obligations.
13. Professional growth.

## Student Learning Outcomes of the Multiple Subject, Reading/Language Arts Specialist Credential and Reading Certificate Programs

Upon completion of Multiple Subject, Reading Language Arts Specialist Credential and Reading Certificate programs, candidates will be able to demonstrate competencies in the following major domains of the California Standards for the Teaching Profession:

1. Making subject matter comprehensible to students.
2. Assessing student learning.
3. Engaging and supporting students in learning.
4. Planning instruction and designing learning experiences for students.
5. Creating and maintaining effective environments for student learning.
6. Developing as a professional educator.

## Multiple Subject Preliminary Credential Program Pathways

The Multiple Subject Credential Program is primarily designed for students who desire to teach in self-contained classrooms typical of elementary schools and to provide effective instruction for English learners of diverse backgrounds in classroom settings. The Multiple Subject Credential program includes foundational course work in educational psychology, working with diverse populations and teaching students with disabilities; a full complement of discipline-based methods courses; and field experience and two semesters of student teaching in elementary schools within the University's service area.

**BCLAD Emphasis Credential:** Students enrolled in the Traditional, ACT or Multiple Subject University Intern Program and who are proficient in two languages may elect to pursue the BCLAD Emphasis Credential. The Department offers the BCLAD option to candidates who possess academic proficiency in Armenian and English, Korean and English, or Spanish and English. In addition, students fluent in Cambodian and English, Cantonese and English, Mandarin and English, or Vietnamese and English may complete a BCLAD Emphasis Program through the CSUN Asian BCLAD Consortium. For more information about the CSUN Asian BCLAD Consortium, please contact Sandra Chong. Candidates pursuing the BCLAD Emphasis Credential complete additional course work in learning to teach in dual languages. See Traditional, ACT and Multiple Subject Intern Program pathways for additional information.

### Academic Advisement for Preliminary Multiple Subject Credential Program

Please contact the Credential Office for academic advisement. The program advisors and other staff can be reached at (818) 677-2586. The Department offers the following pathways leading to the Preliminary Multiple Subject Credential:

1. Traditional Program
2. Accelerated Collaborative Teacher Preparation Program (ACT)
3. Multiple Subject University Intern Program
4. Integrated Teacher Education Program (ITEP)—Freshman and Junior Options (BCLAD option not available)

### Traditional Program: 39 units

The Traditional Program is a Post-Baccalaureate multiple subject credential program option for either full-time or part-time candidates. Full-time candidates may complete the program in a single year (2 academic semesters). Most candidates, however, complete the program in 3 or more semesters. Application for student teaching must be submitted one semester prior to the semester in which the candidate wishes to begin student teaching. Deadline dates for submission of student teaching applications are March 20 for Fall student teaching and Oct. 20 for Spring student teaching. The Traditional Program offers a BCLAD option for qualified candidates.

**Credential Office: (818) 677-2586, credprep@csun.edu**

**Student Teaching Coordinator: Steve Holle, (818) 677-3183, holle@csun.edu**

### A. Admission Requirements

- General Credential Program Admission Requirements
- CSET LOTE: Test III for Spanish and Korean, Test II for Armenian (BCLAD candidates only)

### B. Required Prior to EED 560—Supervised Field Work

- Basic Skills Requirement (BSR)
- Current Tuberculosis Clearance
- Certificate of Clearance
- Writing proficiency requirement (ENGL 305 or 406 with a grade of "C" or better; CBEST Writing score of 41 or higher; passing score on CSET writing subtest 142; or UDWPE score of 10 or higher)

- Submission of student teaching application by deadline date (see Credential Section for details)

### C. Required Prior to or Concurrent with EED 560C—Supervised Field Work

|   |   |
|---|---|
| EED 500   | Fundamentals of Teaching (3)                  |
| or EPC 500  | Fundamentals of Teaching (3)                  |
| <i>(EED/EPC 500 required in first semester of enrollment)</i> |   |
| EED 520   | Teaching Reading in the Elementary School (3) |
| EED 565M  | Mathematics Curriculum and Methods (2)        |
| EED 577   | Language Arts and ESL Instruction (3)         |
| AAS/ARMN/CHS/ELPS/  |   |
| PAS 417   | Equity and Diversity in Schools (3)           |

### D. Required Concurrent with EED 560C—Supervised Field Work

|          |                                   |
|----------|-----------------------------------|
| EED 559C | Supervised Field Work Seminar (2) |
|----------|-----------------------------------|

### E. Required Prior to EED 561F Student Teaching

|              |  |
|--------------|--|
| EED 560C     | Supervised Field Work (3)  |
| and EED 559C | Supervised Field Work Seminar (2)  |
| EED 525      | Bilingual and Bicultural Teaching in the Elementary School (BCLAD candidates only) (3) |

*Cumulative GPA of 3.0 in professional education course work and overall GPA of at least 2.75*

*A grade of "C" or better in all program courses*

### F. Required Prior to or Concurrent with EED 561F—Student Teaching

|                 |   |
|-----------------|---|
| EED 515         | Basic Technology Methods (2)  |
| EED 559C        | Supervised Field Work Seminar (2)   |
| EED 560C        | Supervised Field Work (3)   |
| EED 565S        | Science Curriculum and Methods (2)  |
| EED 575         | Integrated Social Studies and Arts Curriculum and Methods (3)   |
| HSCI 496TH      | Teaching Health in the Elementary School Classroom (1)  |
| KIN 570PE/595PE | Applied Methods for Physical Education (1)  |
| SPED 420        | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration(3) |

### G. Required Concurrent with EED 561F—Student Teaching

|          |                              |
|----------|------------------------------|
| EED 559F | Student Teaching Seminar (1) |
|----------|------------------------------|

### H. Supervised Field Work, Student Teaching and Seminars

|          |                                   |
|----------|-----------------------------------|
| EED 559C | Supervised Field Work Seminar (2) |
| EED 559F | Student Teaching Seminar (1)      |
| EED 560C | Supervised Field Work (3)         |
| EED 561F | Student Teaching (6)              |

*BCLAD candidates enroll in EED 561FB instead of EED 561F and student teach in a classroom appropriate to culture/language of emphasis.*

### I. Other Program Requirements for Credential Recommendation

- Successful completion of California Teaching Performance Assessment (PACT Teaching Event and CATs) and goals for the Individual Induction Plan (completed in EED 561F—Student Teaching and EED 559F—Student Teaching Seminar)
- Cumulative GPA of 3.0 in professional education course work and overall GPA of at least 2.75
- A grade of "C" or better in all program courses
- U.S. Constitution requirement
- CPR Certification—Infant, Child, Adult (online CPR training is not acceptable)

- Multicultural Category A course in culture/language of emphasis (BCLAD candidates only)
- Passage of Reading Instruction Competence Assessment (RICA)
- Baccalaureate Degree from an accredited institution of higher education.

#### J. Suggested Multiple Subject Traditional Program Course work Sequences

##### 1. 2-semester sequence for full-time students

**Semester 1:** EED 500 (or EPC 500), 515, 520, 559C, 560C, 565M, 577; AAS, CHS, ELPS, PAS or ARMN 417. BCLAD candidates only: EED 525.

**Semester 2:** EED 5559F, 61F/561FB, 565S, 575; HSCI 496TH; KIN 595PE; SPED 420.

##### 2. 3-semester sequence for part-time students

**Semester 1:** EED 500 (or EPC 500), 515, 520, 565M; AAS, CHS, ELPS, PAS or ARMN 417. BCLAD candidates only: EED 525.

**Semester 2:** EED 559C, 560C, 565S, 577; HSCI 496TH; KIN 595PE.

**Semester 3:** EED 559F, 561F/561FB, 575; SPED 420.

##### 3. 4-semester sequence for part-time students

**Semester 1:** EED 500 (or EPC 500), 520; AAS, CHS, ALPS, PAS or ARMN 417.

**Semester 2:** EED 515, 565M; KIN 595PE. BCLAD candidates only: EED 525.

**Semester 3:** EED 559C, 560C, 565S, 577; HSCI 496TH.

**Semester 4:** EED 559F, 561F/561FB, 575; SPED 420

#### Accelerated Collaborative Teacher

##### Preparation Program (ACT): 37 units

The Accelerated Collaborative Teacher (ACT) Preparation Program is a 2-semester Post-Baccalaureate, multiple subject credential program for full-time candidates. Candidates must file a separate application for ACT admission. Cohorts begin each Fall. The ACT Program offers a BCLAD option for qualified candidates.

**Program Coordinator: David Kretschmer, (818) 677-2563, david.kretschmer@csun.edu**

**Field Experience Coordinator: Renee Ziolkowska, (818)677-7393, renee.ziolkowska@csun.edu**

#### A. Admission Requirements

Same as Traditional Program requirements and Admissions Interview with an ACT Program Coordinator.

#### B. Required in the Fall Semester (23 units)

|            |  |
|------------|--|
| EED 500    | Fundamentals of Teaching (3)   |
| or EPC 500 | Fundamentals of Teaching (3)   |
| EED 515    | Basic Technology Methods (2)   |
| EED 520    | Teaching Reading in the Elementary School (3)  |
| EED 525    | Bilingual and Bicultural Teaching in the Elementary School (BCLAD candidates only) (3) |
| ELPS 541A  | Introduction to Teaching in Urban Schools (1)  |
| EED 559C   | Supervised Field Work Seminar (2)  |
| EED 565M   | Mathematics Curriculum and Methods (3)   |
| EED 567ACT | Supervised Field Work (4)  |
| EED 577    | Language Arts and ESL Instruction (3)  |
| SPED 541B  | Introduction to Teaching in Urban Schools (2)  |

*EED 567ACT includes 40 hours of early field experience followed by 200 hours of supervised field work completed over a 10-week period. This assignment emphasizes teacher candidate development in teaching reading/language arts and mathematics.*

#### C. Required Prior to EED 568ACT—Student Teaching

- Successful completion of all Fall semester course work
- Skills Requirement (CBEST or CSET Writing Exam 142)
- Writing proficiency requirement (ENGL 305 or 406 with a grade of “C” or better; or CBEST writing score of 41 or higher; or passing score on CSET writing subtest 142; or UDWPE score of 10 or higher)
- Cumulative GPA of 3.0 in program course work and overall GPA of at least 2.75
- Grade of “C” or better in all program courses

#### D. Required During Spring Semester (17 units)

|             |  |
|-------------|--|
| EED 559F    | Student Teaching Seminar (1) and Methods (3)           |
| EED 565S    | Science Curriculum and Methods (2)                     |
| EED 568ACT  | Student Teaching (6)                                   |
| EED 575     | Integrated Social Studies and Arts Curriculum          |
| ELPS 542A   | Meeting the Needs of All Students in Urban Schools (2) |
| HSCI 465ELM | Teaching Health in the Elementary School Classroom (1) |
| KIN 595PE   | Applied Methods for Physical Education (1)             |
| SPED 542B   | Meeting the Needs of All Students in Urban Schools (1) |

*EED 568ACT includes 20 hours early field experience followed by 10 weeks of full-time student teaching. (BCLAD candidates student teach in a classroom appropriate to culture/language of emphasis.)*

#### E. Other Program Requirements for Credential Recommendation

1. Passage of the California Teaching Performance Assessment Performance Assessment for California Teachers (PACT), Teaching Event and Content Area Tasks (CATs), and Individual Induction Plan
2. Cumulative GPA of 3.0 in professional education course work and overall GPA of at least 2.75
3. Grade of “C” or better in professional education course work
4. U.S. Constitution Requirement
5. Passage of Reading Instruction Competence Assessment (RICA)
6. CPR Certification—Infant, Child, Adult (online CPR training is not acceptable)
7. Baccalaureate Degree from an accredited institution of higher education.

#### Multiple Subject University Internship

##### Credential Program: 36 units

The Multiple Subject University Internship Credential program is a post-baccalaureate multiple subject credential program open to qualified students who are employed on an Internship Credential as full-time teachers in self-contained classrooms in nearby public school districts. The University Intern Program offers a BCLAD option for qualified candidates.

**Program Director: Irene Cota, (818) 677-7893, irene.cota@csun.edu**

**Program Coordinator: Elaine Adelman, (818) 677-2573, elaine.adelman@csun.edu**

#### A. Admission Requirements

1. General Credential Program Admission Requirements and verification of full-time teaching position in a self-contained elementary classroom (General Education) within the CSUN geographic region for supervision and in one of the participating school districts (Alhambra USD; Burbank USD; Castaic Union SD; Glendale USD; Las Virgenes USD; LAUSD; Newhall SD; Palmdale SD; Pasadena USD; Saugus Union SD; Sulphur Springs SD; Westside SD; and multiple local charter schools)

2. Internship Program application submitted to Multiple Subject Intern Program Office.
  3. Preservice Requirement to be completed at time of application to the Multiple Subject Intern Program:
    - A. English Language Learner (ELL) pre-service component: Forty (40) hours;
    - B. Additional Pre-Service Requirement: 120 hours.
- B. Required in First Semester of Enrollment and Concurrent with EED 550B(1)—Supervised Field Experience and Seminar**
- |     |            |   |
|-----|------------|---|
| EED | 500        | Fundamentals of Teaching (3)                  |
|     | or EPC 500 | Fundamentals of Teaching (3)                  |
| EED | 520        | Teaching Reading in the Elementary School (3) |
| KIN | 595PE      | Applied Methods for Physical Education (1)    |
- C. Required Prior to or Concurrent with EED 550B(2)—Supervised Field Experience and Seminar**
- |      |       |  |
|------|-------|--|
| EED  | 565M  | Mathematics Curriculum and Methods (2)                 |
| EED  | 577   | Language Arts and ESL Instruction (3)                  |
| HSCI | 496TH | Teaching Health in the Elementary School Classroom (1) |
| SPED | 401C  | Inclusive Education (2)                                |
- D. Required Prior to or Concurrent with EED 550B(3)—Supervised Field Experience and Seminar**  
AAS/ARMN/CHS/ELPS/
- |      |     |   |
|------|-----|---|
| PAS  | 417 | Equity and Diversity in Schools (3)                           |
| EED  | 575 | Integrated Social Studies and Arts Curriculum and Methods (3) |
| SPED | 420 | Improving the Learning of Students with Special Needs (3)     |
- E. Required Concurrent with EED 551C or EED 561CB—Supervised Practicum and Seminar**
- |     |      |  |
|-----|------|--|
| EED | 515  | Basic Technology Methods (2)   |
| EED | 525  | Bilingual and Bicultural Teaching in the Elementary School (3) (BCLAD candidates only) |
| EED | 565S | Science Curriculum and Methods (2)   |
- Completion of 40 hours of field work/alternative experiences that include English language learners/inclusive students/emergent learners/different grade levels
- F. Required Concurrent with EED 550B(2)—Supervised Field Work**
- |     |      |                                   |
|-----|------|-----------------------------------|
| EED | 559C | Supervised Field Work Seminar (2) |
|-----|------|-----------------------------------|
- G. Required Concurrent with EED 551C or EED 561CB (BCLAD only)—Supervised Practicum**
- |     |      |                              |
|-----|------|------------------------------|
| EED | 559F | Student Teaching Seminar (1) |
|-----|------|------------------------------|
- H. Supervised Field Work, Practicum and Seminars**
- |     |                                |                                       |
|-----|--------------------------------|---------------------------------------|
| EED | 550B(1)                        | Supervised Field Work and Seminar (2) |
| EED | 550B(2)                        | Supervised Field Work and Seminar (2) |
| EED | 550B(3)                        | Supervised Field Work (2)             |
| EED | 551C or EED 561CB (BCLAD only) | Supervised Practicum (3)              |
| EED | 559C                           | Supervised Field Work Seminar (2)     |
| EED | 559F                           | Student Teaching Seminar (1)          |
- Application for Supervised Practicum must be submitted one semester prior to the semester in which candidate wishes to begin his/her final practicum (EED 551C or 561CB). Information about deadline dates for submission of applications for Supervised Practicum is mailed to interns in the middle of the semester before the final semester of Supervised Practicum.
- I. Other Program Requirements for Credential Recommendation**
1. Successful completion of California Teaching Performance Assessment (PACT Teaching Event and CATs), and goals for the Individual Induction Plan (completed in EED 559F—Student Teaching Seminar)
  2. Cumulative GPA of 3.0 in professional education course work and overall GPA of at least 2.75
  3. A grade of “C” or better in all program courses
  4. U.S. Constitution requirement
  5. CPR Certification (Infant, Child, Adult)
  6. Multicultural Category A course in culture/language of emphasis (BCLAD candidates only)
  7. Passage of Reading Instruction Competence Assessment (RICA)
  8. Baccalaureate Degree from an accredited institution of higher education.
  9. 40 Hours of field work: Alternative experiences that include English language learners/inclusive students/emergent learners/different grade levels
- J. Required Multiple Subject Intern Program Course work Sequence**
- 4 semester sequence for part-time candidates:**
- Semester 1:** EED 500 (or EPC 500), 500B(1), 520; KIN 595PE  
**Semester 2:** EED 500B(2), 559C (2), 565M, 577; HSCI 496TH  
**Semester 3:** AAS, ARMN, CHS, ELPS, PAS, 417; EED 550B(3), 575; SPED 420  
**Semester 4:** EED 515, 559F, 565S. BCLAD candidates only: EED 525, 551C or 561CB.
- K. Integrated Teacher Education Program (ITEP)**
- Integrated Teacher Education Program (ITEP) is an undergraduate program of teacher preparation. The program makes it possible for a student to earn a Bachelor of Arts degree in Liberal Studies and a Multiple Subject Credential in four years. ITEP offers two options, one for entering freshman (Freshman Option) and the other for CSUN or community college transfer students with junior standing (Junior Option). The professional education requirements for both options are listed below. For information regarding the subject matter requirements, see the Liberal Studies Program section of the Catalog.
- ITEP Coordinator: Hillary Hertzog, (818) 677-2103**  
**Field Experience Office: (818) 677-3183**
- Freshman Option:** This is an undergraduate program option where students must begin in the freshman year with prescribed and cohorted course work to earn a B.A. Degree and Multiple Subject Credential concurrently. Please see the Liberal Studies section of this catalog for additional information.
- Junior Option:** This is an undergraduate program where candidates begin with Upper Division course work to earn a B.A. Degree and Multiple Subject Credential concurrently. Please see Liberal Studies section of the Catalog for additional information.
- A. Required Prior to Admission to Credential Portion of Program**
- General Credential Program Admission Requirements except CSET, which is required prior to EED 578A—Student Teaching.
- |      |     |                                   |
|------|-----|-----------------------------------|
| ELPS | 203 | Education in American Society (3) |
|------|-----|-----------------------------------|
- B. Required Prior to EED 578A Student Teaching in the Elementary School**
- |      |      |  |
|------|------|--|
| EED  | 472  | Math Curriculum and Methods (3)  |
| EED  | 477A | Literacy Instruction for Diverse Learners A (3)  |
| EPC  | 315  | Psychological Foundations of Learning and Teaching (3)   |
| SPED | 420  | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) |
1. Basic Skills Requirement (BSR)

2. Verification of CSET passage
3. Cumulative GPA of 3.0 in professional education course work and overall GPA of at least 2.75
4. A grade of “C” or better in all credential courses
5. Verification of fingerprint clearance
6. Writing proficiency requirement (ENGL 305 with a grade of “C” or better; CBEST Writing score of 41 or higher; passage of CSET Multiple Subject Writing test; or UDWPE score of 10 or higher)
7. Submission of student teaching application by deadline date

#### C. Required Concurrent with EED 578A—

##### Student Teaching in the Elementary School

- |     |      |   |
|-----|------|---|
| EED | 477B | Literacy Instruction for Diverse Learners B (3) |
| EED | 579A | Student Teaching Seminar (2)                    |

#### D. Required Concurrent with EED 578D—

##### Student Teaching in the Elementary School

- |     |      |   |
|-----|------|---|
| EED | 480  | Science/Social Science Curriculum and Methods (3) |
| EED | 579D | Student Teaching Seminar (1)                      |

#### E. Required Education Course Work Sequence in the ITEP-Freshman Option

See Liberal Studies Program section of the Catalog.

#### F. Other Program Requirements for Credential Recommendation

1. Passage of the California Teaching Performance Assessment (PACT Teaching Event and CATs), and Individual Induction Plan
2. Cumulative GPA of 3.0 in professional education course work and overall GPA of at least 2.75 since admission to the program
3. A grade of “C” or better in all Credential courses
4. U.S. Constitution requirement
5. Passage of Reading Instruction Competence Assessment (RICA)
6. CPR Certification—Infant, Child, Adult (online CPR training is not acceptable)

### Multiple Subject Professional Clear Credential Program (Ryan Credential Holders)

Please refer to the Credential section of the Catalog and see the Credential Office website for current information on the Multiple Subject Clear Credential.

### Reading Certificate (RC) and Reading/Language Arts Specialist Credential Program (R/LASC)

#### Los Angeles Times Literacy Center Director and

**Program Coordinator: Connie White, (818) 677-3333, [connie.white@csun.edu](mailto:connie.white@csun.edu)**

The Reading Certificate and Reading/Language Arts Specialist Credential Program is for candidates with a basic teaching credential who wish to specialize in the field of reading and language arts and become effective literacy leaders for California’s multicultural population. Upon completion of the Specialist Credential Program, candidates will have developed competencies needed to assume such positions as reading/language arts coordinators, consultants, mentor teachers, staff development coordinators and curriculum directors.

#### A. Required Prior to Admission

1. RC and R/LASC program application
2. Graduate Program application
3. Transcripts (official copy of transcripts showing a baccalaureate degree and all Post-B.A. course work)
4. Overall undergraduate GPA of 2.75
5. Verification of a valid Basic Teaching Credential
6. Verification of at least 1 year of full-time teaching experience in any

grade, preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit.

7. Application processing fee

#### B. Program Prerequisites

##### Basic Teaching Credential

- |      |                |  |
|------|----------------|--|
| ENGL | 428            | Children’s Literature (3)  |
|      | <i>or</i> ENGL | 429 Literature for Adolescents (3)   |
| SPED | 401C           | Inclusive Education (2)  |
|      | <i>or</i> SPED | 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) |

#### C. Required Courses for Reading Certificate (16 units)

- |         |               |   |
|---------|---------------|---|
| EED     | 621           | Language, Literacy and Culture Across the Curriculum (3)        |
| EED/SED | 625A          | Literacy Assessment and Teaching Strategies (3)                 |
| EED/SED | 625AL         | Laboratory in Literacy Assessment and Teaching Strategies A (1) |
| EED     | 633           | Seminar in Elementary School Language Arts Education (3)        |
|         | <i>or</i> SED | 625 Theory/Research in Teaching Secondary School English (3)    |
| ENGL    | 405           | Language Differences and Language Change (3)                    |
| SPED    | 670           | Reading Processes (3)   |

#### D. Required for Reading Certificate (RC) Recommendation

1. Completion of Reading Certificate course work with a cumulative GPA of 3.0
2. Grade of “C” or better in all Reading Certificate Program courses
3. Completion of Reading Certificate Portfolio approved by the Program Coordinator, one program faculty member and the Department of Elementary Education Graduate Advisor
4. Three years of full-time teaching experience in any grade preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit

#### E. Required for Reading and Language Arts Specialist Credential (R/LASC) (16 units)

- |         |               |   |
|---------|---------------|---|
| EED     | 610           | Research in Elementary Education (3)  |
| EED     | 616           | Microcomputers and Technology in the Development of English/Language Arts (3) |
|         | <i>or</i> SED | 617 Microcomputers in the Secondary Reading and Language Arts Curriculum (3)  |
| EED/SED | 625B          | Literacy Assessment in Teaching Strategies B (3)                              |
| EED/SED | 625BL         | Laboratory in Literacy Assessment and Teaching Strategies B (1)               |
| EED/SED | 626           | Literacy Instruction for English Learners (3)                                 |
| EED/SED | 628           | Language and Literacy Programs: Leadership, Planning and Evaluation (3)       |

#### F. Required for R/LASC Recommendation

1. Completion of Reading Certificate course work with a cumulative GPA of 3.0
2. Completion of R/LASC course work with a cumulative GPA of 3.0
3. Completion of R/LASC Portfolio approved by the Program Coordinator, one program faculty member and the Department of Elementary Education Graduate Advisor
4. Three years of full-time teaching experience in any grade preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit

## Master of Arts in Education with an Option in Elementary Education

Graduate Advisor: Greg Knotts, (818) 677-3189,  
greg.knotts@csun.edu

The M.A. Degree Program builds on the competencies developed in the Multiple Subject Credential program and is designed to provide candidates with advanced professional preparation in education for (1) assuming differentiated careers in school districts, professional organizations and the community; and (2) continuing into a doctoral program. Total units required for the M.A. Degree in the concentrations Curriculum and Instruction, and Language and Literacy is a minimum of 30.

### Elementary Education Option

1. Curriculum and Instruction: For teachers interested in honing their skills to teach all curricular areas, this Option is a strong choice. The integration of visual and performing arts into the traditional subject matter disciplines such as language arts, social studies, science and mathematics is unique to this Option. Through a focus on the various state curriculum frameworks and standards, teachers come to understand the need for all students to be active learners engaged in a rich, meaning-centered curriculum.
2. Language and Literacy: This Option places emphasis on developing a comprehensive and balanced approach to literacy instruction and assessment. Teaching students to be strategic readers, writers and evaluators of their own literacy progress is emphasized. Through the Literacy Center on campus, CSUN students work in two practical settings to assess and assist children experiencing difficulty in developing literacy skills.

### A. Required for Admission to the Master of Arts In Elementary Education

Curriculum and Instruction, and Language and Literacy Concentrations

1. Admission to the University
2. Department application
3. Preliminary Teaching Credential
4. District Permission to enroll in CSUN-District (LAUSD) Joint Induction/MA Program (if applicable)

### B. Required for Classified Status

#### Curriculum and Instruction, Language and Literacy Concentrations

1. Cumulative undergraduate GPA of 3.0 or higher or a University-approved aptitude test for graduate study (GRE or MAT)
2. Successful completion of the Upper Division Writing Proficiency Exam

### C. Other Special Requirements

1. No more than 12 units of credit may be applied to a M.A. Program until Classified status is attained
2. Courses more than 7 years old will not be included in the total of 30-33 units required for the M.A. Degree
3. A corequisite for the M.A. in Education Degree is a Clear teaching credential

### D. Required Core Courses (9 units)

Curriculum and Instruction and Language and Literacy  
EED 601 Curriculum, Instruction and the Reflective Teacher (3)

*(Completion required within first two semesters of program)*

EED 602 Applying Technology to Curricular Goals (3)

EED 610 Research in Elementary Education (3)

*(Completion required within first nine units of program)*

### E. Required Courses in the Concentration (21 units)

Curriculum and Instruction

EED 633 Seminar in Elementary School Language Arts Education (3)

or EED 670 Research Applications in ESL Instruction (3)

EED 638 Seminar in Elementary School Social Studies Education (3)

EED 643 Seminar in Elementary School Mathematics Education (3)

EED 648 Seminar in Elementary School Science Education (3)

EED 649 Seminar in Elementary School Interdisciplinary Arts Education (3)

EED 675 Bilingual/Multicultural Teaching Strategies (3)

Elective course to be selected by the student in consultation with the Graduate Advisor (3 units)

### Language and Literacy

#### Prerequisites (3 units)

EED 405 Language Differences and Language Change (3)

#### Required Courses

EED 621 Language, Literacy and Culture Across the Curriculum (3)

EED 625A Literacy Assessment and Teaching Strategies A (3)

EED 625AL Lab in Literacy Assessment and Teaching Strategies A (1)

EED 625B Literacy Assessment and Teaching Strategies B (3)

EED 625BL Lab in Literacy Assessment and Teaching Strategies B (1)

EED 626 Literacy Instruction for English Learners (3)

EED 633 Seminar in Elementary School Language Arts Education (3)

Elective course to be selected by the student in consultation with the Graduate Advisor (4 units)

#### Electives (6 units)

#### Course A (3)

This course is selected by the student in consultation with the Graduate Advisor. The course may be selected from the list of required courses in any 1 of the 3 EED M.A. Concentrations, as well as courses offered in the Arts and Sciences.

#### Course B (3)

This course is selected by the student in consultation with the Graduate Advisor. The course may be selected from the list of required courses in any 1 of the 3 EED M.A. Concentrations, as well as courses offered in the Arts and Sciences.

### F. Culminating Experience (3 units)

EED 697 Directed Comprehensive Studies (3)

And successful completion of the Comprehensive Examination; or

EED 698 Thesis or Graduate Project (3)

Units for EED 698 may be used to meet elective requirement.

### Course List

#### EED 295A-C. Tutorial Field Work in Elementary Education (1-3)

Experiential education field work course placing CSUN students in a one-on-one tutoring relationship with elementary school pupils. Tutors receive guidance in instructional techniques, consult with public school teachers and keep pupil performance records. Open to all majors in good academic standing. Academic Internship course.

## Upper Division

**EED 397SOC. Elementary School Experiential Program (3)**

*Recommended Corequisite:* Teacher's Aide position in an approved elementary school. Designed for students seeking to elect or enhance a career in elementary education or the child development professions. In conjunction with the paid experience as a teacher's aide, students undertake projects that examine teaching-related techniques and issues. The elementary school experience is the foundation for these projects and the subject of class instruction and discussion. Academic Internship course.

**EED 472. Mathematics Curriculum and Methods (3)**

*Prerequisites:* EPC 315; Admission to credential program. *Recommended Corequisite:* MATH 310L. *Recommended Pre/corequisite:* MATH 310. *Restricted to Integrated Teacher Education Program candidates admitted to the Credential Program.* Addresses the skills and understandings that Multiple Subject Credential candidates and Preliminary Education Specialist candidates need in order to effectively plan, implement and evaluate instructional programs in mathematics for diverse student populations that reflect the California Mathematics Framework and Academic Content Standards. Designed to provide teacher candidates with models of pre- and post-assessment and instruction consistent with our current understanding of learning processes, opportunities to develop related process skills, and skills in implementing instructional models. The course helps teacher candidates develop strategies for teaching children of various cultural and linguistic heritages, developmental levels, learning styles and special populations to ensure all children equal access to the core curriculum.

**EED 475. Mathematics and Science Curriculum and Methods (4)**

*Corequisites:* ESCI 300; MATH 310/L. *Recommended Corequisites:* BIOL 100/L; MATH 210; PHSC 196. *Course is required of and limited to students enrolled in the Integrated Teacher Education Program.* A curriculum and methods course which prepares Multiple Subject and Education Specialists Candidates to teach mathematics and science in the elementary (K-8) school classroom.

**EED 476. History-Social Science Curriculum and Methods (2)**

*Corequisite:* California History/Geography course. *Recommended Corequisites:* EPC 314; Admission to the Integrated Teacher Education Program. A curriculum and methods course which prepares Multiple Subject Candidates to teach history-social science in the elementary (K-8) classroom.

**EED 477A. Literacy Instruction for Diverse Learners (3)**

*Prerequisite:* Admission to the Integrated Teacher Education Program. This is the first of two courses designed to prepare credential candidates to teach language arts and English Language Development in a multicultural setting at the elementary-school level. The content of the course includes theoretical perspectives on reading; historical and current approaches to literacy instruction; language arts curriculum development, including emergent literacy and strategies for working with second language learners; and assessment of learner abilities and their implications for instruction. 20 hours of directed observation/participation in the public schools is required. This course is to be taken prior to EED 477B and the first semester of EED 578A—Student Teaching.

**EED 477B. Literacy Instruction for Diverse Learners (3)**

*Prerequisite:* EED 477A; Admission to the Integrated Teacher Education Program. *Corequisites:* EED 578A, 579A. This is the second of two courses designed to prepare credential candidates to teach reading/language arts and ELA (English Language Development) in multicultural/multilingual settings at the elementary-school level. Specifically, this course emphasizes instructional approaches for literacy development with regard to: a) second language learners of English; and b)

language arts/writing methods within the context of a balanced literacy program. Students will prepare language arts teaching units, develop on-going programs of assessment, design early intervention strategies and integrate the language arts in all areas of the curriculum. 20 hours of directed observation/participation in the public schools is required. This course is to be taken after EED 477A and concurrently with the first semester of EED 578A—Student Teaching.

**EED 480. Science/Social Science Curriculum Methods (3)**

*Prerequisites:* Successful completion of EED 477B; First student teaching assignment. *Corequisites:* EED 578D, EED 579; SPED 579, 580MM. Addresses the skills and understandings that Multiple Subject Credential and Preliminary Education Specialist Credential candidates need in order to effectively plan, implement and evaluate instructional programs in science and social science for diverse student populations that reflect the California Science and Social Science Frameworks and Academic Content Standards. Designed to provide teacher candidates with models of instruction consistent with our current understanding of learning processes opportunities to develop related process skills, use of technology in the teaching and learning of science and social science, and skills in implementing instructional models. Furthermore, the course helps teacher candidates develop strategies for teaching children of widely differing cultural and linguistic heritages, developmental levels and learning styles; and special populations to ensure equal access to the core curriculum. Restricted to Integrated Teacher Education Program candidates admitted to the credential program.

**EED 496A-Z. Experimental Topics Courses (1-3)**

Selected topics in elementary education with course content to be determined.

**EED 499. Independent Study (1-3)****Graduate****EED 500. Fundamentals Of Teaching (3)**

*Prerequisite:* Admission to the Multiple Subject Credential Program. *Recommended Corequisite:* EED 520. Through this course, credential candidates acquire the essential knowledge and skills needed to successfully teach in an elementary classroom. Major concepts, principles and theories about development and learning are applied to the design and implementation of instruction and assessment, and to the creation of a safe, equitable classroom environment that promotes academic achievement. (Cross listed with EPC 500.)

**EED 513. Computers in the Elementary School Curriculum (3)**

*Prerequisite:* MATH 210 or equivalent. Introductory course in the use of computers in the elementary school curriculum. Students learn how to operate the computer and become familiar with computer terminology. Includes a study of historical development, and social, philosophical and ethical issues regarding computer technology. Students evaluate software for use in the various curricular areas of the elementary school. Emphasis is given to using computer applications, such as word processing, desktop, multimedia/hypermedia, graphics, Internet collaborative tools and school management/record keeping. Students become aware of the significance of the computers in elementary instruction, its contributions to learning theory and problem solving, and computational skills.

**EED 515. Basic Technology Methods (2)**

*Recommended Corequisite or Preparatory:* EED 500 or EPC 500. Introductory course to enhance the effectiveness of teaching by beginning to learn how to use computer-based technology to plan and deliver instruction and to manage information related to teaching. Additionally, credential candidates become aware of legal and ethical issues related to a teacher's use of technology and learn to select and

evaluate technologies in relation to state-adopted academic content standards. Course meets the technology standard for the Preliminary Multiple Subject Teaching Credential.

### **EED 520. Teaching Reading in the Elementary School (3)**

This course in developmental reading instruction focuses on the place of reading in a total language arts curriculum, a variety of definitions of reading and their implications for instruction, current reading approaches, word-attack strategies, methods and materials used in directed reading instruction and in the content subjects, and a discussion of methods and materials for the culturally and/or linguistically diverse. 20 hours of directed observation/participation in the public schools are required. Restricted to candidates officially admitted to the credential program.

### **EED 520A. Teaching Reading in the Elementary School (3)**

*Recommended prerequisite: Admission to the Multiple Subject Credential Program.* This course is designed primarily for Armenian/ English bilingual credential candidates in the Multiple Subject-Bilingual, Cross-cultural, Language and Academic Development Emphasis Credential Program. Field-based activities will be completed in conjunction with this course. (Cross listed with EED 520, except literacy instruction in the primary language and the transference of skills to English are emphasized.)

### **EED 520BL. Teaching Reading in the Elementary School (3)**

Taught in Spanish and English, and designed primarily for Spanish/English bilingual credential candidates in the Multiple Subject Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. (Cross listed with EED 520, except literacy instruction in the primary language and the transference of skills to English are emphasized.)

### **EED 520K. Teaching Reading in the Elementary School (3)**

Designed primarily for Korean/English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. (Cross listed with EED 520, except literacy instruction in the primary language and the transference of skills to English are emphasized.)

### **EED 524. Teaching Reading to the Speaker of Non-Standard Dialect (3)**

Exploration of methods and problems peculiar to the teaching of reading to culturally disadvantaged children. Emphasis in 3 areas: 1) general planning and procedures to solve reading problems; 2) lab practice in the application of reading materials; and 3) evaluation of techniques. (Cross listed with SED 524.)

### **EED 525. Bilingual and Bicultural Teaching in the Elementary School (3)**

*This is a required course for all Multiple Subject BCLAD Emphasis Credential program candidates.* Evidence of bi-literacy proficiency (passage of required CSET LOTE exam) in all four modes of literacy in the primary language (Spanish, Korean, Armenian; and Cambodian, Cantonese, Mandarin and Vietnamese through the CSU Asian BCLAD Consortium) and English language is required of all BCLAD Emphasis Credential program candidates. This course will examine and compare/contrast the foundations of literacy development in the primary languages (Spanish, Korean, Armenian, Cambodian, Cantonese, Mandarin and Vietnamese) and English. Relationships among emergent literacy, primary language development, literature-based programs and other paradigms of L1 and L2 literacy will be explored. Moreover, effective bilingual and bicultural teaching methodology also will be addressed, along with effective bilingual teaching strategies for reading and writing across the curriculum and SDAIE strategies for core content area (e.g., mathematics, science, history-social science, music, art and p.e.) language development. Bilingual instructional planning (short- and long-range planning) and teaching also will be explored.

### **EED 543. Improving Instruction Through Learning Centers (2)**

*Prerequisite: Teaching experience or admittance to a teacher credential program.* The theory and role of learning centers in providing individualized and personalized instruction for elementary school children. Creating differentiated learning experiences through centers in an environment emphasizing independence, pupil input and interaction, self-pacing, self-selection, self-management and self-evaluation.

### **EED 550A-F. Student Teaching in the Elementary School (1-6)**

*Recommended Corequisite: Enrollment in required multiple subject credential course work.* Specially arranged student teaching for students not in the regular student teaching program. Open to students only upon Departmental approval.

### **EED 550B 1. Supervised Field Work and Seminar (2)**

*Prerequisites: Admission to the Multiple Subject University Internship Credential Program; Currently a teacher-of-record for a K-8 classroom. Recommended Corequisite: Enrollment or completion of EED 500 and 520.* The combined field work and seminar format of this course assists the intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This first supervised field experience and seminar provides interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). During the sequence of field work experiences and seminars, interns will complete the Teacher Performance Assessments (TPAs) required by the CCTC.

### **EED 550B 2. Supervised Field Work and Seminar (2)**

*Prerequisites: EED 500, 550B(1) and 520; Admission to the Multiple Subject University Internship Credential Program; Currently a teacher-of-record for a K-8 classroom. Recommended Corequisites: Enrollment in or completion of EED 565M, 577; SPED 401C.* The combined field work and seminar format of this course assists the intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This second supervised field experience and seminar provides interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). During the sequence of field work experiences and seminars, interns will complete the Teacher Performance Assessments (TPAs) required by the CCTC.

### **EED 550B 3. Supervised Field Work (2)**

*Prerequisites: EED 500 (or EPC 500), 520, 565M, 577; SPEC 401C; Admission to the Multiple Subject Credential Program—University Internship Pathway; Currently a teacher of record for a K-8 classroom; Verification of eligibility from Credential Office. Corequisite: EED 559C. Recommended Pre-/Corequisites: Enrollment in or completion of ELPS/CHS/PAS/AAS/ARMN 417, EED 575.* This course assists the intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This third supervised field experience provides interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). During the field work assignment, Interns will rehearse the Teacher Performance Assessment (TPA) required by the CCTC. (Credit/No Credit only)

### **EED 551A-F. Supervised Practicum Seminar (1-6)**

*Prerequisites: 6 units of EED 550 and all methods courses or concurrent enrollment in remaining methods courses; Clearance from the Credential Office. Required for candidates in the Multiple Subject University Internship Program.* EED 551 is the last field work course in the Internship Program. The field experience takes place in the candidate's own classroom and is supervised by a University supervisor. There is a seminar associated with the field work. The intern must teach English



language learners. See the Credential Office or the Advisor for the Internship Program for additional details. (Credit/No Credit only)

### **EED 551C. Supervised Practicum (3)**

*Prerequisites:* EED 500 (or EPC 500), 520, 550B(1), 550B(2), 550B(3), 559C, 565M, 575, 577; *ELPS/CHS/PAS/AAS/ARMN 417; SPED 401C; Admission to the Multiple Subject Credential Program—University Internship Pathway; Currently a teacher of record for a K-8 classroom; Verification of eligibility from Credential Office; Documentation of 40 hours of field work. Corequisite:* EED 559F. *Prerequisites/Corequisites:* Enrollment in or completion of EED 515, 565S; *HSCI 496TH; KIN 595PE.* This course assists the intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This culminating intern teaching experience provides interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). (Credit/No Credit only)

### **EED 559C. Supervised Field Work Seminar (2)**

*Prerequisites/Corequisites:* EED 500 (or EPC 500), 520, 565M. *Corequisite:* EED 560C or 567ACT. This course is a two-unit supervised field work seminar for students completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation or Internship pathway for Multiple Subject Credential candidates. The seminar provides opportunities for candidates to reflect on and analyze field work experiences. Student teachers learn to: 1) assess their needs; 2) gather data; 3) analyze results; 4) problem solve; 5) modify teaching practices; and 6) determine implications of their experience for future instruction. The seminar will promote teacher candidates' rehearsal of the Teaching Event of the adopted Teacher Performance Assessment. This course is taken concurrently with the first semester of supervised field work in the Traditional (EED 560C), ACT (EED 567ACT) and Intern (EED 550B(3)) pathways. (Credit/No Credit only)

### **EED 559F. Student Teaching Seminar (1)**

*Prerequisites:* EED 550B(3), 560C or 567ACT; 559C. *Corequisites:* EED 551C, 561F or 568ACT. This course is a one-unit supervised field work seminar for Multiple Subject Credential candidates completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation and Internship pathways. The seminar provides opportunities for candidates to reflect on and analyze field work experiences. Student teachers and interns learn to: 1) assess their own and pupil needs; 2) gather data; 3) analyze results; 4) problem solve; 5) modify teaching practices; and 6) determine implications of their experience for future instruction. The seminar will promote teacher candidates' successful completion of the Teaching Event of the adopted Teacher Performance Assessment. (Credit/No Credit only)

### **EED 560A-F. Supervised Field Experience and Seminar (1-6)**

*Prerequisites:* Admission to the Multiple Subject Credential Program; *Verification of application for all clearances from Credential Office. Corequisite:* Enrollment in required Multiple Subject Credential course work. Supervised Field Experience and Seminar is designed for Multiple Subject Credential candidates who will be placed with a collaborating classroom teacher at a school site. The combined field work and seminar format of this course assists the candidate in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. The supervised field experiences and seminar provide candidates with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations. During the sequence of field work experiences, candidates will complete the Teaching Performance Assessment required by the CCTC. During the various field experiences, candidates will be supervised in a minimum of two K-8 classroom placements, providing

experience at two grade level ranges (K-2, 3-5 and/or 6-8); one placement will be in a classroom in which beginning reading instruction is provided to English language learners. (Credit/No Credit only)

### **EED 560C. Supervised Field Work (3)**

*Prerequisites:* Admission to the Multiple Subject Credential Program. *Verification of eligibility from Credential Office. Pre/Corequisites:* EED 500 (or EPC 500), 520, 565M. *Corequisite:* EED 559C. EED 560C is the first of two substantive field experiences in the Multiple Subject Credential Program—Traditional Pathway. The field experience takes place in participating public schools and provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. Emphasis in this 10-week (approximately 180 hours) field experience is on general pedagogical skills, such as classroom management and lesson planning, and in teaching reading/language arts, English language development (ELD) and mathematics. Teacher candidates will rehearse the state-mandated Teaching Performance Assessment (TPA) in this supervised field work course. (Credit/No Credit only)

### **EED 561F. Student Teaching (6)**

*Prerequisites:* EED 559C, 560C; *Admission to the Multiple Subject Credential Program; Verification of eligibility from Credential Office. Corequisite:* EED 559F. *Pre/Corequisites:* EED 515, 565S, 575, 577; *ELPS/CHS/PAS/AAS/ARMN 417; HSCI 496TH; KIN 595PE; SPED 420.* EED 561F is the second of two substantive field experiences in the Multiple Subject Credential Program—Traditional Pathway. The field experience takes place in participating public schools and provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum, and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. Emphasis in this full-time, 10-week (approximately 290 hours) student teaching experience is on general pedagogical skills, such as classroom management and lesson planning, and in planning, implementing and evaluating all areas of the elementary curriculum. Teacher candidates will complete the state-mandated TPA during the student teaching experience. (Credit/No Credit only)

### **EED 565M. Mathematics Curriculum and Methods (3)**

*Prerequisite:* Admission to the Multiple Subject or Educational Specialist Credential Program. *Pre/Corequisite:* EED 500 (or EPC 500). This course addresses the skills and understandings that Multiple Subject Credential candidates and Education Specialist candidates need in order to effectively plan, implement and evaluate instructional programs in mathematics for diverse student populations that reflect the California Mathematics Framework and Academic Content Standards. It is designed to provide credential candidates with models of pre- and post-assessment, instruction consistent with our current understanding of learning processes, opportunities to develop related process skills, and skills in implementing instructional models. Furthermore, the course helps teacher candidates develop strategies for teaching children of widely differing cultural and linguistic heritages, developmental levels and learning styles, and special populations to ensure all

children equal access to the core curriculum.

### **EED 565S. Science Curriculum and Methods (2)**

*Recommended Prerequisite:* Admission to the Multiple Subject Credential Program. This course addresses the skills and understandings needed to effectively plan, implement and evaluate instructional programs for diverse student populations. The course is designed to provide multiple subject credential candidates with models of instruction consistent with our current understanding of learning processes, opportunities to develop related process skills, and skills in implementing instructional models. Furthermore, the course helps teacher candidates develop strategies for teaching children of widely differing cultural and linguistic heritages, developmental levels and learning styles; mainstreamed special education children; and all children to ensure them equal access to the core science curriculum.

### **EED 567ACT. Supervised Field Work (4)**

*Prerequisite:* Admission to the ACT Preparation Program. *Corequisites:* EED 500 (or EPC 500), 515, 520, 559C, 565M, 577; ELPS 541A; SPED 541B. Restricted to candidates admitted to the Accelerated Collaborative Teacher Preparation Program and offered in the Fall Semester only. EED 567ACT is the first field experience for Multiple Subject Credential candidates enrolled in the ACT pathway. The field experience takes place in participating public schools and provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum, and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. This field experience provides the teacher candidate the opportunity to work toward the goal of assuming the full responsibilities of a certificated teacher. Emphasis in this field experience is on general pedagogical skills, such as classroom management and lesson planning in teaching in the areas of reading/language arts, English language development (ELD) and mathematics. This course also provides a context for rehearsal of the Teaching Event of the state-mandated Teaching Performance Assessment (TPA). (Credit/No-credit only)

### **EED 568ACT. Student Teaching (6)**

*Prerequisites:* EED 559C, 567ACT; Admission to the ACT Preparation Program; Verification of eligibility from Credential Office. *Corequisites:* EED 559E, 565S, 575; ELPS 542A; HSCI 496TH; KIN 595PE; SPED 542B. EED 568ACT is the second field experience in the ACT Pathway and the culminating student teaching experience for Multiple Subject Credential candidates enrolled in ACT. The field experience provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum, and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. This field experience provides the teacher candidate the opportunity to work toward the goal of assuming the full responsibilities of a certificated teacher. The 8-week (approximately 240 hours) field experience takes place in participating public schools and expands on the first student teaching assignment with the inclusion of planning, implementing and evaluating social studies, science, arts, physical education and health education curriculum to the responsi-

ties of the student teacher. (Credit/No Credit only)

### **EED 570. ESL Instruction in Bilingual and Multilingual Classrooms (3)**

*Prerequisite:* Admission to the Multiple Subject Credential program or Department consent. Prepares credential candidates to teach English as a Second Language in a bilingual or multilingual setting at the elementary-school level. Emphasis on strategies and materials designed to facilitate second language learning based on the nature of language acquisition. Provides opportunity for curriculum development in this field. May be taken prior to or concurrently with EED 571BL—Student Teaching.

### **EED 570M. Elementary School Curriculum (3)**

*Prerequisite:* Admission to Teacher Education Program. A methods course teaching the basic content and competencies required for effective instruction in elementary school language arts and social sciences. May be taken prior to or concurrently with EED 571ST—Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching.

### **EED 570MAK. Elementary School Curriculum (3)**

*Prerequisite:* Admission to Teacher Education Program. Same as EED 570M except instruction in the primary language, transference of skills to English and organizational approaches specific to bilingual education are emphasized. Primarily for Korean/English and Armenian/English bilingual credential candidates in the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential Program. May be taken prior to or concurrently with EED 571BL—Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential Programs and requirements for student teaching. A methods course teaching the basic contents and competencies required for effective instruction in elementary school language arts and social sciences.

### **EED 570MBL. Elementary School Curriculum (3)**

*Prerequisite:* Admission to Teacher Education Program. Taught in Spanish and English and designed primarily for Spanish/English bilingual credential candidates in the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential Program. A methods course teaching the basic content and competencies required for effective instruction in elementary school language arts and social sciences. May be taken prior to or concurrently with EED 571BL—Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching. (Cross listed with EED 570M, except instruction in the primary language, transference of skills to English and organizational approaches specific to bilingual education are emphasized.)

### **EED 571ST. Student Teaching in the Elementary School (6)**

*Prerequisite:* Completion of Methods Course work. *Recommended Corequisite:* With prior approval, 570M may be taken concurrently with EED 571 ST. See the Credential Preparation Office for details on admission to student teaching and concurrent enrollment in 570M. Student teaching for the Multiple Subject Credential and the Multiple Subject-Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credentials Section. Inquire at the Credential Preparation Office for application date deadlines. EED

571 ST and 581 ST may be taken in the same semester only if EED 570M and 580M were successfully completed in prior semesters.

### **EED 571BL. Student Teaching in the Elementary School (6)**

*Prerequisites:* EED 570MAK or 570MBL; *Admission to student teaching. Recommended Corequisite:* With prior approval, EED 570MAK or 570MBL may be taken concurrently with EED 571BL. See the Credential Preparation Office for details on admission to student teaching and concurrent enrollment in 570MBL or 570MAK. Student teaching for the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credentials Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571BL and 581BL may be taken in the same semester only if EED 570MAK or 570MBL and EED 580MAK or 580MBL were successfully completed in prior semesters. (Cross listed with EED 571ST, except course is designed primarily for Armenian/English or Korean/English and Spanish/English and Korean/English bilingual credential candidates in the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential Program.)

### **EED 575. Integrated Social Studies and Arts Curriculum and Methods (3)**

*Recommended Prerequisite:* Admission to the credential program. A methods course teaching the basic content and competencies required for effective instruction in elementary school social studies and visual-performing arts. It is offered concurrently with a student teaching assignment. Opportunity for interdisciplinary curriculum development will be provided.

### **EED 577. Language Arts and ESL Instruction (3)**

*Prerequisites:* EED 500 (or EPC 500) (may be taken concurrently); *Admission to the credential program.* This course is designed to prepare credential candidates to teach language arts as well as English as a Second Language (ESL) in multilingual settings at the elementary-school level. Emphasis will be given to strategies and materials designed to facilitate second language learning and fluency in the language arts for speakers of English and English language learners. Opportunity for curriculum development will be provided pursuant to English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework.

### **EED 578 A-D. Student Teaching in the Elementary School (3-6)**

*Prerequisites:* Admission to Multiple Subject Credential program and/or Education Specialist Credential (Mild/Moderate Disabilities) Program; *Admission to student teaching.* EED/SPED 578A-D is a field experience in the Multiple Subject Credential Program and/or Education Specialist Credential (Mild/Moderate Disabilities) Program. The field experience takes place in a participating public elementary school and provides opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher/special education teacher who exemplifies best practices in teaching all students, including English language learners and students with disabilities. A University faculty member supervises the field work assignment. In each assignment the candidate gradually assumes responsibility. In the final assignment the candidate gradually assumes full responsibility for the complete instructional program. A minimum of 125 hours in the classroom is required in EED/SPED 578A, a minimum of 167 hours in EED/SPED 578B, a minimum of 208 hours in EED/SPED 578C, and a minimum of 250 hours in EED/SPED 578D.

### **EED 578A. Student Teaching (3)**

*Prerequisites:* Admission to Multiple Subject Credential Program admission to student teaching. *Corequisites:* EED 477B and 579A. EED 578A is a field experience in the Multiple Subject Credential Program. The field experience takes place in public elementary schools, and provides

opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher who exemplifies best practices in teaching all students, including English language learners and students with disabilities. A University faculty member supervises the field work assignment.

### **EED 578D. Student Teaching (6)**

*Recommended Prerequisites:* Admission to Multiple Subject Credential Program; *Admission to student teaching. Corequisite:* EED 480 and 579D. The field experience takes place in a participating public elementary school and provides opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher who exemplifies best practices in teaching all students, including English language learners and students with disabilities. A University faculty member supervises the field work assignment. In this assignment, the candidate gradually assumes full responsibility for the complete instructional program. A minimum of 250 hours is required for this course.

### **EED 579A. Student Teaching Seminar (2)**

*Prerequisites:* Admission to Multiple Subject Credential program; *Admission to student teaching. Corequisite:* EED 578A. This course is a 2-unit student teaching seminar in the Multiple Subject Credential Program. The seminar provides opportunities for candidates to reflect on and analyze field work experiences. Student teachers learn to: 1) assess their needs; 2) gather data; 3) analyze results; 4) problem solve; 5) modify teaching practices; 6) determine implications of their experience for future instruction; and 7) reflect on their teaching practice. (Credit/No Credit only)

### **EED 579D. Student Teaching Seminar (1)**

*Prerequisites:* Admission to Multiple Subject Credential program; *admission to student teaching. Corequisite:* EED578D. This course is a 1 unit student teaching seminar in the Multiple Subject Credential program. The seminar provides opportunities for candidates to reflect upon and analyze field work experiences. Student teachers learn to 1) assess their needs, 2) gather data, 3) analyze results, 4) problem solve, 5) modify teaching practices, 6) determine implications of their experience for future instruction and 7) reflect upon their teaching practice.(Credit/No Credit Only).

### **EED 580M. Elementary School Curriculum (3)**

*Prerequisite:* Admission to Teacher Credential Program. *Recommended Prerequisite:* MATH 210. A methods course teaching the basic content and competencies required for effective instruction in elementary school science and mathematics. This course may be taken prior to or concurrently with EED 581ST—Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching.

### **EED 580MAK. Elementary School Curriculum (3)**

*Prerequisite:* Admission to Teacher Education Program. Same as EED 580M, except instruction in the primary language, transference of skills to English, and organizational approaches specific to bilingual education are emphasized. Primarily for Korean/English and Armenian/English bilingual credential candidates in the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential Program. May be taken prior to or concurrently with EED 581BL—Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential

Programs and requirements for student teaching. A methods course teaching the basic contents and competencies required for effective instruction in elementary school science and mathematics.

### **EED 580MBL. Elementary School Curriculum (3)**

*Prerequisite:* Admission to Teacher Credential Program. *Corequisite:* EED 581BL. This course is taught in Spanish and English and is designed primarily for Spanish/English bilingual credential candidates in the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential Program. A methods course teaching the basic content and competencies required for effective instruction in elementary school science and mathematics. This course may be taken prior to or concurrently with EED 581BL—Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching. (Cross listed with EED 580M, except instruction in the primary language, transference of skills to English, and organizational approaches specific to bilingual education are emphasized.)

### **EED 581ST. Student Teaching in the Elementary School (6)**

*Prerequisite:* Completion of all methods course work or Department consent. *Recommended Corequisite or Preparatory:* EED 580M. Student teaching for the Multiple Subject and the Multiple Subject—Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credential Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571ST and 581ST may be taken in the same semester only if EED 570M and 580M were successfully completed in prior semesters.

### **EED 581BL. Student Teaching in the Elementary School (6)**

*Prerequisites:* EED 580MAK or 580MBL; Admission to student teaching. *Recommended Corequisite:* With prior approval, EED 580MAK or 580MBL may be taken concurrently. See the Credential Preparation Office for details on admission to student teaching and concurrent enrollment in EED 580MAK or 580MBL. Student teaching for the Multiple Subject—Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credential Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571BL and 581BL may be taken in the same semester only if EED 570MAK or 570MLBL and EED 580MAK or 580MBL were successfully completed in prior semesters. (Cross listed with EED 581ST, except course is designed primarily for Armenian/English and Spanish/English and Korean/English bilingual credential candidates in the Multiple Subject—Bilingual, Crosscultural, Language and Academic Development Emphasis Credential Program.)

### **EED 592. Audiovisual Instruction-Methods and Techniques (3)**

Theories, methods and experience in the utilization of instructional media. Presents a variety of audio and visual techniques for classroom instruction.

### **EED 595A-Z. Experimental Topics Courses (1-3)**

### **EED 595J. Lesson Design Study: Developing Best Practices (3)**

*Prerequisite:* Admission to the Master of Arts in Education, Teaching and Learning. *Preparatory:* Completion of the California preliminary credential or equivalent initial teaching credential; Employed as a K-12 classroom teacher in LAUSD. The curriculum addresses the candidates' goals as beginning teachers, builds upon the foundation established in the preliminary credential program, meets the California standards for the teaching profession, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice. Seminar emphases include lesson design study, assessment, differenti-

ated instruction and pedagogical content knowledge. Beginning teachers are visited in their classroom by the University instructor and/or are required to submit a videotape of their classroom practice.

### **EED 595M. Making Sense Of Learning and Teaching Through the Research Process (3)**

*Prerequisite:* Admission to the Master of Arts in Education, Teaching and Learning. The curriculum addresses the candidates' goals as practicing teachers, builds upon the foundation established in a teacher induction program, aligns with the California standards for the teaching profession (CSTP), and applies conceptual knowledge to practice ways in that engage candidates in important issues of theory and practice. Course emphases include peer coaching, critical friends groups, teacher as researcher, and qualitative research design, methodology and statistical analysis.

### **EED 595N. Improving Learning and Teaching Through the Research and Leadership (3)**

*Prerequisite:* EED 595M. The curriculum addresses the candidates' goals as practicing teachers, builds upon the foundation established in EED 595M—Making Sense of Learning and Teaching Through the Research Process, aligns with the California standards for the teaching profession (CSTP), and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice. Course emphases include instructional leadership, teacher researcher projects, and quantitative research design, methodology and statistical analysis.

### **EED 601. Curriculum, Instruction and the Reflective Teacher (3)**

*Prerequisite:* Completion of Student Teaching. In addition to exploring the philosophical and research bases for instructional practices and instructional decision making, the course examines curricular theories and their influence on teaching/learning. Contemporary educational research and literature provide a framework for examining fundamental issues in education and their impact on current practices. Opportunities to engage in reflective thinking are an integral part of the course.

### **EED 602. Applying Technology to Curricular Goals (3)**

*Prerequisite:* EED 513. Advanced-level course in the use of computers in the elementary school curriculum. Primary emphasis is on applications in the various curricular areas in the self-contained classroom with 1, 2 or more computers. Content includes such practical and theoretical considerations as manipulating and analyzing data, communicating through a variety of electronic media, interacting and collaborating with others using the computer-based tools, and developing lessons based upon technological resources. Students will review, modify and design teacher-created instructional materials, which meet their own curricular needs. These materials include Web pages, gameboards, visual charts and multimedia instructional modules. The major software tools used are word processing, database, spreadsheets, drawing and paint programs, Web publishing software, Internet search engines and presentation tools. Course meets the Professional Credential requirement in computer-based technology.

### **EED 610. Research in Elementary Education (3)**

*Prerequisite:* Completion of Multiple Subject Credential; Completion required within first 9 units in Master of Arts Degree Program; Must be taken prior to all graduate seminar courses. Survey and analysis of research in elementary education, chiefly in areas of contemporary interest that cut across all curricular fields. Emphasis is on learning to use a wide range of research reference sources, on understanding of research designs utilized in a variety of research studies and on use of criteria in evaluating the findings and conclusions of such studies.

### **EED 614. Evaluation Of Software in Elementary Curriculum (3)**

*Prerequisite:* EED 613 or equivalent. Survey of software relevant to the elementary school curriculum. Included in this survey is word processing, Logo, Pilot graphics, educational games and simulations, practice

and integrated drill programs, and classroom management programs. Analysis and evaluation of material from the various curriculum areas and elementary grade levels that are initiated in EED 613 are extended.

### **EED 615. Learning and Teaching with Logo (2)**

*Prerequisite:* EED 613 or SED 514 or equivalent. Investigates Logo learning environments through computer programming, analysis of the Logo philosophy and research bases, examination of classroom implementation reports, and consideration of the role of the teacher as co-learner and facilitator of problem solving. (Cross listed with SED 615.)

### **EED 616. Microcomputers and Technology in the Development Of English/Language Arts (3)**

*Prerequisites:* EED 520 and 613 or equivalent. Theory and practice in the development of reading and writing through the use of microcomputers, software and related technology. Topics include basic principles of reading and writing instruction; selection and use of microcomputer software in teaching reading and writing; word processing and data base management; microcomputer-based literacy curriculum development; and research findings related to microcomputers and technology in English/Language Arts instruction.

### **EED 620. Elementary School Reading Education (3)**

*Prerequisite:* EED 520 or equivalent. Designed as an in-service course, emphasis is placed on adjusting reading methodology to the needs of the individual child's interest, aptitudes and competencies. Major emphases include: 1) survey of theories of the reading process; 2) description of instruments measuring reading; 3) selection, use and evaluation of materials, methods and approaches in reading instruction; and 4) locating and using professional literature on reading. Field experience involves the application of knowledge and skills of reading instruction to a group of elementary pupils.

### **EED 621. Language, Literacy and Culture Across the Curriculum (3)**

*Prerequisite:* EED 520 or equivalent. Students explore the part that language arts play in learning course content across the curriculum. They also study how ability to read, write, speak, listen and think are developed within various content areas. Focus is on instructional strategies and assessment. Both experiential and verbal learning is considered. The unique characteristics of various content areas are discussed. Cultural perspectives are infused into the curriculum.

### **EED 624. Practicum in Diagnosing and Facilitating Reading Progress (K-12) (3)**

*Prerequisites:* EED 620, 625A/L, 625B/L. In the fourth course in the reading sequence, students are given opportunities to observe and teach developmental reading classes with groups of students, incorporating diagnostic and remedial teaching techniques. Students work with all reading skills in analyzing and teaching groups at elementary- and secondary-school levels of competency. This experience includes generating and maintaining records and materials appropriate to the objectives of lessons taught. Awareness of professional organizations is encouraged. The student demonstrates ability to provide leadership in planning, instruction and evaluation of the reading program in the following areas: 1) readiness; 2) word recognition; 3) comprehension and critical reading; 4) study and locational skills; 5) interest and motivation; 6) appreciation; and 7) oral fluency and expression. (Cross listed with SED 624.)

### **EED 625A/L. Literacy Assessment and Teaching Strategies and Lab (3/1)**

*Prerequisites:* EED/SED 520 or equivalent; EED 633 or SED 625ENG; *Teaching experience.* *Corequisite:* EED 625AL. Principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student develops competencies in assessing literacy behavior on an individual basis, as well as in a classroom setting. Students should become adept at observations and interviews while attaining skills of

selecting, scoring and interpreting the results of a comprehensive variety of whole-language assessments. Similarly, principles and procedures for the design and selection of materials, methods and contexts for literacy instruction are presented. Each student develops a literacy program for an individual child based on assessment findings. Program includes meaning-centered activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least one child experiencing problems processing written language for whom the student designs and implements a corrective program. It is suggested that a student continue with the same child for a second semester in EED 625BL. Case studies demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process. (Cross listed with SED 625AL.)

### **EED 625B/L. Literacy Assessment and Teaching Strategies and Lab (3/1)**

*Prerequisite:* EED/SED 625AL. *Corequisite:* EED 625BL. Additional principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student continues to develop competencies in assessing literacy behavior on an individual basis, as well as in a classroom setting. Students should hone their skills of selecting, scoring and interpreting the results of a comprehensive variety of standardized tests. Similarly, additional principles and procedures for the design and selection of materials, methods and contexts for literacy instruction are presented. Each student will expand the literacy program developed for an individual child based on new assessment findings. Program includes meaning-centered and skill-based activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least one child experiencing problems processing written language for whom the student designs and implements a corrective program. It is suggested that a student continue with the same child he/she worked with in EED/SED 625AL. Case studies demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process. (Cross listed with SED 625BL.)

### **EED 626. Literacy Instruction for English Learners [K-12] (3)**

*Prerequisite:* EED/SED 520 or equivalent. Major theories of first and second language acquisition and literacy development specific to second language learners are presented in this seminar for both monolingual and bilingual classroom teachers. Additionally, the importance of varied instructional approaches in the development of oral language, reading and writing are discussed. Research on variables affecting second language learners' reading and writing achievement is explored. An emphasis is given to effective methodologies, teaching strategies, instructional materials and assessment strategies. (Crosslisted with SED 626)

### **EED 627A. Individualization in Reading (1)**

*Prerequisite:* EED 520. Focuses on the theoretical and practical considerations involved in individualizing a reading program. Attention is paid to assessment techniques, learning centers, classroom organization and management. Various types of programs are analyzed, and consid-

eration is given to the design of individualized programs in reading that can be implemented in the classroom. (Cross listed with SED 627A.)

**EED 627C. Developing Reading Skills Through High Interest/low Readability Materials (1)**

*Prerequisite:* EED 520. Focuses on developing reading skills through the use of high-interest literature in the areas of poetry, fiction, drama, thematic units and the media. (Cross listed with SED 627C.)

**EED 627D. Reading in the Content Areas (1)**

*Prerequisite:* EED 520. Specific reading skills required in various subject fields are identified and methods of teaching these are explored. Diagnosis and correction of the difficulties peculiar to reading in the several content areas receive emphasis. Students who have completed EED 621 should not select this particular course. (Cross listed with SED 627D.)

**EED 627E. State Frameworks in Reading and English (1)**

*Prerequisite:* EED 520. Focuses on the Reading and English Language Frameworks. Student develops competencies in the implementation of the frameworks and the utilization of the state textbook adoption process. (Cross listed with SED 627E.)

**EED 627G. In-Service Education in Reading (1)**

*Prerequisite:* EED 520. Focuses on various aspects of in-service education in the field of reading. It develops competencies of students to design and implement in-service activities in public and private schools. (Cross listed with SED 627G.)

**EED 627I. Teaching Critical Reading Skills (1)**

*Prerequisite:* EED 520 or SED 520. Focuses on the components of teaching critical reading and the implementation of a program of critical reading activities in the classroom. (Cross listed with SED 627I.)

**EED 628. Language and Literacy Programs: Leadership, Planning and Evaluation (3)**

*Prerequisite:* EED/SED 625A/L, 625B/L or instructor consent. Principles of designing, organizing, coordinating and evaluating a variety of bilingual/multilingual programs as well as literacy programs (e.g., K-12 integrated language arts programs, corrective reading/writing programs, programs for students at risk) are presented. Students develop competencies in planning, conducting and evaluating staff development in language and literacy or bilingual/multilingual education. They familiarize themselves with the state textbook adoption process, state frameworks, district curriculum guides, and selected state, national and international language and literacy projects/programs. Strategies for writing grants are offered and participation in professional organizations is encouraged. Students demonstrate ability to provide leadership in decision-making for teaching language and literacy or for teaching across the curriculum in bilingual/multilingual programs. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings. (Cross listed with SED 628.)

**EED 630. Elementary School Language Arts Education (3)**

*Prerequisites:* EED 570M, 571ST or equivalent; Graduate standing. Course devoted to study of the nature of the language arts, oral communication, practical and creative writing, language and literature; emphasis on each component as a field of study, but having the common base of language.

**EED 633. Seminar in Elementary School Language Arts Education (3)**

*Prerequisites:* EED 601; Graduate standing. Advanced curriculum course in language arts for the teacher of elementary school children. Major emphasis of the course is on the theory and the research relevant to the study of the nature of the language arts, and to the current trends and developments in teaching language arts with an interdisciplinary approach.

**EED 635. Elementary School History-Social Science Education (2)**

*Prerequisite:* Completion of student teaching. In-depth study of the goals and curriculum strands as outlined in the California History-Social Science Framework. Planning, teaching strategies, learning activities and assessment to provide a comprehensive history-social science instructional program for all students. Attention is also given to literature that enriches the study of history-social science.

**EED 638. Seminar in Elementary School Social Studies Education (3)**

*Prerequisites:* EED 610; Graduate standing. Advanced curriculum course in elementary school social studies. Identification of current problems in the field of the social studies, with extensive exploration of the professional interdisciplinary literature related to rationale of and potential approaches to resolving such problems. Emphasis of the course will be theory and research.

**EED 640. Elementary School Mathematics Education (2)**

*Prerequisite:* Completion of Student Teaching. Major emphasis is on the materials, method and content of a modern program in elementary school mathematics. Attention also is given to mathematics learning games, mathematics lab approaches, differentiation of mathematics instruction, and use of mathematics education literature.

**EED 643. Seminar in Elementary School Mathematics Education (3)**

*Prerequisites:* EED 610; Graduate standing. Graduate course in education on the research in elementary school mathematics. Course emphasis on analysis of research in education and related fields, current curricular projects, trends and issues, modern learning and pedagogical theory, and student development of a researchable project.

**EED 644. Environmental Education (2)**

*Prerequisite:* Completion of student teaching or equivalent. Course for teachers on how to teach Environmental Education (EE) in schools, stressing environmental literacy, issue investigation and evaluation, and citizen action. Major emphasis will be the development of intellectual skills needed for the autonomous investigation of environmental issues, following the Science-Technology-Society (STS) issue instruction model. Other models for teaching environmental education will likewise be presented. A project involving the application of issue instruction in their respective classrooms will be facilitated.

**EED 645. Elementary School Science Education (2)**

*Prerequisite:* Completion of student teaching. Course on current trends and issues in elementary school science education, including practical applications for the practicing teacher. Materials, methods and content of a modern program in elementary school science receive emphasis, along with means of integrating other subject areas and applying instructional techniques of topical interests such as authentic assessment and cooperative learning. Attention is given to differentiated needs of special groups as they relate to science education.

**EED 648. Seminar in Elementary School Science Education (3)**

*Prerequisites:* EED 610; Graduate standing. Advanced curriculum course in elementary school science for teachers. Major emphasis of the course will include theory and research related to contemporary aspects of elementary school science. Current trends and issues are examined in relation to current developments stressing an interdisciplinary approach to science. A research project, using elementary school children to test new ideas in science, is an integral and ongoing theme of the course.

**EED 649. Elementary School Interdisciplinary Arts Education (3)**

*Prerequisite:* Completion of student teaching. An interdisciplinary methods course focusing on the meaning, role and teaching strategies of the arts in the elementary school curriculum. The course: 1) provides opportunities for exploration and understanding of dance, music, drama and visual arts; 2) seeks strategies for integrating two or more of the

arts; and 3) applies music, dance drama and visual arts as recommended in the Visual and Performing Arts Framework to other subject areas, such as language arts, social studies, science, mathematics and physical education. Participants learn how to plan, teach and evaluate an interdisciplinary unit of study in the arts in relationship to specific subject areas. They also learn how to present their units using technology and other media to develop a multimedia production.

### **EED 650. Open Education in the Elementary School (3)**

*Prerequisite: Graduate standing.* Curriculum course in open education for teachers, specialists and administrators in elementary schools. Major focus of the course is on the theory, current trends and experimentation in the field, with emphasis on creative application to specific classroom situations.

### **EED 651. Curriculum Assessment (3)**

*Prerequisite: Graduate standing.* Development of educational systems founded on the delineation of performance-based and criterion-referenced objectives and the selection of appropriate teaching strategies and evaluative measures, designed with emphasis on accountability in the elementary school curriculum. The role of diagnosis and prescription, modes of proof, performance contracting, and personal, professional and public accountability. Focus on techniques for compliance with the monitor and review process as mandated by federal and state agencies.

### **EED 652. Creativity and the School (3)**

Focus on identifying, generating and extending a range of behaviors and conditions that will increase creative productivity in the classroom, with an initial examination of the historical events and psychological components that pertain to the process and products of creativity. (Cross listed with EPC 640.)

### **EED 660. Individualizing and Personalizing Curriculum (3)**

*Prerequisite: 2 years teaching experience.* Process of individualizing and personalizing the curriculum. Emphasis on openness of relationships, organizational patterns and environment.

### **EED 661. Early Childhood Math/science Curriculum and Methods (3)**

*Prerequisite: MATH 310 or equivalent experience. Preparatory: Introductory courses in science and math are highly desirable as background.* Study of how young children learn science and math concepts based on Piaget's theory of cognitive development. Teaching strategies that maximize activity-discovery learning in the context of cognitive development are explored. It also examines and assesses existing programs in early childhood math/science within this framework.

### **EED 662. Language Arts Curriculum in the Early Childhood Education Classroom (3)**

Study of language arts curriculum (content and methodology) that maximizes the young child's (grades K-3) growth in communication skills and language concept and acquisition. Emphasis is placed on classroom practices that enhance development and communicative competency. The integration of the various language arts components is stressed, as well as the interrelationships between language and other subject areas.

### **EED 665. Foundations of Developmental Curriculum for Early Childhood (3)**

*Prerequisite: EPC 430 or equivalent, 605, 632 or instructor consent.* To be taken concurrently with experiences in the field, either teaching or field work. (Cross listed with EPC 635.)

### **EED 667. Classroom Applications Of Piaget's Theory of Cognitive Development (3)**

*Prerequisite: EPC 314, 315 or 316.* The major purpose of this course is to bridge the gap between Piaget's research and classroom practice. From a review of Piaget's observations and interpretation of children's

cognitive development, the course will derive methods for classroom questioning strategies, curriculum development and assessment. (Cross listed with EPC 667.)

### **EED 670. Research Applications in ESL Instruction (3)**

*Prerequisites: EED 570 or equivalent; 610 or equivalent or instructor consent.* Designed to prepare teachers to analyze, plan and evaluate ESL instruction in a bilingual or multilingual setting at the elementary-school level. Emphasis given to the analysis and development of materials and methods for teaching and assessment. Students will evaluate and synthesize current research related to issues concerning second language acquisition by elementary school students.

### **EED 671. Seminar in Multilingual/Multicultural Education (3)**

*Prerequisite: EED 610 or equivalent or instructor consent.* Seminar for teachers, supervisors or administrators interested in bilingual/multilingual education. Concerned with the philosophical, cultural and psychological aspects of bilingualism as well as the history and politics of bilingual/multilingual education, models of bilingual/multilingual programs and effective ways to work with the community. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings.

### **EED 674. Bilingual/Multilingual Curriculum (3)**

*Prerequisite: EED 610 or equivalent or consent of instructor.* Covers the history and development of curriculum for bilingual/multilingual programs. Research and its implications for curricular choices as well as the development and adaptation of curriculum will be dealt with. In addition, the effect of assessment on curriculum will be analyzed. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings. (Cross listed with SED 674.)

### **EED 675. Bilingual/Multilingual Teaching Strategies (3)**

*Prerequisite: EED 610 or equivalent or instructor consent.* Students evaluate research on bilingual/multilingual teaching methods and strategies. Emphasis is placed on relating research findings to instructional decision making. Includes modeling, developing and validating effective teaching strategies that provide English learners access to the core curriculum. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings. (Cross listed with SED 675.)

### **EED 678. Role of the Teacher in Multicultural Education (3)**

*Prerequisite: Valid teaching credential.* Theory, trends and experimentation related to the role of the teacher in multicultural education. Creation, demonstration and evaluation of multicultural study units for children. For in-service teachers and specialists.

### **EED 679. Seminar in Elementary Education Curriculum and Instruction (3)**

*Prerequisites: Required C and I courses (may be taken concurrently with the final required C and I course).* A capstone course for M.A. candidates in the Curriculum and Instruction Option. Students draw on the breadth developed in the prerequisite subject area courses to apply research methods and develop scholarly skills. Intended to serve as a preparation for the M.A. culminating experience, either thesis, project or comprehensive examination.

### **EED 680. Small Group Learning in Elementary School Classrooms (3)**

*Prerequisite: Completion of 1 semester of student teaching or equivalent.* Advanced course for teachers in the understanding and use of small groups as an instructional methodology. Social reconstructivist, cognitive, complex instruction and structural approaches to small-group learning will be examined. Emphasis will be on enabling educators to

make informed decisions and choices about selecting, implementing and evaluating small-group learning approaches that foster effective teaching and learning for all children in a variety of classroom settings.

**EED 681. Classroom Communication and Management Methods (3)**

*Prerequisite: Admission to the Multiple Subject Credential Program or classroom teacher.* Focuses on the theoretical basis for and the practical implementation of several approaches to classroom management and communication. Emphasis is on the interrelationship between management and the instructional process (e.g., students' motivation and characteristics, curriculum considerations, assessment components.)

**EED 684. Application of Research in Teaching Effectiveness (3)**

*Prerequisites: Teaching credential and 3 years teaching experience.* Each student reviews research of effective teaching strategies and analyzes selected propositions as a foundation of effective teaching decisions, including student motivation, rate and degree of learning, transfer of learning, and curriculum decisions that facilitate and extend student learning. Teaching techniques are field tested using action research procedures and ethnographic classroom study techniques. (Cross listed with SED 684, SPED 684.)

**EED 685. Supervisory Personnel and Student Teaching (3)**

*Prerequisites: Teaching credential, teaching experience.* Analysis of the role of the supervising teacher. Survey of current status, exploration of potential functions, and examination of recommendations of appropriate professional groups. Implications are drawn from related literature and research.

**EED 686. The Roles of Teachers, Paraprofessionals and Volunteers in Today's Schools (3)**

Focuses on the constructive interaction of teachers in the regular classroom with paraprofessionals, parent and other community volunteers,

and cross-age tutors forming an instructional team. The roles of each will be delineated with effective interaction and communication behaviors outlined for successful work with the youngsters in the classroom.

**EED 687. Practicum for Supervising Teachers (3)**

*Prerequisites: EED 684, 685.* Provides opportunities for students to apply their knowledge of supervision theory and teaching effectiveness research to on-site situations. A major part of this practicum involves practical application of the supervisory techniques in working with novice teachers. In addition, the participants will participate in pedagogical studies to improve their own teaching effectiveness and will learn techniques for improving teaching effectiveness within their own schools. (Cross listed with SED 687, SPED 687.)

**EED 692. Advanced Audiovisual Techniques (3)**

*Prerequisite: EED 592.* Graduate seminar designed to provide advanced theory and practical experience in planning, production and use of multisensory techniques of communication in education.

**EED 695A-Z. Seminar in Selected Studies (3)**

*Prerequisite: Graduate standing.* Special seminars in selected topics in: A. Early Childhood Education; and B. Elementary Education.

**EED 696. Directed Graduate Research (1-3)**

*Prerequisites: EED 610; Classified graduate status; Approval by Graduate Coordinator.* Advanced survey and analysis of research in elementary education leading toward preparation of thesis proposal.

**EED 697. Directed Comprehensive Studies (0-3)**

*Prerequisite: Prior completion of all course requirements for the Master's Degree.*

**EED 698. Thesis or Graduate Project (3-6)**

*Prerequisite: Acceptance by a Thesis Committee assigned by the Department.* A thesis on an advanced topic in the field of education.

**EED 699A-C. Independent Study (1-3)**



# College of Engineering and Computer Science

**Dean: S. K. Ramesh**

**Associate Dean: Nagwa Bekir**

**(818) 677-4501**

**[www.ecs.csun.edu/ecs](http://www.ecs.csun.edu/ecs)**

## Programs

### Undergraduate:

- B.S., Civil Engineering
- B.S., Computer Engineering
- B.S., Computer Information Technology
- B.S., Computer Science
- B.S., Construction Management
- B.S., Electrical Engineering
- B.S., Engineering Management
- B.S., Manufacturing Systems Engineering
- B.S., Mechanical Engineering
- Minor in Computer Science
- Minor in Construction Management Technology
- Minor in Electrical Engineering
- Minor in Manufacturing Systems Engineering
- Minor in Engineering Management
- Minor in Automation and CAD/CAM

### Graduate:

- M.S., Computer Science
- M.S., Software Engineering
- M.S., Electrical Engineering
- M.S., Engineering Management
- M.S., Materials Engineering
- M.S., Manufacturing Systems Engineering
- M.S., Mechanical Engineering
- M.S., Structural Engineering

## Accreditation

The Computer Science Undergraduate Program is accredited by the Computing Accreditation Commission. The Construction Management Undergraduate Program is accredited by the American Council for Construction Education. The Civil Engineering, Computer Engineering, Electrical Engineering, Manufacturing Systems Engineering and Mechanical Engineering Undergraduate Programs are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

## Mission

The College of Engineering and Computer Science seeks to be a recognized center for excellence for Baccalaureate and Masters education in computer science and engineering. The College provides a quality education for its students. It also is a partner in the professional communities of computer science and engineering and provides an essential link between students' education and professional practice.

## Departments Within the College

Information about the following departments are found alphabetically in this Catalog: Civil Engineering and Construction Management, Computer Science, Electrical and Computer Engineering, Manufacturing Systems Engineering and Management and Mechanical Engineering.

## Engineering and Computer Science Scholarship Information

The College of Engineering and Computer Science administers a substantial scholarship program, dispersing more than \$75,000 each year to high-achieving engineering and computer science students. Annual scholarships are funded by corporate and individual friends of the College. Scholarship applications and information are available in January with applications due in early March. Specific dates and further information can be obtained from the College Administrative Offices.

## Honors Cooperative Internship Program

The College offers an opportunity for highly qualified students to work in the local industry throughout an entire calendar year. Students work full-time during the summer and half-time during the academic year. Students receive 6 units of academic credit in conjunction with this experience. The program is open to undergraduates who are nearing their senior year, have a minimum 3.0 cumulative GPA and have passed the Upper Division Writing Proficiency Exam. Graduate students who wish to participate must have a minimum 3.5 cumulative GPA. Applicants are matched to employer-supplied job descriptions and scheduled for interviews with prospective employers. The competitive nature of the program usually generates more applicants than positions available. The application period begins in early March and the period of employment is typically from July 1 through June 30. For more information, visit [www.csun.edu/~ecscoop](http://www.csun.edu/~ecscoop).

## General Education (24- 27 units)

Engineering and technology majors have modified General Education programs depending upon the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs. Each discipline has specific General Education requirements, thus it is in the student's best interest to select a specific discipline early in his/her course of study.

In addition to the required major program courses, majors in engineering and technology fields must satisfactorily complete General Education Plan R requirements in Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); U.S. History and Local Government (6 units); Arts and Humanities (6 units); Social Sciences (0-3 units); and Comparative Cultural Studies (6 units). Nine of the General Education Plan R units must be at the Upper Division and 6 units must meet the Information Competence requirement.

Students should carefully consult their 4-year plan and confer with their faculty advisor when selecting their General Education Plan R courses.

## Special Requirements for the College of Engineering and Computer Science

Courses transferred into the Engineering and Computer Science majors must have been completed with a grade of C or better. A grade of C- or better is required in all courses in the major. More stringent prerequisite requirements may apply to some courses.

## Academic Advisement and Resources

### Student Services Center/EOP Satellite

**Director: Karla Pelletier, (818) 677-2191**

### Center for Research and Services

**Director: S. K. Ramesh, (818) 677-2146**

### Women in Science and Engineering Program

**Director: Diane Schwartz, (818) 677-5692**

## Course List

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### **CECS 100. Engineering and Computer Science Orientation**

#### **Seminar (1)**

This course is designed to assist Engineering and Computer Science first-time freshmen in making a successful transition to the University environment. Emphasis is on orientation to the University and the College of Engineering and Computer Science, as well as study skills, teamwork, communication and career awareness. The course offers various College- and/or Department-based activities, frequent in-class exercises, self-assessments, and some on-campus field trips. Course work does not count toward engineering or computer science major requirements. Seminar/Activity 2 hours, 1 unit. (Credit/No Credit only)

# English

## College of Humanities

**Chair:** Jackie E. Stallcup  
**Associate Chair:** Katharine Haake  
**Sierra Tower (ST) 706**  
**818 677-3431**  
[www.csun.edu/english](http://www.csun.edu/english)

### Staff

Frank De La Santo, Tonie Mangum, Marjie Seagoe

### Faculty

Scott Andrews, Ian Barnard, Dorothy Barresi, Guillermo Bartelt, Kent Baxter, Pamela Bourgeois, Michael Bryson, Lauren Byler, RosaMaria Chacon, Ranita Chatterjee, Dorothy Clark, Irene Clark, Susanne Collier, Anthony Dawahare, Fredric Field, Katharine Haake, Leilani Hall, Charles Hatfield, Sharon Klein, Scott Kleinman, Jack Lopez, Robert Lopez, Evelyn McClave, Nathaniel Mills, Rick Mitchell, Martin Pousson, Enchao Shi, Jack Solomon, Cheryl Spector, Danielle Spratt, Jackie Stallcup, Sandra Stanley, George Uba, Steven Wexler, Beth Wightman

### Emeritus Faculty

Richard Abcarian, David Andersen, Joel Athey, Gwen Brewer, Robert Chianese, John Clendenning, Lary Gibson, Philip Handler, Marvin Klotz, Barbara Kroll, Arthur Lane, Patricia Murray, Rei Noguchi, Robert Noreen, Robert Oliphant, Catherine Phelan, Elaine Plasberg, Robert Reid, Iris Shah, Lawrence Stewart, Arlene Stiebel, Harry Stone, William Stryker, William Walsh, Patricia Watkins, Warren Wedin, Thomas Wright

### Programs

#### Undergraduate:

- B.A., English**
- Option: Literature
- Option: Creative Writing
- Option: Subject Matter Program for the Single Subject Credential
- Option: Four Year Integrated (FYI) English Subject Matter Program for the Single Subject Credential
- Option: Junior-Year Integrated (JVI) English Subject Matter Program
- Single Subject Credential Option: Honors
- Minor in Literature
- Minor in Creative Writing
- Minor in Writing and Rhetoric

#### Graduate:

- M.A., English**
- Option: Literature
- Option: Creative Writing
- Option: Rhetoric and Composition Theory

### Mission Statement

The English Department of CSUN is a community of teachers, scholars, writers and support staff whose primary mission is to promote learning in literature, creative writing, composition and linguistics and to help students acquire knowledge, develop skills and realize their own intellectual and creative goals. In pursuit of our mission, the Department also is committed to promoting faculty development in such areas as research, publication, creative work and other professional activities for the advancement of knowledge and pedagogy.

### Academic Advisement

All undergraduate English advising begins in the College of Humanities EOP Office, in JR 240, (818) 677-4767, where students may seek guidance regarding their major requirements or current or future class schedules.

Advising appointments are mandatory for declaring or changing a major and, one year in advance of the anticipated date of completion, filing for graduation. Additional advising is available in the English Department, and students may be directed there from the EOP office. For general questions concerning the major or other issues pertaining to English careers or future studies, please see the Associate Chair and/or consult the current list of appropriate option advisers.

Graduate advising takes place in the Department, and all graduate students should consult with the Graduate Advisor, Kent Baxter, as soon as possible upon matriculation.

### Common Undergraduate Program Student Learning Outcomes

1. Students will demonstrate critical reading skills.
2. Students will demonstrate effective writing skills.
3. Students will demonstrate knowledge of creative, literary, linguistic, and/or rhetorical theories.
4. Students will analyze British and American cultural, historical and literary texts.
5. Students will analyze culturally diverse texts.

### Common Graduate Program Student Learning Outcomes

1. Students will demonstrate knowledge of creative, cultural, linguistic, literary, performative, and/or rhetorical theories.
2. Students will conduct research and/or produce creative work appropriate to their Option.
3. Students will produce advanced analyses that take into account current schools of aesthetic, critical and historical methodology and are informed by disciplinary standards appropriate to their option.

### Creative Writing Undergraduate Option Student Learning Outcomes:

1. Students will create and revise original writing by practicing techniques and strategies employed by experienced writers.
2. Students will analyze drama, narrative and/or poetry to identify writerly strategies.
3. Students will assess their own creative writing in relation to relevant literary and theoretical traditions.
4. Students will demonstrate advanced creative writing skills by applying contemporary methods in at least one genre in a final portfolio for a capstone course.

### Honors Undergraduate Option Student Learning Outcomes:

1. Students will articulate clear interpretations of cultural texts.
2. Students will conduct independent research and scholarship.
3. Students will present their research as a scholarly paper in a colloquium or conference setting.

### Subject Matter Undergraduate Option Student Learning Outcomes:

1. Students will demonstrate their knowledge of the nature and structure of the English language and of its relationship to other human languages.
2. Students will apply rhetorical and composition theory.
3. Students will demonstrate fluency in the discourses pertaining to the disciplines of English.

### Four Year-Integrated and Junior-Year Integrated Undergraduate Option Student Learning Outcomes:

(As determined by the Department of Secondary Education)

1. Students will develop the ability to engage and support all secondary students (grades 6-12) in learning.
2. Students will develop the ability to create and maintain effective environments for secondary student learning.
3. Students will develop the ability to make subject matter comprehensible for student learning.
4. Students will develop the ability to plan instruction and design learning experiences for all secondary students.

5. Students will develop the ability to assess secondary students' learning.
6. Students will give evidence of the ability to develop as a professional educator.

### Careers for English Majors

English Majors with the Subject Matter Program for the Single Subject Credential Option gain the academic preparation for teaching careers at the middle-school, junior-high school or high-school level. Many students who obtain the M.A. in English find teaching positions at community colleges or proceed to doctoral programs that might lead to teaching careers at the university level. English studies also provide a good academic foundation for radio and television broadcasting, editing, writing, politics, film and library work, journalism, advertising, public information, public relations and technical writing. Studies show that English as a pre-professional major is valuable preparation for future careers in law, medicine, business, and local and federal service.

### Department Programs

The Department of English offers a wide variety of courses and programs in the fields of literature, language and writing. One of several options may be selected by students who intend to adopt English as a major or minor, or courses may be taken as electives by non-majors who seek enrichment in the liberal arts.

The undergraduate English Major (consisting of 5 Options: Literature; Creative Writing; Subject Matter; FYI and JYI; and Honors) is designed for students who desire to concentrate in one of the different fields subsumed under the broader category of "English." Students are required to choose one of these Options at the time they declare their English major. For further information concerning the choice of Options or related career opportunities for those with a B.A. in English, see the Associate Chair of the Department.

**Literature Option:** Focuses on the analytical reading of British and American literature.

**Creative Writing Option:** Provides students with the opportunity to develop narrative, verse or playwriting skills while building a solid background of study in British and American literature.

**English Subject Matter Program for the Single Subject Credential Option:** Prepares students for a career in teaching English at the middle-school and/or high-school level. This Option meets the California Commission on Teacher Credentialing subject matter requirements for the English Single Subject Credential. For details on the Single Subject Credential Program, see the Credential and Department of Secondary Education sections in the Catalog.

**Four-Year Integrated (FYI) and Junior-Year Integrated (JYI) English Single Subject Matter Programs for the Single Subject Credential Option:** Prepares students for a career in teaching English at the middle-school and/or high-school level. FYI and JYI integrate English subject matter course work, GE requirements and the course work included in professional preparation, permitting students who successfully complete the program to earn both a B.A. in English and a Single Subject English Preliminary Credential in four years for FYI students and in as few as two years for JYI students. These programs meet the California CTC subject matter requirements for the English Single Subject Credential. For details on the Single Subject Credential Program, see the Credential and Department of Secondary Education sections in the Catalog.

**Honors Option:** Enables students, by working independently and in seminars, to develop a strong academic background in preparation for postgraduate study in English or for entry into a variety of postgraduate professional schools. For admission to the Honors Program, see the Honors Option Advisor.

**Second B.A. in English:** Available to students who, having completed the Baccalaureate in another field, wish to pursue a second

Baccalaureate in English. Post-Baccalaureate Credential candidates in English who are completing the subject matter preparation component of either the Preliminary or Clear Credential also may wish to earn a second Baccalaureate and may do so through this Option.

**Minors in English:** 24-unit program with concentration either in Literature or Creative Writing; 18-unit program with concentration in Writing and Rhetoric—a minor particularly designed for students whose careers are likely to entail professional and/or technical writing. Though a minor is not required for a Baccalaureate degree, many students find it desirable.

**M.A. in English:** Consists of 3 options: Literature, Creative Writing and Rhetoric and Composition Theory. The English Department offers a limited number of openings for Classified graduate students who wish to be Teaching Associates (TAs). TAs enroll in ENGL 600A (for 3 units credit) and 600B and normally teach, under guidance, one section of Approaches to University Writing per semester for a stipend. Other teaching opportunities may be available to second-year TAs. For further information concerning choice of Option or career opportunities, students should see the Graduate Advisor. To apply for a Teaching Associateship, students should see the Director of Composition.

### The English Intern Program

The Department of English provides an internship program for students who are interested in entering the professional writing field. The year-long program consists of a writing and professional development course (ENGL 407) and an off-campus internship (ENGL 494EIP), which provide both the training and experience students need to make the transition into the workplace. For more information, contact Internship Coordinator Kent Baxter.

### CSU International Program

The Department of English supports the concept of international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Department of English and may be used to fulfill some of the requirements for Degree Options offered by the Department and/or certain General Education requirements. For more information, students should consult the International Programs Bulletin available in the Office of International and Exchange Programs, the English Department's Associate Chair or the campus International Programs Advisor.

### Prizes in English

The Department offers a number of prizes for students who have excelled in their academic work. For further information on these awards, please see the English Department Main Office..

#### The Rachel Sherwood Poetry Prize

An annual prize awarded by *The Northridge Review* to the author of the poem judged to be the best published in the magazine during the calendar year. The recipient, who must be a registered student for at least one semester during the year in which the poem is published, will be awarded \$150.

#### The Northridge Review Fiction Award

An annual prize awarded by *The Northridge Review* to the author of the short story judged to be the best published in the magazine during the calendar year. The recipient, who must be a registered student for at least one semester during the year in which the story is published, will be awarded \$100.

#### The Oliver W. Evans Writing Prize

An annual prize of \$100 awarded for the best piece of prose, critical or creative, submitted in an Upper Division English course during the calendar year. Submissions are faculty-nominated.

#### The Eva Latif Writing Prize in Children's Literature

A yearly prize of \$100 awarded for the best piece of writing, criti-

cal or creative, by a student on the subject of children's literature. Submissions are faculty-nominated.

#### **The Mitchell Marcus Prize in English**

A prize of \$2,000 awarded each Spring semester to a graduate student who is best distinguished by excellence in his/her studies. Applications of currently enrolled Classified graduate students are reviewed by a committee of faculty who make the award.

#### **The Annamarie Peterson Morley Award**

An award of \$1,000 given to a student currently enrolled as an English major at CSUN who plans to enter the teaching profession at any level.

#### **The Robert apRoberts Honors Essay Prize**

An annual award of \$150 given to the English Honors student whose thesis is judged to be the best submitted during that academic year.

#### **The Northridge Writing Project Award/The Richard Lid and Helen Lodge Scholarship**

An award of \$500 given in alternating years to a graduate student enrolled in English or in Secondary English Education to help pay fees for graduate work.

#### **The Morley-Peterson Scholarship**

Up to two awards of \$1,000 each given to undergraduate or graduate students currently enrolled as English majors at CSUN who demonstrate the need for financial support to continue their studies.

#### **The Mahlon Gaumer Award**

An award of \$500 given to a graduate student for the best critical essay on English literature, with an emphasis on the use of language, submitted during the academic year.

#### **The Harry Finestone Memorial Award**

An award of \$750 given to the graduate student with the most distinguished essay completed in the Department's capstone graduate seminar, ENGL 698D. Submissions are faculty-nominated.

#### **The William L. Wilson Award**

A faculty-nominated award of up to \$1,000 given to an undergraduate major in English who plans to teach at the secondary level and who demonstrates the qualities of maturity, patience, purpose, generosity and compassion associated with the successful classroom teacher.

#### **The Henry Van Slooten Scholarship in English**

A scholarship of approximately \$500 will be given to any student in ENGLc 258, 259, 275 or 355 who has written an essay (open topic) that best demonstrates "a passion for the English language."

#### **The Academy of American Poets Prize**

A first prize of \$100 and two honorable mention awards given by the Academy of American Poets for the best poem(s) submitted. Application forms are available from the creative writing advisor.

#### **The Lesley Johnstone Memorial Award**

A prize of \$500 given to an undergraduate CSUN student who is the author of the best written work on some aspect of the natural world or environment. Eligible work, whether scholarly or creative, must have been written in an English class or for a class-related conference or publication.

## **Requirements for the Bachelor of Arts Degree**

### **A. Literature Option**

#### **1. Lower Division Required Courses (9 units)**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 258 | Major English Writers I (3)  |
| ENGL | 259 | Major English Writers II (3) |
| ENGL | 275 | Major American Writers (3)   |

#### **2. Upper Division Required Courses (30 units)**

##### **a. Critical Writing (3 units)**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 355 | Writing about Literature (3) |
|------|-----|------------------------------|

##### **b. Literary Theory (3 units)**

|      |     |                             |
|------|-----|-----------------------------|
| ENGL | 436 | Major Critical Theories (3) |
|------|-----|-----------------------------|

### **c. Literatures of Cultural Diversity (3 units)**

#### **Select 1 course from the following:**

|      |     |  |
|------|-----|--|
| ENGL | 311 | History of African-American Writing (3)  |
| ENGL | 314 | North American Indian Literature (3)     |
| ENGL | 368 | Gay Male Writers (3)                     |
| ENGL | 369 | Lesbian Writers (3)                      |
| ENGL | 371 | Issues in Jewish-American Writing (3)    |
| ENGL | 431 | Images of Women in Literature (3)        |
| ENGL | 433 | Women Authors (3)                        |
| ENGL | 434 | 19th Century Women Novelists (3)         |
| ENGL | 487 | Latina/o Literatures of the Americas (3) |

Consult an advisor for current courses in other areas, such as Asian American literature, Central American literature, Chicana and Chicano literature and Pan African or African American literature that also may satisfy this requirement. For the English major, you may not double-count these courses for Upper Division or Subject Exploration requirements in General Education.

#### **British Literature (9 units)**

##### **Select 1 course from the following:**

|      |     |   |
|------|-----|---|
| ENGL | 414 | Chaucer (3)                               |
| ENGL | 416 | Shakespeare: Selected Plays (3)           |
| ENGL | 417 | Shakespeare: A Survey (3)                 |
| ENGL | 418 | English Drama to 1642 (3)                 |
| ENGL | 443 | English Literature of the Middle Ages (3) |
| ENGL | 449 | The English Renaissance (3)               |

##### **Select 1 course from the following:**

|      |     |  |
|------|-----|--|
| ENGL | 419 | English Drama 1660-1880 (3)              |
| ENGL | 420 | Milton (3)                               |
| ENGL | 452 | 17th Century English Literature (3)      |
| ENGL | 456 | The Age of Enlightenment (3)             |
| ENGL | 466 | Major British Novelists I: 1700-1815 (3) |

##### **Select 1 course from the following:**

|      |     |   |
|------|-----|---|
| ENGL | 458 | The Romantic Age (3)                      |
| ENGL | 460 | The Victorian Age (3)                     |
| ENGL | 467 | Major British Novelists II: 1815-1900 (3) |

#### **American Literature to 1912 (3 units)**

##### **Select 1 course from the following:**

|      |     |  |
|------|-----|--|
| ENGL | 473 | American Literature: 1607-1860 (3)           |
| ENGL | 474 | American Literature: 1860-1912 (3)           |
| ENGL | 477 | Major American Novelists I: 19th Century (3) |

#### **20th Century Literature (6 units)**

##### **Select 2 courses from the following:**

|      |      |   |
|------|------|---|
| ENGL | 427  | Drama from Ibsen to the Present (3)           |
| ENGL | 461  | Modern British Literature (3)                 |
| ENGL | 462  | Contemporary British Literature (3)           |
| ENGL | 463A | Modern Poetry (3)                             |
| ENGL | 463B | Contemporary Poetry (3)                       |
| ENGL | 468  | Major British Novelists III: 1900-Present (3) |
| ENGL | 475  | American Literature: 1912-1945 (3)            |
| ENGL | 476  | Contemporary American Literature (3)          |
| ENGL | 478  | Major American Novelists II: 20th Century (3) |

#### **Senior Seminar (3 units)**

|      |     |                                  |
|------|-----|----------------------------------|
| ENGL | 495 | Senior Seminar in Literature (3) |
|------|-----|----------------------------------|

### **3. Upper Division Electives (9 units)**

Select any Upper Division courses except ENGL 300, 305, 316 or 364.

**General Education:** The standard General Education requirement is 48 units; however, English majors are permitted to double count 3 units from the Lower Division major requirements (ENGL 208, 258, 259 or 275) for both GE Subject Explorations-Arts and Humanities and the major.

**Electives:** Students majoring in English are encouraged to take a foreign language as part of their college program.

|   |            |
|---|------------|
| <b>Total Units in Option I</b>              | <b>48</b>  |
| <b>General Education Units</b>              | <b>45</b>  |
| <b>Additional Units</b>                     | <b>27</b>  |
| <b>Total Units Required for B.A. Degree</b> | <b>120</b> |

## B. Creative Writing Option

### 1. Lower Division Required Courses (6 units)

#### a. Creative Writing (3 units)

ENGL 208 Introduction to Creative Writing (3)

#### b. Literature (3 units)

##### Select 1 from the following:

ENGL 258 Major English Writers I (3)

ENGL 259 Major English Writers II (3)

ENGL 275 Major American Writers (3)

### 2. Upper Division Required Courses (33 units)

#### a. Critical Writing (3 units)

ENGL 355 Writing About Literature (3)

#### b. Literary Theory (3 units)

ENGL 436 Major Critical Theories (3)

#### c. Literatures of Cultural Diversity (3 units)

##### Select 1 of the following:

ENGL 311 History of African-American Writing (3)

ENGL 314 North American Indian Literature (3)

ENGL 368 Gay Male Writers (3)

ENGL 369 Lesbian Writers (3)

ENGL 371 Issues in Jewish-American Writing (3)

ENGL 431 Images of Women in Literature (3)

ENGL 433 Women Authors (3)

ENGL 434 19th Century Women Novelists (3)

ENGL 487 Latina/o Literature (3)

Consult an advisor for current courses in other areas, such as Asian American literature, Central American literature, Chicana and Chicano literature and Pan African or African American literature that also may satisfy this requirement. For the English major, you may not double-count these courses for Upper Division or Subject Exploration requirements in General Education.

#### d. British Literature before 1900 (3 units)

##### Select 1 course from the following:

ENGL 414 Chaucer (3)

ENGL 416 Shakespeare: Selected Plays (3)

ENGL 417 Shakespeare: Survey (3)

ENGL 418 English Drama to 1642 (3)

ENGL 419 English Drama 1660-1880 (3)

ENGL 420 Milton (3)

ENGL 443 English Literature of the Middle Ages (3)

ENGL 449 The English Renaissance (3)

ENGL 452 17th Century English Literature (3)

ENGL 456 The Age of Enlightenment (3)

ENGL 458 The Romantic Age (3)

ENGL 460 The Victorian Age (3)

ENGL 466 Major British Novelists I: 1700-1815 (3)

ENGL 467 Major British Novelists II: 1815-1900 (3)

#### e. American Literature to 1912 (3 units)

##### Select 1 course from the following:

ENGL 473 American Literature: 1607-1860 (3)

ENGL 474 American Literature: 1860-1912 (3)

ENGL 477 Major American Novelists I: 19th Century (3)

#### f. 20th Century Literature (3 units)

##### Select 1 of the following:

ENGL 427 Drama from Ibsen to Present (3)

ENGL 461 Modern British Literature (3)

ENGL 462 Contemporary British Literature (3)

ENGL 463A Modern Poetry (3)

ENGL 463B Contemporary Poetry (3)

ENGL 468 Major British Novelists III: 1900 to the Present (3)

ENGL 475 American Literature: 1912-1945 (3)

ENGL 476 Contemporary American Literature (3)

ENGL 478 Major American Novel II: 20th-Century (3)

#### g. Creative Writing (9 units)

##### Select 3 of the following (Courses may be repeated and counted as second course):

ENGL 308 Narrative Writing (3)

ENGL 309 Verse Writing (3)

ENGL 310 Playwriting (3)

ENGL 408 Advanced Narrative Writing (3)

ENGL 409 Advanced Verse Writing (3)

ENGL 410 Advanced Dramatic Writing (3)

ENGL 457A-Z Selected Topics in Creative Writing (3)

#### h. Creative Writing Theory (3 units)

##### Select 1 of the following:

ENGL 464 Theories of Poetry (3)

ENGL 465 Theories of Fiction (3)

#### i. Senior Seminar (3 units)

##### Select 1 of the following:

ENGL 490 Senior Seminar in Narrative Writing (3)

ENGL 491 Senior Seminar in Verse Writing (3)

ENGL 512 Writing for Performance (3)

### 3. Upper Division Electives (6 units)

ENGL 300, 305, 316 and 364 are not permitted as electives in this Option.

**General Education:** The standard General Education requirement is 48 units; however, English majors are permitted to double count 3 units from the Lower Division major requirements (ENGL 208, 258, 259 or 275) for both GE Subject Explorations-Arts and Humanities and for the major. Students majoring in English are encouraged to take a foreign language as part of their college program.

|   |            |
|---|------------|
| <b>Total Units in Option II</b>             | <b>45</b>  |
| <b>General Education Units</b>              | <b>45</b>  |
| <b>Additional Units</b>                     | <b>30</b>  |
| <b>Total Units Required for B.A. Degree</b> | <b>120</b> |

## C. English Subject Matter Program for the Single Subject Credential Option

The English Subject Matter Option is designed for prospective secondary school English teachers and is a state-approved waiver program. Students receive a B.A. in English and a single-subject Competency Waiver by completing the approved course work with no grade below a C and maintaining a GPA of 2.99 or better. Students also must complete the Subject Matter Exit Interview, the English Department's exit evaluation of single-subject competence. In compliance with state requirements, students must complete 20 hours of daytime Early Field Experience in schools.

To be eligible for the Credential program in the College of Education, students also must pass the CBEST and complete 45 hours of classroom

observation at a school site. Upon completion of course work adhering to the above requirements and successful completion of the English Subject Matter Exit Interview, students are eligible to enter a traditional credential program in the College of Education. For further information about the single-subject credential in English, consult the Credential Office.

The English Subject Matter Option combines a 42-unit Core with a specified emphasis of 12 units in one of 6 Extended Study areas. Students should consult with the Subject Matter Advisor before they achieve their junior standing to review their course work and to choose an emphasis. Transfer students also should see the Subject Matter Advisor as soon as possible for academic advising. Transfer students should review the Lower Division GE courses required for this Option.

## Core Program (42 units)

### 1. Lower Division Required Courses (9 units)

**Complete the following (1 of which may be double-counted for a Lower Division GE):**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 258 | Major English Writers I (3)  |
| ENGL | 259 | Major English Writers II (3) |
| ENGL | 275 | Major American Writers (3)   |

### 2. Upper Division Required Courses (33 units)

**Upper Division GE Courses (6-units double-count):**

|      |       |  |
|------|-------|--|
| COMS | 309   | Advanced Public Speaking (3)                                       |
| TH   | 473/L | Dramatic Performance in the Secondary Language-Arts Curriculum (3) |

**Take all 5 of the following:**

|      |        |  |
|------|--------|--|
| ENGL | 355    | Writing about Literature (3)                             |
| ENGL | 406    | Advanced Expository Writing for Teachers (3)             |
| ENGL | 429    | Adolescent Literature (3)                                |
| ENGL | 436    | Major Critical Theories (3)                              |
| ENGL | 495ESM | Senior Seminar in Literature: English Subject Matter (3) |

### Shakespeare (3 units)

**Select 1 course from the following:**

|      |     |                                 |
|------|-----|---------------------------------|
| ENGL | 416 | Shakespeare: Selected Plays (3) |
| ENGL | 417 | Shakespeare: A Survey (3)       |

### Literatures of Cultural Diversity (3 units)

**Select 1 course from the following:**

|      |     |  |
|------|-----|--|
| ENGL | 311 | History of African-American Writing (3)            |
| ENGL | 314 | North American Indian Literature (3)               |
| ENGL | 368 | Gay Male Writers (3)                               |
| ENGL | 369 | Lesbian Writers (3)                                |
| ENGL | 371 | Issues in Jewish-American Writing (3)              |
| ENGL | 431 | Images of Women in Writing (3)                     |
| ENGL | 433 | Women Authors (3)                                  |
| ENGL | 434 | 19th Century Women Novelists (3)                   |
| ENGL | 487 | Latina/o Literature (3)                            |
| AAS  | 321 | Asian American Fiction (3)                         |
| CHS  | 380 | Chicana/o Literature (3)                           |
| CHS  | 381 | Contemporary Chicana Literature (3)                |
| PAS  | 344 | Literature of Caribbean and African Experience (3) |
| PAS  | 346 | Contemporary Black Female Writers (3)              |

### Linguistics and Language Study (6 units)

**Take the following:**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 301 | Language and Linguistics (3) |
|------|-----|------------------------------|

**Select 1 course from the following:**

|      |     |  |
|------|-----|--|
| ENGL | 302 | Introduction to Modern Grammar (3)           |
| ENGL | 400 | History of the English Language (3)          |
| ENGL | 405 | Language Differences and Language Change (3) |

*Note: If your Extended Study Option is Linguistics and Diversity, you must choose either ENGL 302 or 405 for this category; ENGL 400 may not be double-counted here and in the Extended Study Option.*

**Verification of Early Field Experience:** Students must supply verification of completed Early Field Experience.

**Verification of Successful Basic Syntax, Grammar and Written Usage Diagnostic:** Students must successfully complete exercises assessing their mechanics and written usage skills.

## Extended Study (12 units)

Students must choose 1 of the following Extended Study emphases for broad perspective and specific focus:

### Literature Extended Study

Perspective and Focus (12 units): Select 3 units from a British Age Course and 3 units from an American Age Course. 6 units must be chosen from the remaining 3 categories: Major Authors, Genre courses and Elective courses. Students must choose to concentrate in a particular area or blend areas.

**Choose 3 units from British Age Courses:** ENGL 443, 449, 452, 456, 458, 460, 461, 462, 466, 467 or 468;

**Choose 3 units from American Age Courses:** ENGL 473, 474, 475, 476, 477 or 478;

**Choose 6 units from Major Author Courses:** ENGL 414, 420 or 470A-Z (as appropriate);

or **Genre Courses:** ENGL 418, 419, 423, 424, 426, 427, 428, 430, 463A or 463B;

or **Electives:** ENGL \*311, 312, 313, \*314, 360, 363, \*368, \*369, 370, \*371, 372, 396A-Z, \*431, \*433, \*434, 480, 483, 485, 486, \*487, 488, 489, 495A-Z (excluding 495ESM), 496A-Z or 499.

\* *Because a Literatures of Cultural Diversity course is part of the Core requirements, students cannot double-count that class. Students must take courses not included as part of the Core requirement.*

### Creative Writing Extended Study

Perspective and Focus (12 units):

All students must take: ENGL 208 (3 units)

Select 3 units from the following courses: ENGL 308, 309, 310

Select 3 units from the following courses: ENGL 408, 409, 410, 457

Select 3 units from: ENGL 464 or 465

### Linguistics and Diversity Extended Study

Perspective and Focus (12 units):

All students must take: ENGL 400 (3 units) and LING 417 (3 units)

Select 3 units from the following courses: CHS 482 or PAS 395 or (if not selected for Linguistics and Language Study) ENGL 405

Select 3 units from the following courses: COMS 356 or LING 427

*Note: If ENGL 400 was taken for Linguistics and Language Study, students may not double-count it and should choose a different Extended Study Option.*

### Literatures of Diversity Extended Study

Perspective and Focus (12 units):

Students may either focus their 12 units by choosing from 1 of the subject categories listed below or combine courses adding up to 12 units from any of the subject categories listed below.

\* *Because a Literature of Cultural Diversity course is part of the Core requirements, students cannot double-count that class. Students must take courses not included as part of the Core requirement.*

**Students may choose no more than 1 Lower Division course from those listed:**

#### Asian American Literature:

|     |      |   |
|-----|------|---|
| AAS | 220  | Survey of Asian American Literature (3)                     |
| AAS | 321  | Asian American Fiction (3)                                  |
| AAS | 325A | Asian American Creative Studies Workshop: Literary Arts (3) |
| AAS | 420  | Asian American Literary Self Representations (3)            |

**Pan African Studies:**

|      |     |  |
|------|-----|--|
| ENGL | 311 | History of African-American Writing (3)                |
| PAS  | 344 | Literature of the Caribbean and African Experience (3) |
| PAS  | 345 | African-American Autobiography (3)                     |
| PAS  | 346 | Contemporary Black Female Writers (3)                  |
| PAS  | 447 | African-American Theater (3)                           |

**Chicana/o Studies:**

|      |     |   |
|------|-----|---|
| CHS  | 132 | Chicana/o Poetry (3)                                      |
| CHS  | 201 | Survey of Mexican Literature in Translation (3)           |
| CHS  | 380 | Chicana/o Literature (3)                                  |
| CHS  | 381 | Contemporary Chicana Literature (3)                       |
| CHS  | 480 | Children's Literature of Latin America in Translation (3) |
| ENGL | 487 | Latina/o Literatures of the Americas (3)                  |

**Armenian Literature:**

|      |     |   |
|------|-----|---|
| ARMN | 315 | Masterpieces of Armenian Literature (3) |
|------|-----|---|

**Jewish-American Literature:**

|      |     |                                       |
|------|-----|---------------------------------------|
| ENGL | 371 | Issues in Jewish-American Writing (3) |
|------|-----|---------------------------------------|

**Gay/Lesbian Literature:**

|      |     |                      |
|------|-----|----------------------|
| ENGL | 368 | Gay Male Writers (3) |
| ENGL | 369 | Lesbian Writers (3)  |

**Women's Literature:**

|      |     |                                  |
|------|-----|----------------------------------|
| ENGL | 431 | Images of Women in Writing (3)   |
| ENGL | 433 | Women Authors (3)                |
| ENGL | 434 | 19th Century Women Novelists (3) |

**American Indian Literature:**

|      |     |                                      |
|------|-----|--------------------------------------|
| ENGL | 314 | North American Indian Literature (3) |
|------|-----|--------------------------------------|

**Communication Studies Extended Study****Perspective and Focus (12 units):**

Students should seek advisement from the Communication Studies Advisor before choosing their course work.

**Select 12 units from the following courses:**

|      |       |  |
|------|-------|--|
| COMS | 104   | Literature in Performance (3)  |
| COMS | 255/L | Argumentation (2/1)  |
| COMS | 301   | Performance, Language and Cultural Studies (3)   |
| COMS | 303   | Narrative in Performance (3)   |
| COMS | 304   | Poetry in Performance (3)  |
| COMS | 320   | Communicative Functions of Language (3)  |
| COMS | 323   | Group Communication (3)  |
| COMS | 325   | Legal Argumentation (3)  |
| COMS | 356   | Intercultural Communication (3)  |
| COMS | 360   | Communication and the Sexes (3)  |
| COMS | 400C  | Directing Oral Performance (Debate) (3)  |
| COMS | 425   | Theories of Argumentation and Deliberation (3)   |
| COMS | 437   | Communication for Youth Institute (work with middle school students on public speaking skills) (3) |

**Theatre Extended Study:****Perspective and Focus (12 units):**

Please see the Subject Matter Advisor in Theater for specific information concerning course sequencing and requirements for Production Participation, Independent Study and Internship in the Arts:

|    |       |                              |
|----|-------|------------------------------|
| TH | 111   | Actors and Acting (3)        |
| TH | 315   | World Drama (3)              |
| TH | 371/L | Creative Drama (3)           |
| TH | 490A  | Production Participation (1) |
| TH | 599A  | Independent Study (1)        |

**General Education:** To meet the 48-unit GE requirement, students may double-count 3 units from the Lower Division major

requirements (ENGL 258, 259 or 275) and students may double count Communication Studies 309 and Theatre 473/473L for both GE-Humanities and for the major. Students majoring in English are encouraged to take a foreign language as part of their college program.

|   |            |
|---|------------|
| <b>Total Units in Option III</b>            | <b>54</b>  |
| <b>General Education Units</b>              | <b>39</b>  |
| <b>Additional Units</b>                     | <b>27</b>  |
| <b>Total Units Required for B.A. Degree</b> | <b>120</b> |

**D. Four-Year Integrated English Single Subject Matter Credential Program (FYI) Option**

The Four-Year Integrated English Teacher Credential Program (FYI-English) for freshmen requires that students apply and be accepted to the Program. Readiness for college-level work is one prerequisite. Students admitted to the FYI Program will be assigned to a cohort in their freshman year and they, with their cohort, will complete the course work in the designated order outlined here. FYI-English integrates English subject matter course work and the course work included in professional preparation. The Program also includes all General Education and Title 5 course work, permitting students who successfully complete the Program to earn both a B.A. in English and a Single Subject English Preliminary Credential in 4 years. Note: For additional information, consult the Credential Office, the FYI-English Advisor in the Department of English or the Department of Secondary Education.

**Fall Semester, Year 1 (16 units)**

|   |                                     |   |
|---|-------------------------------------|---|
| ENGL  | 115                                 | Approaches to University Writing (3)        |
| MATH  | 131 or other GE Math                | Mathematical Ideas (3)                      |
| RS  | 101 or other GE Arts and Humanities | The Bible (3)                               |
| UNIV  | 100                                 | Freshman Seminar (GE Lifelong Learning) (3) |
| Choose 3 units from the GE Natural Sciences Section (3) |                                     |   |
| Choose one GE Natural Sciences Lab (1)                  |                                     |   |

**Spring Semester, Year 1 (16 units)**

|   |       |  |
|---|-------|--|
| COMS  | 151/L | Public Speaking (2/1)                            |
| ENGL  | 250FE | Perspectives on English Studies for Teachers (3) |
| ENGL  | 258   | Major English Writers I (3)                      |
| ENGL  | 275   | Major American Writers (3)                       |
| Choose 3 units from the GE Natural Sciences Section (3) |       |  |
| Choose 1 GE Natural Sciences Lab (1)                    |       |  |

**Fall Semester, Year 2 (15 units)**

|   |     |                              |
|---|-----|------------------------------|
| AAS 201, PAS 204, or CHS 202 Race, Racism and Critical Thinking (3) |     |                              |
| ENGL  | 259 | Major English Writers II (3) |
| ENGL  | 355 | Writing about Literature (3) |
| Select Title 5 (Requirement 1) course (3)                           |     |                              |
| Choose 3 units from the GE Comparative Cultural Studies Section (3) |     |                              |

**Spring Semester, Year 2 (15 units)**

|  |     |   |
|--|-----|---|
| COMS   | 309 | Advanced Public Speaking (3)              |
| ENGL   | 311 | History of African-American Writing (3)   |
| or ENGL 371 Issues in Jewish-American Writing (Extended Study 2) (3) |     |   |
| ENGL   | 363 | Study of Poetry (Extended Study 1) (3)    |
| EPC  | 420 | Educational Psychology of Adolescence (3) |
| PSY  | 312 | Psychological Aspects of Parenthood (3)   |

**Fall Semester, Year 3 (16 units)**

|   |        |  |
|---|--------|--|
| AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3) |        |  |
| ENGL  | 416    | Shakespeare: Selected Play (3)         |
| or ENGL 417 Shakespeare Survey (3)                            |        |  |
| HSCI  | 496ADO | Health Concerns of Adolescents (1)     |
| SED   | 511    | Fundamentals of Secondary Education in |



TH 473/L Multiethnic Secondary Schools (3)  
 Dramatic Performance in the Secondary Language Arts Curriculum with lab (2/1)  
**Choose 3 units of British Literature:** ENGL 443, 449, 452, 456, 458, 460, 461, 462, 466, 467 or 468 (Extended Study 3) (3)

**Spring Semester, Year 3 (15 units)**

ENGL 301 Language and Linguistics (3)  
 ENGL 406 Advanced Expository Writing for Teachers (3)  
 ENGL 436 Major Critical Theories (3)  
 or ENGL 438 Critical Approaches to Literature (3)  
 SED 514 Computers in the Instructional Program (3)

**Choose 3 units American Literature:** ENGL 473, 474, 475, 476, 477 or 478 (Extended Study 4) (3)

**Additional Requirements for Spring Semester, Year Three Students Should:**

1. Successfully complete the English Subject Matter Exit Interview with 2 members of the English Department (see advisor)
2. Take the Upper Division Writing Proficiency Exam (UDWPE)
3. Apply for Admission to the Credential Program
4. Take the CBEST examination
5. Apply for the Certificate of Clearance from the Commission on Teacher Credentialing

**Summer Year 3 or Prior to Year 4 Spring Semester**

Choose an additional 3 units from Title 5 (Part 2) (3)

**Fall Semester, Year 4 (15 units)**

ENGL 302 Introduction to Modern Grammar (3)  
 ENGL 429 Literature for Adolescents (3)  
 SED 525EN Methods of Teaching English (3)  
 SED 554/554S Supervised Field Experience and Field Experience Seminar (3+1)  
 SPED 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)

**Spring Semester, Year 4 (16 units)**

ENGL 495ESM Senior Seminar in Literature (3)  
 SED 521 Teaching Content Area Literacy in Multiethnic Secondary Schools (3)  
 SED 529 Teaching English Learners in Multiethnic Secondary Schools (3)  
 SED 555/555S Supervised Practicum and Practicum Seminar (5+2)

**Additional Requirements for the FYI English Single Subject Matter Credential Program (FYI) Option**

1. Earn a grade of C or better and GPA of 2.99 or higher in ENGL 250FE, 258, 259, 275, 301, 302, 355, 363, 406, 416/417, 429, 495ESM; Upper Division ENGL courses; COMS 309 and TH 473/L
2. Maintain an overall GPA of 2.75 or higher
3. Earn a grade of C or better and GPA of 3.0 or higher in AAS/ARMN/CHS/ELPS/PAS 417; EPC 420; HSCI 496ADO; SED 511, 514, 521, 525EN, 529, 554 and 555; and SPED 401C
4. Complete a Professional Teaching Portfolio (SED 555)
5. Develop and complete an Induction Plan (SED 555)

|                                       |     |
|---------------------------------------|-----|
| Total English Subject Matter Units    | 54  |
| Total Single Subject Credential Units | 36  |
| Total Units Required for Option IV    | 128 |

**E. Option Junior-Year Integrated (JYI) English Subject Matter Program for the Single Subject Credential**

JYI-English begins in the junior year for students who apply and are accepted to the Program. This Program integrates undergraduate subject matter knowledge with professional credential preparation content and experiences and it leads to both the B.A. in English and the Single Subject Preliminary Credential in English. For admission, students must be juniors who have completed the Lower Division general education requirements, including Title 5 parts 1 and 2 and the Lower Division Core of the English Subject Matter Option major.

Applications to both the University and to the Credential Program are necessary. Students will be responsible for successfully completing the English Subject Matter Exit Interview and the CSUN Upper Division Writing Proficiency Exam (UDWPE); and for meeting the basic skills requirement (generally, passing the California Basic Educational Skills Test). Paralleling the FYI-English Program, the JYI-English Option requires students to complete the Extended Study requirement in Literature. Students considering the JYI-English Program should seek advisement as soon as possible for guidance in meeting admission and program requirements.

**Courses Required Prior to SED 554/554S**

ENGL 250FE Perspectives on English Studies for Teachers (3)  
 ENGL 301 Language and Linguistics (3)  
 ENGL 311 History of African American Writing (3)  
 or ENGL 371 Issues in Jewish American Writing (3)  
 ENGL 355 Writing About Literature (3)  
 ENGL 363 Study of Poetry (3)  
 EPC 420 Educational Psychology of Adolescence(3)  
 SED 511 Fundamentals of Teaching in Multiethnic Secondary Schools (3)  
 SED 525EN Methods of Teaching English (3)

**Required Prior to or Concurrent with SED 554/554S**

ENGL 406 Advanced Expository Writing for Teachers (3)  
 ENGL 416 Shakespeare: Selected Plays  
 or ENGL 417 Shakespeare Survey (3)  
 ENGL 429 Literature for Adolescents (3)  
 ENGL 436 Major Critical Theories  
 or ENGL 438 Critical Approaches to Literature (3)

**Required Prior to or SED 555/555S**

SED 554/554S Supervised Field Experience and Field Experience Seminar (3 + 1)

**Required Prior to or Concurrent with SED 555/555S**

COMS 309 Advanced Public Speaking (3)  
 ENGL 302 Introduction to Modern Grammar (3)

**American Literature Extended Study: Select 1 of the following:** ENGL 473, 474, 475, 476, 477 or 478

**British Literature Extended Study: Select 1 of the following:** ENGL 443, 449, 452, 456, 458, 460, 461, 462, 466, 467 or 468

AAS/ARMN/CHS/  
 ELPS/PAS 417 Equity and Diversity in Schools (3)  
 ENGL 495ESM Senior Seminar in Literature for English Subject Matter Programs (3)  
 SED 521 Teaching Content Area Literacy in Multiethnic Secondary Schools(3)  
 SED 529 Teaching English Learners in Multiethnic Secondary Schools (3)  
 SPED 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)  
 TH 473/L Dramatic Performance in the Secondary Language Arts Curriculum and Lab (2/1)

A  
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**Courses Required for Program Completion**

|      |          |  |
|------|----------|--|
| SED  | 514      | Technology in Instruction (3)                    |
| HSCI | 496ADO   | Health Concerns of Adolescents (1)               |
| SED  | 555/555S | Supervised Practicum and Practicum Seminar (5+2) |

Additional Requirements for the JYI English Single Subject Matter Program (JYI) for the Single Subject Credential Option. Students should:

1. Earn a grade of C or better and maintain a GPA of 2.99 in: COMS 309; ENGL 250FE, 301, 302 and 311 *or* 371, 355, 363, 406 and 416 *or* 417, 429, 436 and 438; and ENGL 495ESM; TH 473/L; and Upper Division Extended Study in English
2. Earn a grade of C or better and a GPA of 3.0 in AAS/ARMN/CHS/ELPS/PAS 417; EPC 420; HSCI 496ADO; SED 511, 514, 521, 525EN, 529, 554 and 555; and SPED 401C
3. Maintain an overall GPA of 2.75 or above
4. Apply for admission to the Credential Program prior to Fall of the Junior Year or as per advisement
5. Successfully complete the English Subject Matter Culminating Interview
6. Complete the Professional Teaching Portfolio (Teaching Performance Assessment) (SED 555)
7. Develop and complete an Individual Induction Plan (SED 555)

|  |    |
|--|----|
| <b>Total English Subject Matter Units</b>            | 45 |
| <b>Total Single Subject Credential Units</b>         | 36 |
| <b>Total Units Required for JYI English Option V</b> | 81 |

**F. Honors Program Option**

Requirements for admission to the Honors Option: The Program leading to the B.A. degree with Honors in English offers students the opportunity to engage in various approaches to English Studies through courses, seminars and independent reading, writing and research. Admission into the program—to begin normally in the first semester of the junior year—is by approval of the Honors Option Advisor. To be graduated from the Honors Program, a student needs a GPA of 3.5 or better in his/her Upper Division English courses.

**1. Lower Division Required Courses (9 units)**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 258 | Major English Writers I (3)  |
| ENGL | 259 | Major English Writers II (3) |
| ENGL | 275 | Major American Writers (3)   |

**2. Upper Division Required Courses (27 units)****a. Literary Theory (3 units)**

|      |     |                             |
|------|-----|-----------------------------|
| ENGL | 436 | Major Critical Theories (3) |
|------|-----|-----------------------------|

**b. Literatures of Cultural Diversity (3 units)****Select 1 course from the following:**

|      |     |   |
|------|-----|---|
| ENGL | 311 | History of African-American Writing (3) |
| ENGL | 314 | North American Indian Literature (3)    |
| ENGL | 368 | Gay Male Writers (3)                    |
| ENGL | 369 | Lesbian Writers (3)                     |
| ENGL | 371 | Issues in Jewish-American Writing (3)   |
| ENGL | 431 | Images of Women in Literature (3)       |
| ENGL | 433 | Women Authors (3)                       |
| ENGL | 434 | 19th Century Women Novelists (3)        |
| ENGL | 487 | Latina/o Literature (3)                 |

Consult an advisor for current courses in other areas, such as Asian American literature, Central American literature, Chicana and Chicano literature and Pan African or African American literature that also may satisfy this requirement. For the English major, you may not

double-count these courses for Upper Division or Subject Exploration requirements in General Education.

**c. British and American Literature (6 units)****British Literature (3 units)****Select 1 course from the following:**

|      |     |  |
|------|-----|--|
| ENGL | 419 | English Drama 1660-1880 (3)                          |
| ENGL | 443 | English Literature of the Middle Ages (3)            |
| ENGL | 449 | The English Renaissance (3)                          |
| ENGL | 452 | The Early 17th Century (3)                           |
| ENGL | 456 | The Age of Enlightenment (3)                         |
| ENGL | 458 | The Romantic Age (3)                                 |
| ENGL | 460 | The Victorian Age (3)                                |
| ENGL | 461 | Modern British Literature (3)                        |
| ENGL | 462 | Contemporary British Literature (3)                  |
| ENGL | 466 | Major British Novelists I: 1700- 1815 (3)            |
| ENGL | 467 | Major British Novelists II: 1815-1900 (3)            |
| ENGL | 468 | Major British Novelists III: 1900 to the Present (3) |

**American Literature (3 units)****Select 1 course from the following:**

|      |     |   |
|------|-----|---|
| ENGL | 473 | American Literature: 1607-1860 (3)            |
| ENGL | 474 | American Literature: 1860-1912 (3)            |
| ENGL | 475 | American Literature: 1912-1945 (3)            |
| ENGL | 476 | Contemporary American Literature (3)          |
| ENGL | 477 | Major American Novelists I: 19th Century (3)  |
| ENGL | 478 | Major American Novelists II: 20th Century (3) |

**d. Junior Honors Seminars (6 units)**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 392 | Junior Honors Seminar I (3)  |
| ENGL | 393 | Junior Honors Seminar II (3) |

*Note: ENGL 392 and 393 may be taken in any sequence.*

**e. Senior Honors Seminars (6 units)**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 492 | Senior Honors Seminar I (3)  |
| ENGL | 493 | Senior Honors Seminar II (3) |

*Note: ENGL 492 and 493 may be taken in any sequence.*

**f. Honors Revision Seminar (3 units)**

|      |     |                             |
|------|-----|-----------------------------|
| ENGL | 497 | Honors Revision Seminar (3) |
|------|-----|-----------------------------|

*Note: ENGL 497 may not be offered every term.*

**3. Upper Division Electives (9 units)**

Select any Upper Division English courses except ENGL 300, 305, 316 or 364.

**General Education:** The standard General Education requirement is 48 units; however, English majors are permitted to double-count 3 units from the Lower Division major requirements (ENGL 208, 258, 259 or 275) for both GE Subject Explorations-Arts and Humanities and for the major. Students majoring in English are encouraged to take a foreign language as part of their college program.

|   |     |
|---|-----|
| <b>Total Units in Option VI</b>             | 45  |
| <b>General Education Units</b>              | 45  |
| <b>Additional Units</b>                     | 30  |
| <b>Total Units Required for B.A. Degree</b> | 120 |

**Minor In English****A. Option I. Minor In Literature****1. Lower Division Required Courses (6 units)****Choose 2 of the following:**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 258 | Major English Writers I (3)  |
| ENGL | 259 | Major English Writers II (3) |
| ENGL | 275 | Major American Writers (3)   |

**2. Upper Division Required Courses (15 units)**

ENGL 355 Writing About Literature (3)

**British Literature before 1900 (3 units)****Select 1 course from the following:**

ENGL 414 Chaucer (3)  
 ENGL 416 Shakespeare: Selected Plays (3)  
 ENGL 417 Shakespeare: A Survey (3)  
 ENGL 418 English Drama to 1642 (3)  
 ENGL 419 English Drama 1660-1880 (3)  
 ENGL 420 Milton (3)  
 ENGL 443 English Literature of the Middle Ages (3)  
 ENGL 449 The English Renaissance (3)  
 ENGL 452 17th Century English Literature (3)  
 ENGL 456 The Age of Enlightenment (3)  
 ENGL 458 The Romantic Age (3)  
 ENGL 460 The Victorian Age (3)  
 ENGL 466 Major British Novelists I: 1700-1815 (3)  
 ENGL 467 Major British Novelists II: 1815-1900 (3)

**American Literature to 1912 (3 units)****Select 1e course from the following:**

ENGL 473 American Literature: 1607-1860 (3)  
 ENGL 474 American Literature: 1860-1912 (3)  
 ENGL 477 Major American Novelists I:  
 The 19th Century (3)

**20th Century Literature (3 units)****Select 1 of the following:**

ENGL 427 Drama from Ibsen to Present (3)  
 ENGL 461 Modern British Literature (3)  
 ENGL 462 Contemporary British Literature (3)  
 ENGL 463A Modern Poetry (3)  
 ENGL 463B Contemporary Poetry (3)  
 ENGL 468 Major British Novelists III:  
 1900 to the Present (3)  
 ENGL 475 American Literature: 1912-1945 (3)  
 ENGL 476 Contemporary American Literature (3)  
 ENGL 478 Major American Novelists II: 20th Century (3)

**Senior Seminar (3 units)**ENGL 495 Senior Seminar in Literature  
(Senior standing required) (3)**3. Upper Division Electives (3 units)**

Suggested: ENGL 311, 314, 368, 369, 371, 431, 433, 434 or 436.  
 Not permitted as electives in this option: ENGL 300, 305, 316 or 364.

**B. Option II. Minor In Creative Writing****1. Lower Division Required Courses (6 units)****All students minoring in this Option must complete the following****Lower Division requirements.**

ENGL 208 Creative Writing (3)

**Select one of the following (3 units)**

ENGL 258 Major English Writers I (3)  
 ENGL 259 Major English Writers II (3)  
 ENGL 275 Major American Writers (3)

**2. Upper Division Required Courses (15 units)****British and American Literature (3 units)****Select 1 course from the following:**

ENGL 414 Chaucer (3)  
 ENGL 416 Shakespeare: Selected Plays (3)  
 ENGL 417 Shakespeare: A Survey (3)  
 ENGL 418 English Drama to 1642 (3)  
 ENGL 419 English Drama 1660-1880 (3)  
 ENGL 420 Milton (3)  
 ENGL 443 English Literature of the Middle Ages (3)

ENGL 449 The English Renaissance (3)  
 ENGL 452 17th Century English Literature (3)  
 ENGL 456 The Age of Enlightenment (3)  
 ENGL 458 The Romantic Age (3)  
 ENGL 460 The Victorian Age (3)  
 ENGL 466 Major British Novelists I: 1700-1815 (3)  
 ENGL 467 Major British Novelists II: 1815-1900 (3)  
 ENGL 473 American Literature: 1607-1860 (3)  
 ENGL 474 American Literature: 1860-1912 (3)  
 ENGL 477 Major American Novelists I: 19th Century (3)

**20th Century Literature (3 units)****Select 1 course from the following:**

ENGL 427 Drama from Ibsen to the Present (3)  
 ENGL 461 Modern British Literature (3)  
 ENGL 462 Contemporary British Literature (3)  
 ENGL 463A Modern Poetry (3)  
 ENGL 463B Contemporary Poetry (3)  
 ENGL 468 Major British Novelists III: 1900 to the Present (3)  
 ENGL 475 American Literature: 1912-1945 (3)  
 ENGL 476 Contemporary American Literature (3)  
 ENGL 478 Major American Novelists II: 20th Century (3)

**Creative Writing (6 units)****Select 2 of the following (Courses may be repeated and counted as second course):**

ENGL 308 Narrative Writing (3)  
 ENGL 309 Verse Writing (3)  
 ENGL 310 Playwriting (3)  
 ENGL 408 Advanced Narrative Writing (3)  
 ENGL 409 Advanced Verse Writing (3)  
 ENGL 410 Advanced Dramatic Writing (3)

**Choose 1 from the following (3 units)**

ENGL 490 Senior Seminar/Narrative Writing (3)  
 ENGL 491 Senior Seminar/Poetry Writing (3)  
 ENGL 512 Writing for Performance (3)

**3. Upper Division Electives (3 units)**

Suggested: ENGL 311, 314, 368, 369, 371, 431, 433, 434 or 436.  
 Not permitted as electives in this option: ENGL 300, 305, 316 or 364.

**C. Option III. Minor in Writing and Rhetoric****Upper Division Required Courses (12 units)****Select 4 courses from the following:**

ENGL 306 Report Writing (3)  
 ENGL 407 Composition and the Professions (3)  
 ENGL 455 Literacy, Rhetoric and Culture (3)  
 ENGL 459A-Z Selected Topics in Writing and Rhetoric (3)  
 ENGL 494 Internship (3)

**Electives (6 units)****Select 2 courses from the following:**

ART 244 Graphic Design (3)  
 BLAW 470 CS Legal Research and Writing in Business (3)  
 CHS 405 Chicana/os and the Media (3)  
 CHS 433 Language Acquisition of the Chicana/o  
 and ESL Speakers (3)  
 CHS 482 Language of the Barrio (3)  
 COMS 309 Advanced Public Speaking (3)  
 COMS 325 Legal Argumentation (3)  
 COMS 356 Intercultural Communication (3)  
 COMS 443 Rhetoric of Business (3)  
 COMS 444 Political Rhetoric (3)  
 COMS 454 Communication and Technology (3)  
 ENGL 205 Business Communication in its Rhetorical  
 Contexts (3)

|      |     |  |
|------|-----|--|
| ENGL | 302 | Introduction to Modern Grammar (3)                               |
| ENGL | 305 | Intermediate Expository Writing (3)                              |
| ENGL | 355 | Writing About Literature (3)                                     |
| ENGL | 405 | Language Differences and Language Change (3)                     |
| ENGL | 406 | Advanced Expository Writing for Teachers (3)                     |
| ENGL | 412 | Literary Magazine (3)  |
| HIST | 301 | The Historian's Craft: Reading, Research and Writing History (3) |
| JOUR | 340 | Principles of Public Relations (3)                               |
| JOUR | 390 | Freedom of the Press (3)   |
| JOUR | 400 | Mass Communication Law and Ethics (3)                            |
| JOUR | 465 | Mass Communication and Popular Culture (3)                       |
| JOUR | 478 | International News Media (3)                                     |
| JOUR | 480 | History of the American News Media (3)                           |
| MKT  | 498 | Field Assignments and Reports—Management (3)                     |
| MKT  | 440 | Integrated Marketing Communications (3)                          |
| PAS  | 395 | Bilingualism in the African-American Community (3)               |

### Second Bachelor of Arts Degree in English

Students seeking a second B.A. in English in any of the options described above should note the University regulations governing second degrees. Students admitted into the Second B.A. Program must take at least 24 units in the English major in residence. To complete the major they must have a total of 36-48 units in English, the exact number to be determined by advisement. At least 24 of these units will be Upper Division English courses; 6 units may be in Upper Division courses outside of English with prior approval of the Department Chair or Associate Chair. Students must obtain, at their first registration for this program, an evaluation of all earlier work in English.

### Requirements for the Master of Arts Degree

In addition to the University requirements, the English Department requires that students meet one of two conditions before being admitted into the department program:

1. Students with a B.A. in English must have a minimum GPA of 3.0 in Upper Division English courses;. This GPA is determined by the cumulative GPA of all approved Upper Division English courses.
2. Students with a B.A. in a subject other than English must have a minimum of 24 semester units of approved Upper Division English courses with a minimum 3.0 GPA in these courses. This GPA is determined by the cumulative GPA of all approved Upper Division English courses.

One of these two conditions must be met before a student may be admitted into the English Department M.A. Program in either Conditionally Classified or Classified status. Applicants who, upon Departmental evaluation, do not possess enough qualifying units or the required GPA need to take additional undergraduate Upper Division English courses to make up any deficits before admission into the program.

Once students have met the above requirements, they may be admitted into the program. However, there are further conditions that must be met before students can be fully admitted. Therefore, there are two types of admission: Classified and Conditionally Classified.

#### A Classified student has fulfilled the following 3 criteria:

- 1) A B.A. in English or have already completed 24 Upper Division-approved English semester units (UD English GPA minimum required: 3.0)
- 2) A passing score on the Writing Proficiency Exam (UDWPE)
- 3) A GPA of 3.6 or greater in Upper Division English and a 3.0 in their last 60 units or score in the 80th percentile in the verbal portion of the general test of the Graduate Record Exam (GRE)

#### A Conditionally Classified student has a B.A. in English or has already completed 24 Upper Division-approved English semester units with a minimum 3.0 GPA and need to fulfill one or more of the following criteria:

- 1) A passing score on the Writing Proficiency Exam (UDWPE)
- 3) A GPA of 3.6 or greater in Upper Division English and a 3.0 in their last 60 units or score in the 80th percentile in the verbal portion of the general test of the Graduate Record Exam (GRE)

#### Denied students fall into one or more of these categories:

- 1) Do not have a B.A. in English
- 2) Do not have 24 Upper Division-approved English semester units
- 3) Do not have the required minimum GPA of 3.0 in Upper Division English units

*\*Denied students may not take any graduate level courses (500- to 600-level).*

Conditionally Classified students may take graduate classes as they work on fulfilling the GRE and UDWPE conditions required for Classified status. However, students cannot go beyond 12 units of course work until Classified status is achieved. Note that the English Department's requirements for Classification are more stringent than the University's requirements.

The UDWPE cannot be waived, but if a student passed this test or its equivalent as an undergraduate, he or she need not take it again. The GRE requirement will be waived if, at the time of entrance into the program, a student has a 3.6 GPA in Upper Division English and a 3.0 in the last 60 units. *Note: All students with a GPA of 3.59 or less in their upper-division English units must take the GRE at least once. For students who have taken the GRE once and who do not score in the 80th percentile, the student and Department wait for the GPA of the first 12 graduate units. If a student's GPA in the first 12 graduate units is 3.5 or higher, the original GRE score will stand and the student does not have to retake the GRE. If a student's GPA in the first 12 graduate units is between 3.00 and 3.49, he/she will have to achieve the designated GRE score that matches the GPA in the table below. Students not Classified at 12 units must get approval from Ranita Chatterjee to take classes.*

| Minimum GPA<br>(first 12 units) | GRE Verbal Score                        |
|---------------------------------|---|
| 3.5 - 4.0                       | No minimum<br>(However, must take exam) |
| 3.4                             | 153                                     |
| 3.3                             | 153                                     |
| 3.2                             | 154                                     |
| 3.1                             | 156                                     |
| 3.0                             | 157                                     |

### Requirements for the M.A. Degree in English

A minimum of 30 units of approved graduate work comprising Core Requirements and 1 Option:

#### 1. Core Requirements (12 units)

- |      |     |  |
|------|-----|--|
| ENGL | 604 | Studies in the English Language (3)              |
| ENGL | 638 | Seminar in Critical Approaches to Literature (3) |

#### 2 courses in Literature at the 595- or 600-level (6)

#### Select 1 of the following options:

##### A. Literature Option (18 units)

- |      |     |   |
|------|-----|---|
| ENGL | 601 | Seminar in Scholarly Methods and Bibliography (3) |
|------|-----|---|
- 3 courses in Literature (9)

2 courses, selected with the approval of the Graduate Advisor (6). One of these courses may be ENGL 698D Graduate Project.

*The Department may not offer ENGL 698D every term.*

Students who choose not to take ENGL 698D will instead take ENGL

697, the Comprehensive Examination.

The Comprehensive Examination does not carry unit weight toward the Degree in the M.A. Program. Therefore, students taking the exam must complete 30 units of course work in addition to the exam. For regulations governing required registration for the examination, see the "Graduate Programs" section of the Catalog.

### B. Creative Writing Option (18 units for Thesis Option; 21 units for Project Option)

Applicants interested in the Creative Writing Option must first be admitted into the M.A. Program in English and must submit a qualifying creative writing sample (Poetry: 10 complete poems; Fiction: 1 complete short story; Creative Nonfiction: 1 complete essay; Playwriting: 1 complete one-act play, or 1 act from a full-length play, or 1 complete performance text of at least 10 minutes) to the Creative Writing Committee during the first semester of residency.

ENGL 652 Creative Writing Studies (3)

Either 2 courses in creative writing (9) (for students who choose the Thesis Option) or 4 courses in creative writing (12) (for students who choose the Project Option)

One course selected with the approval of the Graduate Advisor (3)  
Culminating experience: the student will choose one of the following two options:

1. Thesis Option: ENGL 698C—Creative Writing Thesis (consult Option Advisor) (3)
2. Project Option: ENGL 698D—Graduate Project (consult Option Advisor) (3)

*Note: The Project Option requires students in the Creative Writing Option to take an extra creative writing workshop (for a total of 33 units). The student must be concurrently enrolled in a 400-, 500- or 600-level creative writing workshop within her or his primary genre while enrolled in 698D.*

*Note: The Department may not offer ENGL 698 every term.*

*Note: The Thesis Option will no longer be available after this Catalog. Please see the department for further information.*

### C. Rhetoric And Composition Theory Option (18 units)

Applicants interested in the Rhetoric and Composition Theory Option must first be admitted into the M.A. Program in English and must submit a qualifying non-fiction writing sample (10 pages) during his/her first semester of residency.

ENGL 651—Rhetorical Theory and Composition (3)

4 courses in rhetoric or composition or study of language (12)

Either ENGL 698D—Graduate Project OR ENGL 697—Comprehensive Examination.

*Note: The Department may not offer ENGL 698D every term.*

*Note: The Comprehensive Examination does not carry unit weight toward the degree in the M.A. Program. Therefore, students taking the exam must complete 30 units of course work in addition to the exam. For regulations governing required registration for the examination, see the "Graduate Programs" section of the Catalog.*

#### Notes:

1. In all Options, students may choose, with consent of the Graduate Advisor, two 400-level courses in English or outside the English Department that have been approved for graduate credit.
2. Students may repeat the following courses once for credit:
  - ENGL 512 Writing for Performance (3-3)
  - ENGL 608 Seminar in Narrative Writing (3-3)
  - ENGL 609 Seminar in Poetry Writing (3-3)

ENGL 622 Seminar on Aspects of Poetry (3-3)

ENGL 623 Seminar in Studies in Prose Fiction (3-3)

Students may repeat the following courses twice for credit:

ENGL 620A-Z Seminar in Individual Authors (3-3-3)

ENGL 630A-M Seminar in Literary Periods (3-3-3)

ENGL 699A-C Independent Study (6 units maximum) (1-3)

### Course List

Note that with the exception of the Subject Matter and FYI/JYI Options, the English Department does not allow double-counting of Upper Division General Education courses within its major.

#### ENGL 090. Extemporaneous Expository Writing (3)

*Preparatory: Completion of the Lower Division writing requirement.*

Intensive practice in writing effective expository prose under test conditions. Primarily designed for students preparing to retake the Upper Division Writing Proficiency Exam (UDWPE). Credit for ENGL 090 does not guarantee passing the UDWPE. (Credit/No Credit only)

#### ENGL 113A. Approaches to University Writing A (3)

*Prerequisite: EPT score of 120-141 or higher. Corequisite: UNIV 061.*

Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS and QS 113A. Students also are required to enroll in UNIV 061 (1 credit). Individual tutoring is available through the Learning Resource Center.

#### ENGL 113B. Approaches to University Writing B (3)

*Prerequisite: ENGL 113A.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS and QS 113B. Students also are required to enroll in UNIV 062 (1 credit). Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

#### ENGL 114A. Approaches to University Writing A (3)

*Prerequisite: EPT score of 142-150.* Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, PAS and QS 114A. Individual tutoring is available through the Learning Resource Center.

#### ENGL 114B. Approaches to University Writing B (3)

*Prerequisites: Successful completion of ENGL 114A.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS and QS 114B. Individual tutoring is available through the Learning Resource Center.

**ENGL 115. Approaches to University Writing (3)**

*Prerequisite:* EPT score of 151 or higher. Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS and QS 115. Individual tutoring is available through the Learning Resource Center.

**ENGL 196A-Z. Experimental Topics Courses in English (1-3)****ENGL 205. Business Communication in its Rhetorical Contexts (3)**

*Prerequisites:* CH S 113B/114B/115 or PAS 113B/114B/115 or ENGL 113B/114B/115 or AAS 113B/114B/115 or QS 113B/114B/115 or equivalent. *Preparatory:* CHS 151 or COMS 151 or PAS 151 or equivalent; COMP 100 or equivalent. Development of critical writing, thinking, research and technology skills in the context of business. Through substantial writing and other work, students will hone their written, oral and visual communication skills, and their ability to find, synthesize and make arguments based on primary and secondary sources. Emphasis on communication with a diverse audience and case studies about ethical issues common to the local and global business world. This course is required of students who have declared a major in Accountancy, Business Administration, Management, Marketing, Information Systems or Finance. Also may be taken as an elective by other students who wish to enhance their professional communication skills. Not available for students who have earned credit for BUS 105 or 205.

**ENGL 208. Creative Writing (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Introductory workshop course in creative writing. Students have the option of concentrating on 1 of 3 modes: prose fiction, poetry or drama. Part of the Writing Option in English. (Available for General Education, Arts and Humanities.)

**ENGL 250FE. Perspectives on English Studies for Teachers (3)**

Introduces students to the issues of reading and writing in the context of examining their own first-year experiences with reading and writing, and connects these experiences to the curricular content of 9th grade English classes and pupils. Students will meet with a CSUN instructor 1.5 hours per week. A 20-hour field experience in a 9th grade English classroom is required. Required for FYI and JYI English Program.

**ENGL 255. Introduction to Literature (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Introductory study of the genres of imaginative literature—prose fiction, poetry and drama—with special emphasis on the interrelationships between form and theme. The course will feature a specific cultural tradition (e.g., Western, Postcolonial, African American, etc.) to be chosen by the instructor. Critical writing is an integral part of the course. (Available for General Education, Arts and Humanities and meets the Lower Division literature requirement for Liberal Studies majors.)

**ENGL 258. Major English Writers I (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Study of works of major English writers from the Middle Ages to Samuel Johnson, with attention to literary movements and backgrounds. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 259. Major English Writers II (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Study of works of major English writers, from Blake to the present, with attention to literary movements and backgrounds. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 275. Major American Writers (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Study of the important works of a selected number of American writers from the colonial period to modern times. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 296A-Z. Experimental Topics Courses in English (1-3)****Upper Division****ENGL 300. Contemporary Literature (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* Upper Division standing. Not for credit in the English major and minor. Study and analysis of selected major works of fiction, poetry, drama and major authors since approximately the end of World War II in England and America. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 301. Language and Linguistics (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Introduction to linguistic science, its background, development and relation to other fields of study, as well as recent developments in the study of language. (Linguistics and Language Study requirement of the English Subject Matter Program.)

**ENGL 302. Introduction to Modern Grammar (3)**

Basic course in grammar—traditional, structural and transformational. Some applications of linguistics to the teaching of English and the language arts are suggested.

**ENGL 303. Introduction to Grammar and Linguistics for Teachers (4)**

Introduction to the study of human languages and to major scientific approaches in linguistics: phonetics (properties of sound), phonology (sound systems of particular languages), morphology (word formation processes), syntax (word order patterns), semantics (study of meaning) and language variation (including dialects and historical changes). Designed for students in the Liberal Studies Freshman ITEP Program, this course surveys current linguistic theories and focuses on those aspects of grammar expected to be taught as part of the English-Language Arts Content Standards for Grades K-5 as mandated by the California State Board of Education.

**ENGL 305. Intermediate Expository Writing (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Intermediate course in written expository writing includes a study of the style of competent writers and extends the writing skills acquired by students in the Freshman Composition course. Emphasis on developing writing that exhibits clarity, coherence, style and a clear purpose. Provides preparation for the Upper Division Writing Proficiency Exam (UDWPE) and satisfies the writing requirement in the Liberal Studies major.

**ENGL 306. Report Writing (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Approaches to writing scientific, technical, professional, business or general-information reports and articles for various audiences and contexts. Emphasis on awareness of discursive practices of particular fields to achieve purpose, coherence and effective style. Culminates with research project and presentation. (Available for General Education, Lifelong Learning.)

**ENGL 308. Narrative Writing (3-3)**

*Preparatory:* ENGL 208 or demonstrated proficiency. Intensive practice in narrative writing, with emphasis on short fiction. Analysis and criticism of students' work, as well as analysis of selected published writings. May be repeated once for credit.

**ENGL 309. Verse Writing (3-3)**

*Preparatory:* ENGL 208 or demonstrated proficiency. Intensive practice in writing poetry. Analysis and criticism of students' work, as well as some critical study of published verse. May be repeated once for credit.

**ENGL 310. Playwriting (3-3)**

*Prerequisite:* ENGL 208 or demonstrated proficiency. Intensive practice in writing drama for stage, radio and television. Analysis and criticism of students' work, including lab production through college facilities. May be repeated once for credit.

**ENGL 311. History of African-American Writing (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* At least one university-level course in literature. Focus on the development of the major genres in African-American writing from the beginning to the present, relating them to the larger movements in American culture. Critical writing required. Information Competency course. (Available for General Education, Comparative Cultural Studies.) (IC)

**ENGL 312. Literature and Film (3)**

Study of selected literary works that have been made into films, as well as an exploration of the adapted films themselves and of the change in emphasis and meaning when literature is translated into or adapted to film.

**ENGL 313. Studies in Popular Culture (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Cultural studies course focusing on the interpretation of American popular culture. Course methodology may include Marxist, psychoanalytic, semiotic or culturally eclectic scholarly points of view. Designed for students who may want to enter the fields of entertainment or advertising, or future teachers who may want to use popular culture in their classrooms, this course will survey the products of popular culture as signifiers of larger cultural forces and realities. Available as an elective in all Options of the major and minor. Information Competency course. (Available for General Education, Lifelong Learning.) (IC)

**ENGL 314. North American Indian Literature (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of North American Indian literatures, including traditional oral forms, autobiographies and contemporary poetry and prose.

**ENGL 316. Shakespeare (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* Upper Division standing. Not for credit in the English major or minor. Introductory study of representative poems and plays. Attendance at performances and/or films is required. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 333. Comics and Graphic Novels (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of comics, including comic strips, comic books and graphic novels, from literary and cultural studies perspectives. Emphasis on both history and form, including image-text relationships. Topics also may include fan culture, particular genres of comics and connections between comics and other forms of visual text. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 355. Writing About Literature (3)**

*Preparatory:* Completion of the Lower Division writing requirement and 2 Lower Division English courses. Intensive study of the literary genres of poetry, prose, fiction and drama. Emphasis on written analysis of selected works in each genre. Development of criteria for responsible judgment.

**ENGL 360. the English Bible As Literature (3)**

*Preparatory:* Upper Division standing. Study of form, theme and style in the King James Version of the Bible.

**ENGL 363. Study of Poetry (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Intensive study of representative poems in English from the Middle Ages to the present. Exercises in explication of the various modes of poetic expression. Development of criteria for responsible judgment.

Emphasis on critical analysis of selected poems. Critical writing required. Class activity is largely discussion.

**ENGL 364. The Short Story (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* Upper Division standing. A study of the short story, beginning with careful examination of some classics in the genre, followed by analysis of more contemporary works. Not allowed for credit in the English major or minor. Critical writing required. (Available for General Education, Arts and Humanities.)

**ENGL 368. Gay Male Writers (3)**

*Preparatory:* Completion of Lower Division writing requirement. Examines works in British and American literature that: a) were written by gay men; and b) portray the lives of gay individuals. Focusing primarily on texts written since the late 19th century and traces the development of gay male self-representation in poetry, novels, short fiction, drama and nonfiction.

**ENGL 369. Lesbian Writers (3)**

*Preparatory:* Completion of Lower Division writing requirement. Primarily focuses on the work of lesbian writers of the 20th century. Using the approaches of current feminist literary theorists, the course explores the diversity and intersections of lesbian literary traditions, and examines the extent to which lesbian writers have followed and/or altered genre conventions in fiction and poetry.

**ENGL 370. Science Fiction (3)**

*Preparatory:* Completion of Lower Division writing requirement. Study of selected short stories, essays and novels of science fiction.

**ENGL 371. Issues in Jewish-American Writing (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of Jewish writing in America as it affects the relationship between Jewish issues and themes and American culture, based on the works of such authors as I. B. Singer, Roth, Bellow, Malamud, Cahan, Paley, Olsen, Shapiro, Ozick and Potok. Critical writing required. Information Competency course. (Available for General Education, Comparative Cultural Studies.) (IC)

**ENGL 392. Junior Honors Seminar I (3)**

*Preparatory:* Admission to the Honors Program. May be taken in any sequence with ENGL 393. Introduction to literary history with emphasis on the role of tradition and influence.

**ENGL 393. Junior Honors Seminar II (3)**

*Preparatory:* Admission to the Honors Program. May be taken in any sequence with ENGL 392. Introduction to practical criticism through a study of critical methods and their application to various literary works, with some attention to bibliography and scholarly method.

**ENGL 396A-Z. Experimental Topics Courses in English (1-3)****ENGL 400. History of the English Language (3)**

Developments in the English language from Old English through Middle English, Early Modern English and Modern English. American English and its heritage. Influences from other languages as well as internal linguistic processes in English itself.

**ENGL 405. Language Differences and Language Change (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Study of how and why language changes, with particular emphasis on the history of English; social and geographical dialects; current English usage; and lexicography. Brief review of phonology and grammar is included for those students who need it. (Available for Section C of the Multicultural Requirement for Credential Candidates.)

**ENGL 406. Advanced Expository Writing for Teachers (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Required of candidates working for the Single Subject Credential in

English; an option for candidates in Liberal Studies working for the Multiple Subjects Credential. Advanced course in written composition and recent composition theory extends the student's writing skills, explores the kind of writing required of California public school students and establishes criteria for the evaluation of writing at all levels.

**ENGL 407. Composition and the Professions (3)**

*Preparatory: Demonstrated proficiency; Instructor consent.* Advanced composition, logical thinking and coherent expression designed particularly for students who wish to use their writing and analytic skills in the professions of law or medicine, government or community services, business, industry, or non-teaching educational and research services.

**ENGL 408. Advanced Narrative Writing (3-3)**

*Preparatory: ENGL 308.* Continued practice in the writing of prose fiction, with a concentration on experimentation in style and structure. Analysis and criticism of students' work. May be repeated once for credit.

**ENGL 409. Advanced Verse Writing (3-3)**

*Preparatory: ENGL 309.* Continued practice in the writing of poetry, with emphasis on formal poetic patterns. Analysis and criticism of students' work, as well as study of selected published verse. May be repeated once for credit.

**ENGL 410. Advanced Dramatic Writing (3-3)**

*Preparatory: ENGL 310.* Continued practice in dramatic writing leading to the completion of a full-length drama. Analysis and criticism of students' work as well as study of selected plays. May be repeated once for credit.

**ENGL 412. Literary Magazine (3)**

*Preparatory: Upper Division standing.* Theoretical overview of literary publishing; practice in close reading and in the exercise of literary and aesthetic judgment; and editing and publishing of the *Northridge Review*, a literary magazine. May be repeated once with instructor's consent. May be repeated once for credit.

**ENGL 414. Chaucer (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of *The Canterbury Tales* and other selected poems.

**ENGL 416. Shakespeare: Selected Plays (3)**

Close study of 3 to 5 plays. ENGL 416 and 417 may be taken separately or in any sequence.

**ENGL 417. Shakespeare: A Survey (3)**

Study of 8 to 15 of the major plays. ENGL 416 and 417 may be taken separately or in any sequence.

**ENGL 419. English Drama 1660-1880 (3)**

Study of significant plays in England, 1660-1880, with special emphasis on such major dramatists as Wycherley, Dryden, Congreve, Otway and Sheridan.

**ENGL 420. Milton (3)**

Study of *Paradise Lost*, other poems and selected prose.

**ENGL 427. Drama From Ibsen to the Present (3)**

Development of significant theater movements in Europe and America. Intensive study of selected plays. (Cross listed with FLIT 427.)

**ENGL 428. Children's Literature (3)**

*Preparatory: One Lower Division course in literature.* Study of form, content and theme in children's literature, classic and contemporary, from pre-school through 9th-grade level.

**ENGL 429. Literature for Adolescents (3)**

Critical analysis of selected literary works of interest to adolescents, including works commonly used in secondary schools (grades 7-12).

Development of principles for the evaluation of literature for adolescents.

**ENGL 430. Literature and the Visual Arts (3)**

Study of literature from the perspective of its relationships with the visual arts, including fields such as literary pictorialism, the sister arts tradition, inter-media stylistic and book illustration.

**ENGL 431. Images of Women in Literature (3)**

*Preparatory: Completion of 3 units of Lower Division literature.* Study of the images of women in literature and criticism, primarily by women themselves. Emphasis on the diversity of contemporary portrayals and their traditional backgrounds.

**ENGL 433. Women Authors (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of literature (poetry and prose) by prominent English and American women authors from earliest times to the present.

**ENGL 434. 19th Century Women Novelists (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of selected novels by important 19th century women novelists, both British and American, including such writers as Alcott, Austen, C. Brontë, E. Brontë, Chopin, Eliot, Gaskell, Gilman and Stowe. Examines both text and context for each novel studied to suggest why these women chose to be writers, why they chose the subjects they did and how their works have been received by readers.

**ENGL 436. Major Critical Theories (3)**

Study of major texts of literary criticism from Plato to the present. Emphasis on application of critical theories.

**ENGL 438. Critical Approaches to Literature (3)**

Application of basic topics of practical criticism—rhetorical, formal, contextual, psychological and archetypal—to a selected core of literary texts. Emphasis on critical writing.

**ENGL 443. English Literature of the Middle Ages (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature of England to 1500, including *Beowulf* and representative Old English secular and religious poems and such Middle English authors as Chaucer, Langland, the Pearl Poet, Gower and Malory, as well as such medieval genres as the romance, the lyric, the ballad and the drama. Some works will be read in modern English versions.

**ENGL 449. The English Renaissance (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the non-dramatic literature and of the culture of England from 1500 to 1603.

**ENGL 452. 17th Century Literature (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the non-dramatic literature and of the culture of England from the death of Elizabeth I to the Glorious Revolution.

**ENGL 455. Literacy, Rhetoric and Culture (3)**

Study of current and past theories of literacy, including the nature of literacy itself; connections between rhetoric and literacy; the ways literacy is shared and used by individuals, families and cultures; and the political, social and personal ramifications of literacy. Core course for English Department minor in Writing and Rhetoric. Available for graduate credit.

**ENGL 456. The Age of Enlightenment (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and culture of England from 1660 to 1800. Emphasis on such major authors as Dryden, Pope, Swift, Montagu, Behn and Johnson, with examples of the novel and the drama.



**ENGL 457A-Z. Selected Topics in Creative Writing (3-3)**

*Prerequisite: English 308, 309, 310 or permission of instructor.* Intensive consideration of a focused area of study as it proceeds from a literary or critical tradition that informs creative writing. Creative and critical writing required. Topics will change from semester to semester. May be repeated one time for credit.

**ENGL 458. The Romantic Age (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and culture of England during the Romantic period, with special emphasis on the major poets, including Blake, Wordsworth, Coleridge, Shelley, Keats and Byron.

**ENGL 459 A-Z. Selected Topics in Writing and Rhetoric (3-3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Intensive study of a topic relevant to literacy, composition or rhetoric. Analytic or critical writing required. Topics will change from semester to semester. May be repeated one time. Available for graduate credit.

**ENGL 460. The Victorian Age (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and culture of England from 1837 to 1901, with special emphasis on the major writers of the age, including Tennyson, Arnold and Browning.

**ENGL 461. Modern British Literature (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of British Literature, from 1900 to 1939 and of the cultural forces that helped shape it. Emphasis on such major writers as Yeats, Joyce, Lawrence, Woolf and Shaw.

**ENGL 462. Contemporary British Literature (3)**

*Preparatory: 6 units of Lower Division literature courses and English 355.* Study of British literature in the late 20th and early 21st centuries (e.g., Stoppard, Beckett, Kureishi, Smith, Amis, Heaney, Adcock, McGuckian). The course will consider the historical and cultural forces currently shaping genres and ideas, and may also discuss influences of mid-20th century writers.

**ENGL 463A. Modern Poetry (3)**

Intensive study and analysis of the poems of major English language authors between 1912 and 1955, including such writers as Yeats, Eliot, Pound, H. D., Crane, Jeffers, Toomer, L. Hughes, Lawrence, Auden, Moore, Stevens, Williams and Cummings.

**ENGL 463B. Contemporary Poetry (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Intensive study and analysis of the poems of major English language authors since 1955, including such writers as Robert Lowell, Sylvia Plath, John Berryman, Adrienne Rich, Allen Ginsberg, James Wright, John Ashbery, Amiri Baraka, Maxine Kumin, Rita Dove and Seamus Heaney.

**ENGL 464. Theories of Poetry (3)**

Intensive study of the theories and craft of poetry.

**ENGL 465. Theories of Fiction (3)**

Intensive study of the theories and craft of fiction.

**ENGL 466. Major British Novelists I: 1700-1815 (3)**

Study of selected major novels by such authors as Defoe, Richardson, Fielding, Sterne and Austen. ENGL 466, 467 and 468 may be taken separately or in any sequence.

**ENGL 467. Major British Novelists II: 1815-1900 (3)**

Study of selected major novels such by authors as Scott, Dickens, C. Brontë, E. Brontë, Thackeray, George Eliot, Trollope and Hardy. ENGL 466, 467 and 468 may be taken separately or in any sequence.

**ENGL 468. Major British Novelists III: 1900 to the Present (3)**

Study of selected major novels by such authors as Conrad, Forster, Lawrence, Joyce, Murdoch, Bowen and Woolf. ENGL 466, 467 and 468 may be taken separately or in any sequence.

**ENGL 470A-Z. Major Authors (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* In-depth study of a single author or a comparative study of two authors, such as Swift, Hawthorne, Woolf, Morrison/Faulkner, and Williams/Lawrence. The author(s) studied will change from semester to semester.

**ENGL 473. American Literature: 1607-1860 (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and the culture of the colonial, early republic and romantic periods.

**ENGL 474. American Literature: 1860-1912 (3)**

*Preparatory: six6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and the culture of the age of realism.

**ENGL 475. American Literature: 1912-1945 (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and culture of early 20th century America, from the poetic renaissance through World War II. Emphasis on such major writers as Frost, Hemingway, Eliot, Wharton, Fitzgerald, Faulkner, Stevens, Cather, Moore and Porter.

**ENGL 476. Contemporary American Literature (3)**

*Preparatory: 6 units of Lower Division literature courses, or 3 units of Lower Division literature and ENGL 355.* Study of the literature and culture of America from 1945 to the present. Emphasis on such major writers as Bellow, Albee, Lowell, Williams, Welty, Morrison, Rich, O'Connor and Pynchon.

**ENGL 477. Major American Novelists I: the 19th Century (3)**

Study of selected works by such major American writers as Cooper, Hawthorne, Melville, Twain, Chopin and James. ENGL 477 and 478 may be taken separately or in any sequence.

**ENGL 478. Major American Novelists II: the 20th Century (3)**

Study of selected works by such major American writers as Fitzgerald, Hemingway, Cather, Wharton, Faulkner, McCullers, Bellow, Morrison, O'Connor and Updike. ENGL 477 and 478 may be taken separately or in any sequence.

**ENGL 483. European Literature: Modern Times (3)**

Study of representative European works from 1700 to the present, including consideration of their contribution to Western thought. (Cross listed with FLIT 483.)

**ENGL 487. Latino/a Literatures of the Americas (3)**

*Preparatory: ENGL 275, 436.* Study of selected works of Latina and/or Latino writers from both the U.S. and Latin America, as well as of issues raised by critics and theorists in the field. Analysis of primary texts will employ methods of contemporary literary criticism. Topic or theme selected by instructor.

**ENGL 490. Senior Seminar in Narrative Writing (3)**

*Preparatory: Senior standing.* Preparation of a collection of short stories or of a single longer work of narrative fiction. Students complete, revise and supplement their work to produce a finished manuscript of narrative fiction.

**ENGL 491. Senior Seminar in Verse Writing (3)**

*Preparatory: Senior standing.* Preparation of a collection of poems or of a single long poem. Students complete, revise and supplement their work to produce a finished manuscript of poetry.

**ENGL 492A-Z. Senior Honors Seminar I (3-3)**

*Preparatory: Senior Honors standing.* Intensive study of a literary figure, age, movement or problem. May be repeated once for credit. ENGL 492 and 493 may be taken in any sequence.

**ENGL 493A-Z. Senior Honors Seminar II (3-3)**

*Preparatory: Senior Honors standing.* Intensive study of a literary figure, age, movement or problem. May be repeated once for credit. ENGL 492 and 493 may be taken in any sequence.

**ENGL 494/IP. English Intern Program (1/2)**

*Preparatory: ENGL 407.* Students are placed by the faculty supervisor with sponsoring organizations, where they work for 90 hours per semester while meeting for 15 hours in the classroom. Specific duties associated with technical and professional writing are assigned by sponsors. Students compile a portfolio of writing done for the sponsor and a term report of the experience. May be repeated once for credit.

**ENGL 494 TCE. High School Internship: Writing and the Classroom Experience (3)**

*Preparatory: Completion of or current enrollment in at least one Upper Division writing course; Consent of instructor.* Interns are required to work for at least 10 hours per week with high school students at a high school site to develop and enhance writing skills. Interns are supervised on site by the high school English faculty and directed by the 494TCE instructor. Interns also are required to keep journals and are graded on assigned essays.

**ENGL 495A-Z. Senior Seminar in Literature (3-3)**

*Preparatory: Either two Lower Division courses in literature, or 3 units of Lower Division literature and ENGL 355; Senior standing.* Intensive study of a major British or American author, or of a literary theme or sub-genre. Reports and seminar papers required. Topics change from semester to semester. May be repeated once for credit.

**ENGL 496A-Z. Experimental Topics Courses in English (1-3)****English 497A. Honors Revision Seminar (3)**

*Preparatory: Senior Honors standing; Preparation of an article-length manuscript, to be a revised version of a seminar paper from Honors Seminars 392, 393, 492 or 493.* Students will have the opportunity to experience a full and rewarding revision process, through which they will develop an existing paper into a more sophisticated analysis that is richly researched and rhetorically and stylistically polished. Students will have the time to practice stages in the revision process that typically get short shrift when trying to develop a paper in a single semester. The resulting 20- to 25-page research essay will be suitable as a writing sample for graduate school applications or as concrete evidence of well-honed writing and thinking skills when searching for a job.

**ENGL 499A-C. Independent Study (1-3)**

*Preparatory: Upper Division standing; Normally, a 3.0 GPA in English; Prior approval of sponsoring instructor and Department Chair.*

## Graduate

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Note that 300-level courses in English do not carry credit for the M.A. in English; a maximum of 6 units of 400-level courses in English may carry credit for the M.A. in English only if they are approved by the Graduate Advisor. Graduate standing is required as a prerequisite for enrollment in all 600-level courses.

**ENGL 501 A-Z. Activities in Creative Writing Studies (1)**

*Recommended preparatory: ENGL 208.* Intensive writing in a focused area of study. This is an activity-based series of courses and may include off-campus meetings. Topics will change from semester to semester. Check with Department for specific offerings. May be repeated once for credit.

**ENGL 502 A-Z/F. Activities in Creative Writing Studies (1/1)**

*Recommended preparatory: ENGL 208.* Intensive writing in a focused area of study. This is an activity-based series of courses and may include off-campus meetings. Topics will change from semester to semester. Check with Department for specific offerings. May be repeated once for credit.

**ENGL 512. Writing for Performance (3-3)**

Throughout the semester, students will engage in writing exercises, participate in workshopping and develop new texts for performance. Students will also read several published plays and other types of performance texts. A final portfolio—which will include an introduction, rough drafts and revised texts—will be required. This course is available both for graduate and undergraduate credit. Additionally, this course may be taken by undergraduates in the Creative Writing Option as a Senior Seminar. Undergraduates must have senior standing. ENGL 512 may be repeated once for credit by both graduate and undergraduate students.

**ENGL 595A-Z. Experimental Topics Courses in English (1-3)**

Topics will be announced each semester in the Schedule of Classes.

**ENGL 600A/B. College Composition: Theory and Pedagogy (3-3)**

*Prerequisite: Restricted to Teaching Associates or at the discretion of the Director of Composition.* Study of theoretical and pedagogical issues that impact the teaching of writing at the college level. Review of current studies in rhetoric, composition and literacy. ENGL 600B also entails faculty observation of student teaching.

**ENGL 600BF. College Composition: Theory and Pedagogy Field Experience (1)**

*Prerequisite: ENGL 600A and 600B/F are restricted to Teaching Associates or at the discretion of the Director of Composition. Corequisite: ENGL 600B.* Study of theoretical and pedagogical issues that impact the teaching of writing at the college level. Review of current studies in rhetoric, composition and literacy. ENGL 600B also entails faculty observation of student teaching.

**ENGL 601. Seminar in Scholarly Methods and Bibliography (3)**

Study of traditional and electronic methods of scholarly research. Investigation and evaluation of major areas of bibliographic study, such as literature and “new historicism,” the editing of texts and literary influence studies and intertextuality.

**ENGL 604. Seminar in Language and Linguistics (3)**

An introduction to linguistics for graduate students.

**ENGL 605. Seminar in Descriptive Linguistics (3)**

Discussion of the levels of analysis, phonology, morphology and syntax from the viewpoint of such scholars as Saussure, Bloomfield, Sapir, Whorf, Harris, Hockett, *et al.*

**ENGL 606. Principles of Interlanguage (3)**

*Prerequisite: ENGL 301 or equivalent, or 604.* Basic principles of contrastive analysis, error analysis and language transfer as applied to processes and strategies used in learning additional languages. Focus on the acquisition of English as a second language.

**ENGL 608. Seminar in Narrative Writing (3-3)**

*Prerequisite: Qualified standing in the graduate Creative Writing Option or instructor consent.* Intensive practice in advanced writing and analysis of the short story and the novel. Course may be repeated once for credit. One enrollment in ENGL 608 or 609 may be used in the Rhetoric and Composition Theory Option.

**ENGL 609. Seminar in Poetry Writing (3-3)**

*Prerequisite: Qualified standing in the graduate Creative Writing Option or instructor consent.* Intensive practice in the writing of poetry, with attention to both contemporary and historical techniques. Analysis and criticism of

students' work. May be repeated once for credit. One enrollment in ENGL 608 or 609 may be used in the Rhetoric and Composition Theory Option.

**ENGL 610. Seminar in Syntax (3)**

*Prerequisite: LING 404.* In-depth study of current approaches to syntactic analysis.

**ENGL 611. Seminar in Historical Linguistics (3)**

*Prerequisite: ENGL 301 or equivalent, or 400 or 405.* Study of the principles of historical comparative methodology through changes in phonology, morphology, syntax, vocabulary and semantics.

**ENGL 612. Stylistics (3)**

Contemporary theories of style with practice in examining stylistic choices in the language of literary and non-literary texts. Focus on the relationship between language form and discourse meaning. Comparative analysis of linguistic, rhetorical and literary perspectives on style and their implications for students, writers and teachers of composition.

**ENGL 617. Studies in Shakespeare (3)**

*Prerequisite: ENGL 417 or equivalent.* Advanced study of several of Shakespeare's works, including formal, textual or historical aspects. Topics will change from semester to semester.

**ENGL 620A-Z. Seminar in Individual Authors (3-3-3)**

In-depth study of a major British or American author, such as Swift, Hawthorne or Woolf. The author studied will change from semester to semester.

**ENGL 622. Seminar On Aspects of Poetry (3-3)**

Intensive critical study of the province of poetry, providing opportunity for the scrutiny of individual poets as well as for concentration on the wider historical perspective.

**ENGL 623. Seminar in Studies in Prose Fiction (3-3)**

Seminar in the theory, forms, traditions and techniques of prose fiction. Topics will vary from semester to semester.

**ENGL 624. Studies in Dramatic Literature (3)**

Advanced study in drama considered as literature, with special emphasis on historical developments and their relationship to literary periods and movements in other genres.

**ENGL 630A-Z. Seminar in Literary Periods (3-3-3)**

Study of a period of British or American literature with wide readings in a range of authors and their intellectual backgrounds.

**ENGL 638. Seminar in Critical Approaches to Literature (3)**

Study of major critical approaches to literature and their application to selected literary texts.

**ENGL 650. 20th Century Rhetoric (3)**

20th Century Rhetoric focuses on major rhetorical theories and their relationship to literary criticism, linguistics and language philosophy; competing paradigms of the rhetoric of written composition; and implications of rhetorical theories for students and teachers of literature and composition.

**ENGL 651. Rhetoric and Composition Theory (3)**

Intense discussion and analysis of theories of rhetoric and composition.

**ENGL 652. Creative Writing Studies (3)**

*Prerequisite: Qualified standing in the Graduate Creative Writing Option or instructor consent.* Introduction to the theoretical, professional and institutional concerns of creative writers, especially in an academic context. Intensive practice in creative writing (multi-genre). Workshop format.

**ENGL 653. Literary and Rhetorical Genre Theory (3)**

Examination of scholarship concerned with genre, both the traditional concept of genre, which focuses on formal categories of literary texts and the rhetorical notion of genre, which focuses on the rhetorical purpose

and function of non-literary texts. Through extensive reading, class discussions and research projects, students will explore the function of genre, the communities that genres serve, the relationship between literary and non-literary genres, the cultural elements in genre, the relationship between genre and power and the ways in which genres are acquired.

**ENGL 654A-Z. Advanced Topics in Rhetoric and Composition (3-3)**

*Preparatory ENGL 651.* Intense advanced study of a specialized area, topic, question or problem in the field of rhetoric and composition. Topics vary from semester to semester. May be repeated once for credit, provided topic is different.

**ENGL 655. Styles and Forms of Professional Writing (3)**

*Prerequisite: Instructor consent.* Introduction to professional writing in fiction and non-fictional prose. Writing practice on a short story, review and essay, as well as study of these forms. Emphasis on forming, revising and editing in a workshop format.

**ENGL 660. Writing and the Developmental Student (3)**

Study of major issues in the developmental writing field of Composition Studies. Students examine the writing, reading and critical thinking processes and their implications for the developmental students, ESL and non-standard dialect issues, various classroom strategies and assessment procedures and the political implications of developmental writing programs.

**ENGL 661. Methods of Inquiry in Composition (3)**

Introduction to the major modes of inquiry in composition, both from a theoretical/philosophical perspective and from a research perspective. Hands-on engagement with bibliographical resources and major journals in the field will train students both to evaluate and to undertake appropriate research in the field.

**ENGL 665. Reading-Writing Connections (3)**

*Preparatory: Prior or concurrent enrollment in ENGL 600A or instructor consent.* Explores connections between reading and writing, work that has become a major research emphasis in literacy studies during the past 20 years. Addresses these issues from a theoretical point of view and from the perspective of training students to be able to use the academic and scholarly information in relevant teaching situations. Framework considers approaches to exploring connections between reading and writing as appropriate to literary studies, composition studies and applied linguistics.

**ENGL 685. Seminar in Contemporary World Literature (3)**

Major trends in the literature of the West in the late 19th and 20th centuries.

**ENGL 696A-C. Directed Graduate Research (1-3)**

**ENGL 697. Directed Comprehensive Studies (1-3)**

**ENGL 698D. Graduate Project (3)**

This course is one of the available choices for the culminating experience in the English Department M.A. Program. In significantly revising existing written work, students will practice the tools of research used in the field of English Studies. While students in the Literature and the Rhetoric and Composition Theory Options will focus on revising and developing a previously written essay, students in the Creative Writing Option will write a critical introduction to a revised portfolio of their creative work. Additionally, students will gain experience with professional conferences, presentations and productions. Note: Students in the Creative Writing Option are required to enroll concurrently in a creative writing workshop within their primary genre, at the 400-, 500-, or 600-level.

**ENGL 699A-C. Independent Study (1-6)**

*Prerequisites: At least 1 graduate course in English; Consent of Department Chair.* Investigation of a significant problem in language or literature. Project selected in conference with sponsor.

# Environmental and Occupational Health

## College of Health and Human Development

**Chair: Tom Hatfield**  
**Jacaranda Hall (JD) 1537**  
**(818) 677-7476**  
[www.csun.edu/hhd/eoh](http://www.csun.edu/hhd/eoh)

### Staff

Julie Hodge, Donna Van Helsland

### Faculty

Peter Bellin, Thomas Hatfield, Antonio Machado, John Schillinger, Owen Seiver, Michael Sullivan

### Programs

Undergraduate:

**B.S., Environmental and Occupational Health**

**Option in Industrial Hygiene**

**Minor in Environmental and Occupational Health**

Graduate:

**M.S., Environmental and Occupational Health**

**Option in Industrial Hygiene**

### Accreditation

The Degrees are accredited by the National Environmental Health Science and Protection Accreditation Council at the B.S. and M.S. levels. The California Department of Public Health provides a formal approval of the Degree at both the B.S. and M.S. levels. With this approval, students are permitted to test for the Registered Environmental Health Specialist (REHS) examination immediately upon graduation.

### The Major

Environmental and Occupational Health (EOH) is concerned with the biological, chemical and physical factors affecting human health and the environment. Our major provides a solid science-based education with practical applications for a safer and healthier environment. As a result, our graduates work in a variety of high-demand jobs, such as air quality, water quality, food safety, housing, industrial hygiene, safety, hazardous waste management, environmental consulting and radiation safety. Our graduates also work in a wide range of settings, including private industry (aerospace, manufacturing, food production, biotechnology and many others), local government (city and county health departments), state government (Cal OSHA and Cal EPA), federal government (Public Health Service, EPA, OSHA, Department of Health and Human Services), unions, public interest groups, universities and lobbying organizations.

Our courses are explicitly designed to give students the skills needed to succeed on the job. Local employers, many of whom have graduated from this Department, routinely seek our graduates as new hires. As one of the largest programs of its kind in the nation, we have an extensive network of environmental and occupational health professionals dedicated to the protection of the environment and community as well as worker health and safety.

The B.S. Degree lays the scientific and practical foundation for a career in EOH. Students are eligible for entry-level jobs in a wide range of locations at competitive salaries. The M.S. Degree is designed to prepare the graduate for higher-level professional activities, including research, analysis and management of EOH systems.

### Careers

Graduates find work in such occupations as environmental specialists, industrial hygienists, hazardous waste managers, air quality permit managers, safety supervisors, health and safety inspectors, environmental managers and many similar occupations.

Our graduates also are employed as administrators and technical specialists in governmental agencies, private industry and consulting firms. Opportunities for teaching, research and advanced professional programs are numerous.

The Degrees also serve as excellent preparation for health professions, such as medicine, dentistry and optometry. Many graduates of the Department of EOH pursue advanced academic degrees leading to teaching and research opportunities.

### Academic Advisement

All majors are required to review their academic program in consultation with an advisor once per semester. The undergraduate advisors are Peter Bellin, Antonio Machado, Owen Seiver and Michael Sullivan. The graduate advisor is John Schillinger. Please contact the Department to make an appointment for academic advisement.

### Student Learning Outcomes of the Undergraduate Program

Graduates of the undergraduate program in Environmental and Occupational Health will be able to:

1. Demonstrate a comprehensive knowledge of the recognition, evaluation and control of biological, chemical and physical factors that can impact human health and safety, and the environment.
2. Demonstrate knowledge of how to work in interdisciplinary teams to promote public and private action to protect public health and the environment.
3. Communicate environmental and occupational health concepts and programs to a variety of audiences, using both written and verbal forms of communication.
4. Apply mathematical and critical reasoning to understand and incorporate new concepts in the field.
5. Demonstrate knowledge of organizational management and leadership skills.
6. Demonstrate knowledge of current regulatory and policy issues.

### Student Learning Outcomes of the Graduate Program

Graduates of the graduate program in Environmental and Occupational Health will learn:

1. Research design and analytical skills needed to critically evaluate scientific, technical and regulatory documents.
2. Oral, written and electronic communication skills to present information to professional groups, regulatory agencies and lay audiences.
3. Sufficient level of technical expertise in environmental and occupational health to competently solve general EOH problems.
4. A broad set of management skills to:
  - a. Competently manage an environmental or occupational program; and
  - b. Initiate program planning and critical analysis of environmental or occupational health and safety programs.

### Requirements for the Bachelor of Science Degree

#### 1. Required Courses (40 units)

HSCI 132 History of Preventive Medicine (3)  
 or HSCI 345 Topics in Public Health (3)

#### Choose one of these two sets:

BIOL 101/L Introductory Biology (4)  
 BIOL 107/L Biological Principles II and Lab (3/1)  
 BIOL 281 Human Physiology (3)

BIOL 282 Human Physiology Lab (1)  
or BIOL 106/L Biological Principles I and Lab (3/1)

**Choose 1 of the following:**

BIOL 215 Introductory Microbiology (4)  
or EOH 455/L Microbiological Hazards in Environmental Health/Lab (preferred) (3/1)

**Take both of the following:**

PHYS 100A/L General Physics I and Lab (3/1)  
PHYS 100B/L General Physics II and Lab (3/1)

**Take the following:**

MATH 105 Pre-Calculus (5)

or

MATH 102 College Algebra (3)

and

MATH 104 Trigonometry and Analytic Geometry (3)

**Choose 1 of these 2 sets:**

CHEM 101/L General Chemistry I and Lab (4/1)

CHEM 102/L General Chemistry II and Lab (4/1)

or

CHEM 103 Introductory Chemistry I (4)

CHEM 104 Introductory Chemistry II (4)

**Choose 1 of the following:**

CHEM 235 Introductory Organic Chemistry (4)

or

CHEM 333 Principles of Organic Chemistry I (4)

and

CHEM 334 Principles of Organic Chemistry II (4)

**2. Upper Division Required Courses (24 units)**

EOH 352 Environmental Health Policy, Law and Administration (3)

EOH 356A Environmental Health I (3)

EOH 356B Environmental Health II (3)

EOH 456 Fundamentals of Toxicology (3)

EOH 466A The Occupational Health Environment (3)

HSCI 488 Epidemiology: Introduction to Study of Disease (3)

EOH 494B Academic Internship (2)

**Choose 1 of the following:**

HSCI 390/L Biostatistics and Lab (3/1)

MATH 140 Introductory Statistics (4)

**3. Electives (15-16 units)****Select from the following, with advisor approval:**

EOH 365 Principles of Accident Prevention (3)

EOH 453 Health and Physical Aspects of Housing (3)

EOH 454 Environmental Health Law (3)

EOH 455/L\* Microbiological Hazards in Environmental Health and Lab (3/1)

EOH 457 Water Supply and Sewage Disposal (3)

EOH 458 Vector Control (3)

EOH 459 Hazardous Waste Management (3)

EOH 465 Occupational Safety (3)

EOH 466B/L Evaluating the Occupational Environment and Lab (3/1)

EOH 466C Controlling the Occupational Environment (3)

EOH 467 Radiological Health (3)

EOH 468 Air Pollution and Health (3)

EOH 469 Environmental Risk Analysis (3)

EOH 556 Advanced Toxicology (3)

EOH 560 EOH Epidemiology (3)

EOH 569 Advanced Risk Analysis (3)

EOH 570 Occupational Ergonomics (3)

\*EOH 455/L can count for elective credit or for the science requirements, but not for both.

Note: A minimum grade of "C" is required in all courses within the major.

**General Education (40 units):**

Several classes from the Lower Division requirements overlap with GE requirements.

|  |     |
|--|-----|
| <b>Total Units in the Major</b>            | 60  |
| <b>General Education Units</b>             | 48  |
| <b>Additional Units</b>                    | 15  |
| <b>Total Units Required for the Degree</b> | 123 |

**A. Option: Industrial Hygiene (16)**

Graduates with a B.S. in Environmental and Occupational Health with the Industrial Hygiene Option are prepared for entry-level work in positions such as industrial hygiene, hazardous waste management, environmental compliance and a variety of similar positions.

**Take all of the required courses for the B.S. in Environmental and Occupational Health plus the following courses (16 units) from the list of EOH electives.**

**1. Required Courses**

EOH 465 Occupational Safety (3)

EOH 466B/L Evaluating the Occupational Environment and Lab (3/1)

EOH 466C Controlling the Occupational Environment (3)

**Choose two of the following:**

EOH 459 Hazardous Waste Management (3)

EOH 467 Radiological Health (3)

EOH 468 Air Pollution and Health (3)

EOH 469 Environmental Risk Analysis (3)

EOH 560 EOH Epidemiology (3)

EOH 570 Occupational Ergonomics (3)

**Minor in Environmental and Occupational Health****1. Science Prerequisites (32 units)**

BIOL 101/L General Biology (3/1)

BIOL 281/282 Human Physiology (3/1)

CHEM 103/104 General Chemistry (4/4)

CHEM 235 Introductory Organic Chemistry (4)

PHYS 100A/L General Physics I and Lab (3/1)

PHYS 100B/L General Physics II and Lab (3/1)

**Choose one of the following:**

BIOL 215 Introductory Microbiology (4)

HSCI 455/L\* Microbiological Hazards in Environmental Health and Lab (3/1)

\*preferred choice

**2. Minor Requirements (21 units)**

EOH 352 Environmental Health Policy, Law and Administration (3)

EOH 356A Environmental Health I (3)

EOH 356B Environmental Health II (3)

EOH 466A Occupational Health (3)

HSCI 488 Epidemiology (3)

EOH 494 Academic Internship (2)

**Choose one of the following:**

HSCI 390/L Biostatistics and Lab (3/1)

or MATH 140 Introductory Statistics (4)

|                                  |    |
|----------------------------------|----|
| <b>Total units for the Minor</b> | 53 |
|----------------------------------|----|

## Requirements for the Master of Science Degree

The following criteria are used to evaluate prospective candidates for the Master of Science in Environmental and Occupational Health:

1. Overall GPA and science GPA;
2. Undergraduate degree in Environmental and Occupational Health (or a related scientific discipline);
3. Work experience in environmental and occupational health or a related discipline; and
4. Graduate Record Exam (usually waived if undergraduate GPA is above 3.0),
5. References.

### 1. Required Courses (18 units)

|     |      |   |
|-----|------|---|
| EOH | 553  | Administration of EOH Programs (3)                |
| EOH | 554  | Seminar: EOH Problems (3)                         |
| EOH | 555  | Seminar: EOH Programs, Standards and Controls (3) |
| EOH | 693A | Supervised Field Training (2)                     |
| EOH | 696A | Research Design (4)                               |
| EOH | 696B | Seminar: Research Methodology (3)                 |

### 2. Electives (12 units)

Each student's program must include a minimum of 24 units in 500 and 600-level courses. At least 3 units must be taken from the following:

|     |     |                                |
|-----|-----|--------------------------------|
| EOH | 556 | Advanced Toxicology (3)        |
| EOH | 560 | EOH Epidemiology (3)           |
| EOH | 565 | Seminar: Industrial Safety (3) |
| EOH | 569 | Advanced Risk Analysis (3)     |
| EOH | 570 | Occupational Ergonomics (3)    |

Additional courses may be taken from the available 400-level elective courses in the Department. Graduate students must complete supplementary work assignments to receive graduate credit for 400-level courses. A minimum "B" grade is required for all courses, core and elective.

## Capstone

### Choose one of the following:

1. Comprehensive Examination (written, plus optional oral component). As preparation, student registers for EOH 697 Directed Comprehensive Studies (3 units; does not count toward program total)
2. Thesis. After proposal is approved, student registers for EOH 698 Thesis (3 units; counts in program total)

### Option: Industrial Hygiene (31 units)

Graduates with the M.S. in Environmental and Occupational Health, Industrial Hygiene Option are prepared to enter the field of industrial hygiene, concentrating on such areas as basic industrial hygiene, occupational safety, hazardous waste management, occupational health training, regulatory compliance, work site inspections and similar fields. Core requirements are identical to those of the M.S. in Environmental and Occupational Health. Graduate seminar courses must involve presentations and research in occupational health.

### The additional course requirements are as follows:

|     |        |   |
|-----|--------|---|
| EOH | 465    | Occupational Safety (3)                               |
| EOH | 466B/L | Evaluating the Occupational Environment and Lab (3/1) |
| EOH | 466C   | Controlling the Occupational Environment (3)          |

### Select 1 from the following:

|     |     |                                |
|-----|-----|--------------------------------|
| EOH | 556 | Advanced Toxicology (3)        |
| EOH | 560 | EOH Epidemiology (3)           |
| EOH | 565 | Seminar: Industrial Safety (3) |
| EOH | 569 | Advanced Risk Analysis (3)     |
| EOH | 570 | Occupational Ergonomics (3)    |

Students in this Program who select the Comprehensive Examination Capstone must be tested on subject matter from the core classes—EOH 466A,B,C and 465—in addition to any other testing requirements.

|   |           |
|---|-----------|
| Major Core Courses                                  | 18        |
| Major Electives                                     | 12        |
| <b>Total Units for the Master of Science Degree</b> | <b>30</b> |

## Course List

### EOH 101. Introduction to Environmental Health (3)

Introduction to the field of Environmental and Occupational Health. Topics reflect those environmental health risks that impact our daily lives, including restaurant inspection and food safety, water and air pollution, bioterrorism, environmentally induced skin cancers, mold and indoor air quality, workplace hazards and environmental control of infectious disease. (Available for General Education, Lifelong Learning.)

### EOH 352. Environmental Health Policy, Law and Administration (3)

Analysis of conceptual models relative to environmental health policy, making laws and program administration. (Available for General Education, Social Sciences if required by a student's major.)

### EOH 353. Global Perspective of Environmental Health (3)

*Prerequisite: Completion of Lower Division writing requirement.* Provides a perspective and framework for evaluating a broad and dynamic range of environmental issues, from bioterrorism to global warming to restaurant grading systems. This wide-ranging and topical course provides an overview of the field of Environmental and Occupational Health, including such major subject areas as environmental diseases, food safety, hazardous materials and waste management, vector control, and water and air pollution. Not open for credit for students taking EOH 356A and B. (Available for General Education, Lifelong Learning.)

### EOH 356A. Environmental Health I (3)

*Prerequisite: BIOL 101 or 106/L and CHEM 101/L or 103/L. Preparatory: PHYS 100A/L and 100B/L.* In-depth analysis of the physical, chemical and biological influences on human health and well being.

### EOH 356B Environmental Health II (3)

*Prerequisites: BIOL 101 or 106/L; CHEM 101/L or 103/L. Preparatory: PHYS 100A/L, 100B/L.* In-depth analysis of the physical, chemical and biological influences on human health and well being.

### EOH 365. Principles of Accident Prevention (3)

Epidemiology of accident causation. Methods of prevention and control.

### EOH 453. Health and Physical Aspects of Housing (3)

*Preparatory: BIOL 101 or 106/L; CHEM 101/L or CHEM 103/L.* Examines the impact of the housing environment on the public's health and safety. Topics include home construction, electrical and plumbing systems, radon gas, lead paint, mold investigation and remediation, housing inspection and hazard assessment.

### EOH 454. Environmental Health Law (3)

Study of the major provisions of the laws that pertains to the environmental health field. Topics include Clean Air Act, Water Pollution Control Act, Noise Control Act, Occupational Safety and Health Act and Toxic Substances Control Act. (Offered Spring semester.)

### EOH 455/L. Microbiological Hazards in Environmental Health and Lab (3/1)

*Prerequisite: BIOL 101 or 106/L; CHEM 101/L or 103/L. Corequisite: EOH 455L. Preparatory: PHYS 100A/L, PHYS 100B/L.* Study of infectious disease agents transmitted through water, wastewater, milk, food, surfaces and air. with a focus on their assessment, prevention and con-

tol. Lecture, 3 hours. Lab: Standard procedures for basic microbiological analyses, with a focus on the collection and lab examination of water, wastewater, milk, foods, surfaces, air and other environmental samples. Lab, 3 hours.

**EOH 456. Fundamentals of Toxicology (3)**

*Prerequisite:* BIOL 101 or 106/L; CHEM 101/L or 103/L. *Preparatory:* CHEM 235 or 334 and 335. Study of the toxic agents in the working environment as they relate to interface between occupational medicine and industrial hygiene.

**EOH 457. Water Supply and Sewage Disposal (3)**

*Prerequisite:* BIOL 101 or 106/L; CHEM 101/L or 103/L. *Preparatory:* PHYS 100A/L and 100B/L. Theory and practice of water supply and sewage disposal in the public and private sectors. (Offered Spring semester.)

**EOH 458. Vector Control (3)**

*Prerequisite:* BIOL 101 or 106/L; CHEM 101/L or 103/L. *Preparatory:* PHYS 100A/L and 100B/L. Identification and control of arthropods and other vectors of disease. (Offered Fall semester.)

**EOH 459. Hazardous Materials and Waste Management (3)**

*Preparatory:* BIOL 101 or 106/L and CHEM 101/L or 103/L and PHYS 100A/L or 100B/L. Study of major aspects of the management of hazardous waste, from the time it is generated to the time it is finally disposed.

**EOH 465. Occupational Safety (3)**

Study of the way that accidents and incidents occur in the occupational environment. Establishment and maintenance of safety programs are discussed. Collection, analysis and interpretation of safety data are considered. Approaches to safety used by international, national and local governmental agencies are reviewed, as well as those of insurance companies, professional societies, trade associations and standards and specifications groups. (Offered Fall semester.)

**EOH 466A. The Occupational Health Environment (3)**

*Prerequisite:* BIOL 101 or 106/L; CHEM 101/L or 103/L. *Preparatory:* MATH 105; PHYS 100A/L, 100B/L. Provides an overview of the field of occupational health, with a focus on industrial hygiene. Presents information related to the recognition, evaluation and control of the chemical, physical and environmental factors that can impact human health in the workplace and the community. (Offered Fall semester.)

**EOH 466B/L. Evaluating The Occupational Environment and Lab (3/1)**

*Prerequisite:* EOH 466A. *Corequisite:* EOH 466BL. *Preparatory:* HSCI 390/L or MATH 140. Provides the skills needed to measure the levels of chemical and physical hazards in the workplace and the community. Measurement techniques, sampling strategy and industrial hazards are discussed. Lab: Provides hands on applications of industrial hygiene monitoring equipment and demonstration of basic principles of the evaluation of airborne and physical hazards (heat and noise). Students use computer word processing and spreadsheets to generate written summaries, graphs and data analysis. Lab, 3 hours. Course fee. (Offered Spring semester.)

**EOH 466C. Controlling The Occupational Environment (3)**

*Prerequisite:* BIOL 101 or 106/L; CHEM 101/L or 103/L. *Preparatory:* MATH 105; PHYS 100A/L, 100B/L. Overview of design and evaluation of industrial ventilation and noise control systems used to protect the health and safety of workers. Students are provided the basic skills necessary to review drawings and specifications, trouble shoot and improve existing control systems, and establish and conduct testing and maintenance programs.

**EOH 467. Radiological Health (3)**

*Prerequisite:* One semester of Biology; One semester of Chemistry; BIOL 101 or 106/L; CHEM 101/L or 103/L; MATH 105. *Preparatory:* MATH 140 or HSCI 390; PHYS 100A/L, 100B/L. Comprehensive coverage of ionizing radiation with emphasis on health effects, measurement and protection. (Offered Fall semester.)

**EOH 468. Air Pollution and Health (3)**

*Prerequisite:* BIOL 101 or 106/L; CHEM 101/L or 103/L. *Preparatory:* PHYS 100A/L; 100B/L. Investigation of the relationship between air pollutants and their effects on plants and animals. Emphasis on understanding the health effects in human populations. (Offered spring semester)

**EOH 469. Environmental Risk Analysis (3)**

*Prerequisites:* BIOL 101, or BIOL 106/L and 101/L, or CHEM 103/L. Examines the assessment, communication and management of environmental risks. "Environmental" concerns are limited to agents that are: 1) environmental or occupational in origin; and 2) hazardous to human health. "Risk" refers to the subjective as well as objective measurement of probabilistic events. How to recognize uncertainties with such information.

**EOH 494B. Academic Internship (2)**

*Prerequisite:* Consent of instructor. Supervised internship in an official and/or voluntary health agency. Includes staffing conferences. (Credit/No Credit only)

**EOH 496A-Z. Experimental Topics (3)**

**EOH 499A-C. Independent Study (1-3)**

## Graduate

**EOH 553. Administration of Environmental and Occupational Health Programs (3)**

Comprehensive analysis of environmental and occupational health program planning, with emphasis on program management. (Offered Fall semester.)

**EOH 554. Seminar: Environmental and Occupational Health Problems (3)**

*Prerequisite:* EOH 356A or 356B or 466A. Critical analysis of the literature related to environmental and occupational health problems. (Offered Fall semester.)

**EOH 555. Seminar: Environmental and Occupational Health Programs, Standards and Controls (3)**

*Prerequisite:* EOH 356A or 356B or 466A. Critical analysis of current literature related to environmental and occupational health programs and standards. (Offered Spring semester.)

**EOH 556. Advanced Toxicology (3)**

*Prerequisite:* EOH 456. A study of the toxicity of various chemical and physical agents to organ systems and the developing conceptus. Study of the mechanisms of action of toxic chemicals as related to carcinogenic and non-carcinogenic effects and the application of that information to regulatory standards for the workplace and environment.

**EOH 560. EOH Epidemiology (3)**

*Prerequisites:* EOH 356A, 356B, 466A; HSCI 488. Applied science course. Introduces both basic and advanced epidemiological concepts and focuses on environmental and occupational health issues with a special emphasis on exposure monitoring, use of biomarkers and risk assessment.

**EOH 565. Seminar: Industrial Safety (3)**

In-depth study of the causes, measurement, evaluation and control of safety problems found in the industrial environment.

**EOH 569. Advanced Risk Analysis (3)**

Prepares the student to complete health risk assessment on exposures to environmental and occupational agents, utilize risk management decision-making models, and communicate to the public and other stakeholders the results of risk assessments and decision making.

**EOH 570. Occupational Ergonomics (3)**

Focus on prevention of work-related musculoskeletal disorders (WRMDs) through the application of occupational ergonomics principles. Topics include the prevalence of and incidence of WRMDs, job/task analysis, postural analysis, tools and workstation design, and job design. Scientific basis of current regulations, such as California's repetitive motion injuries regulations and guidelines such as the ACGIH's TLV-Hand Activity Level, also are discussed. Practical ergonomic assessment tools are introduced through case studies and design problems.

**EOH 595A-Z. Experimental Topics Courses (1-3)**

**EOH 693A. Supervised Field Training (2)**

Supervised action research in selected agencies or organizations. (Credit/No Credit only)

**EOH 695A-Z. Experimental Topics Courses in Environmental and Occupational Health (1-3)**

**EOH 696A. Research Design (4)**

*Prerequisite: HSCI 390.* Critical consideration of research methodology as applied to environmental and occupational health.

**EOH 696B. Seminar: Research Methodology (3)**

*Prerequisite: EOH 696A; Classified graduate standing.* Analysis of research methodology and interpretation, and direct application to student-conducted independent research.

**EOH 697. Directed Comprehensive Studies (3)**

(Credit/No Credit only)

**EOH 698. Thesis or Graduate Project (3)**

(Credit/No Credit only)

**EOH 699A-C. Independent Study (1-6)**

*Prerequisite: At least one graduate-level course. Investigation of a significant problem in the EOH field.*



# Family and Consumer Sciences

## College of Health and Human Development

**Chair: Tami Abourezk**

**Sequoia Hall (SQ) 141**

**(818) 677-3051**

**www.csun.edu/hhd/fcs**

### *Staff*

Sheila Brown, Wendy Brown-Danks, Shauna Mund and Lynn Tatum

### *Faculty*

Tami Abourezk, Annette Besnlian, Linda Bradley, Yi (Tom) Cai, Wei Cao, Hira Cho, Lydia Chowa, Claudia Fajardo-Lira, Marilyn Filbeck, Joyce Gilbert, Angie Giordano, Judith Griffin, Jerry Ann Harrel-Smith, JongEun Kim, Rodica Kohn, Diane Lewis-Goldstein, Terri Lisagor, Ana Lucero-Liu, Richard MacDonald, Yoko Mimura, Kyriakos Pontikis, Setareh Torabian-Riasati, Anubhuti Thakur, Shirley Warren, Scott Williams, and 35 to 40 professionals from business, industry, government and non-profit agencies who serve as part-time faculty

### *Emeritus Faculty*

Alyce Akers, Patricia Beals, Victoria Brinn-Feinberg, Tung-Shan Chen, E. Audrey Clark, Gail Fonosch, Lillie Grossman, Geraldine Luethy, Roberta Mauksch, Nancy Owens, Karen Robinette, Christine H. Smith, Frances White

## Programs

Undergraduate:

**B.S., Family and Consumer Sciences with Options in:**

**Apparel Design and Merchandising**

**Consumer Affairs**

**Family and Consumer Sciences Education**

**Family Studies**

**Interior Design**

**Nutrition, Dietetics and Food Science**

**Minors in Apparel Merchandising, Child-Care Administration, Family and**

**Consumer Sciences, Family Studies and Food Science**

**Family and Consumer Sciences/Home Economics Subject Matter Program for the Single Subject Credential**

Graduate:

**M.S., Family and Consumer Sciences**

## Accreditation and Approved Programs

The Department is accredited by the American Association of Family and Consumer Sciences. The Didactic Program in Dietetics and the Dietetic Internship are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetics Association (ADA). The Child and Family Studies Center is accredited by the National Academy of Early Childhood Education Programs. The Interior Design Program is accredited by the Council for Interior Design Accreditation.

## The Major

Family and Consumer Sciences encompasses the study of the relationships among people and their personal environments. The Department focuses on the impact of the physical, biological, social and economic environments on human behavior and development. Students who major in Family and Consumer Sciences learn to improve the quality of life for individuals, families and communities by providing practical solutions to problems involving food science and nutrition, apparel and interior design, child rearing and family relations, and family and consumer economics.

Students select from 6 areas of study: Apparel Design and

Merchandising; Consumer Affairs; Family and Consumer Sciences Education; Family Studies; Interior Design; and Nutrition, Dietetics and Food Science. All Family and Consumer Sciences majors take 5 Core courses that include concepts common to all Specializations, as well as courses in their Options. The Department offers experiential learning opportunities through its lab and studio courses and the Child and Family Studies Laboratory, the Consumer Resource Center and the Marilyn Magaram Center for Food Science, Nutrition and Dietetics. All Family and Consumer Sciences majors gain practical experience through internships in professional settings. Students gain leadership skills through the Student Association of Family and Consumer Sciences and the Kappa Omicron Nu national honor society.

## Credential Information

The department has an approved subject matter program that demonstrates subject matter competency for the Single Subject teaching credential in Family and Consumer Sciences/Home Economics. For details on the Single Subject Credential program, see the Credentials and Department of Secondary Education sections in this Catalog.

## Academic Advisement

All undergraduate and graduate students are assigned faculty advisors. Students are required to plan their academic program in consultation with the advisor prior to registration each semester.

## Student Learning Outcomes

Graduates of the undergraduate and graduate programs in Family and Consumer Sciences will be able to:

1. Demonstrate knowledge of human ecological theory and the integrative nature of the family and consumer sciences profession.
2. Demonstrate and apply knowledge from their program of study to current and future issues of well-being for individuals, families and global communities.
3. Demonstrate knowledge of ethical standards.
4. Apply professional practice standards and skills.

## Careers

Professionals in Family and Consumer Sciences are concerned with the well-being of individuals and families and the products, services and practices that affect them. Graduates find many and varied career opportunities in business, industry, health and human services, and educational settings. (See Option descriptions for specific information.)

**Apparel Design and Merchandising:** The Apparel Design, Merchandising and Textiles Program offers an analytical study of concepts and their application related to the design, production and merchandising of textiles and apparel. Basic knowledge from the physical and social sciences, technology, aesthetics and business is applied to the principles of the design, production, manufacturing and merchandising of textiles, apparel and accessories. Graduates enter a wide spectrum of careers in such positions as apparel designer, apparel buyer, department buyer, quality control, apparel technical design, production manager, textile designer, textile scientist, showroom manager, retail manager/owner, fashion journalist, sales representative/executive, museum curator of textiles and costumes and costume designer. Students may participate in the apparel student organization Trends, as well as in a wide range of internship sites in the apparel industry.

**Consumer Affairs:** The Consumer Affairs program focuses on theories and principles from consumer behavior and education, government and public policy, management, finance, law and communication as they apply to consumers. Graduates find careers in government agencies, combating fraud or monitoring consumer trends; in corporations, improving the quality of customer service; in public relations and advertising agencies; in product marketing; and in financial institu-

tions. The Department provides leadership opportunities through the student chapter of the Society of Consumer Affairs Professionals and internships at the Consumer Resource Center, which provides services to the University and the San Fernando Valley, as well as internships in a variety of business and non-profit agencies.

**Family and Consumer Sciences Education:** The Family and Consumer Science Education Program satisfies the requirements for the subject matter program in Family and Consumer Sciences/Home Economics for the single subject credential (Ryan Act) in the State of California. The program includes a comprehensive background in child development and guidance; family living and parenting education; consumer education; housing and interior design; food and nutrition; textiles and apparel design and merchandising; individual and family health; and leadership. After completion of the Credential Program, graduates are prepared for careers in K-12 teaching, adult education, program administration, youth service administration, vocational education and home economics extension education and administration. Opportunities to work with middle-school and high-school students are available through internships and special projects. Students develop competence in the 8 career paths relevant to the teaching of Family and Consumer Sciences.

**Family Studies:** The Family Studies Program provides the student with an extensive background in family and developmental theory and its practical application to human and family development across the lifespan. Students apply theory through their activities at the Child and Family Studies Laboratory, which provides services to infants, toddlers, preschoolers, kindergartners and families, and is accredited by the National Academy of Early Childhood Education Programs. Internship opportunities for participating in parent education and working with children, adolescents, adults and the elderly are available. Graduates are prepared for careers across a broad spectrum of organizations that provide services to children and families. Potential positions include children's program administrator, childcare provider and administrator, family services coordinator, family resource and referral counselor, foster parent trainer and administrator, child development specialist, family advocate, family life educator, adoption services director, corporate child-care consultant and parent educator. Family Studies is an appropriate undergraduate preparation for graduate programs in marriage, family and child therapy.

**Interior Design:** The Interior Design Program is accredited by the Council for Interior Design Accreditation (CIDA) and prepares students to analyze, design and implement living/working environments that are functionally efficient and aesthetically satisfying to diverse populations. The program embraces an environment and behavior perspective that acknowledges the relationship between people at various ages and developmental stages and the interior environments they occupy. This perspective emphasizes the integration of function and aesthetics in the design of residential, commercial, retail, hospitality, institutional, educational and health care environments. Knowledge of human development; aesthetics; the history of architecture and interiors; building systems, codes and technology; and business procedures in professional practice, together with the development of skills in graphic communications, are among the areas of study within the major. The program prepares the students to enter professional practice in interior design, as well as such positions as showroom managers, product representatives, private entrepreneurs and furniture designers. Students have opportunities to intern with interior design, manufacturing, wholesale and retail firms, and non-profit community agencies. They learn leadership through membership in student organization of the American Society of Interior Designers.

**Nutrition, Dietetics and Food Science:** The Nutrition, Dietetics and Food

Science Programs emphasize the application of physical, biological and social sciences to the study of foods and nutrition. The Nutrition and Dietetics Area (Pattern A) educates students in the knowledge of food and nutrition as they relate to health issues. The Didactic Program in Dietetics (Pattern A only) at CSUN is currently granted accreditation by the Commission On Accreditation for Dietetics Education of the American Dietetic Association, (312) 899-0400, ext. 5400. The Program prepares graduates in the field of nutritional science as registered dietitians and nutritionists for private businesses, hospitals and nursing homes, pharmaceutical companies, public health agencies and government agencies. The Food Science Area (Pattern B) applies the study of biology and chemistry to understand the nature of foods, the causes of their deterioration and the principles underlying food processing. Students in the Program also study institutional food management. Food scientists may develop ways to process, preserve, package or store food according to industry and government specifications and regulations. Graduates work as food scientists and food technologists in quality assurance, and research and development for food companies. Other career options include working for government agencies, as well as in restaurant and food service management. A student desiring to enter both of these Programs should have a strong background in the physical and biological sciences as the scientific disciplines are emphasized. A variety of research, internship and leadership experiences are available through the Marilyn Magaram Center for Food Science, Nutrition and Dietetics, and the Student Dietetics and Food Science Association.

## Requirements for the Bachelor of Science Degree

### Core Courses Required of All Options (14 units)

|     |               |  |
|-----|---------------|--|
| FCS | 170           | Creative Expression in Family and Consumer Sciences (2)                              |
| FCS | 232           | Individual and Family Development (3)  |
| FCS | 320           | Family Resource Management (3)   |
| FCS | 380           | Family and Consumer Sciences Foundations and Research (3)                            |
| FCS | 491A/B or C   | Family and Consumer Sciences Projects (3)<br><i>(for Family Studies Option only)</i> |
|     | or FCS 494SEE | Supervised Field Study (3)   |

### Apparel Design and Merchandising Option

#### 1. Required Option Courses (22 units)

|      |               |  |
|------|---------------|--|
| CHEM | 100/L         | Principles of Chemistry Laboratory (3/1)     |
|      | or CHEM 103/L | Introductory Chemistry I (3/1)               |
|      | or CHEM 110/L | Chemistry in Action and Lab (3/1)            |
| FCS  | 150/L         | Apparel Construction and Lab (2/1)           |
| FCS  | 160           | Introductory Textiles (3)                    |
| FCS  | 255           | The Fashion Industry (3)                     |
| FCS  | 271/L         | Apparel Analysis and Selection and Lab (2/1) |
| FCS  | 353           | Apparel and Human Behavior (3)               |
| FCS  | 360/L         | Textiles and Lab (2/1)                       |

#### 2. In consultation with an advisor, select Pattern A, B or C

##### Pattern A: Apparel Design and Production (21 units)

|     |       |   |
|-----|-------|---|
| FCS | 250/L | Apparel Construction II and Lab (2/1)               |
| FCS | 352   | History of Textiles and Apparel (3)                 |
| FCS | 371/L | Apparel Design: Flat Pattern and Lab (2/1)          |
| FCS | 471/L | Apparel Design: Draping and Lab (2/1)               |
| FCS | 472/L | Apparel Design: Computer Aided Design and Lab (2/1) |
| FCS | 475/L | Fashion Development and Lab (2/1)                   |
| FCS | 476   | Studio Problems in Apparel Design (3)               |

##### Pattern B: Apparel Merchandising (18 units)

|     |       |  |
|-----|-------|--|
| FCS | 356/L | Analysis and Evaluation of Apparel Quality and Lab (2/1) |
| FCS | 455/L | Fashion Merchandising and Lab (2/1)                      |
| FCS | 460/L | Textile Product Analysis and Lab (2/1)                   |
| MKT | 304   | Introduction to Marketing Management (3)                 |
| MKT | 440   | Integrated Marketing Communications (3)                  |
| MKT | 443   | Retail Management (3)                                    |

**Electives for Pattern B Only (3 units)**

|     |       |   |
|-----|-------|---|
| FCS | 250/L | Apparel Construction II and Lab (2/1)                           |
| FCS | 324   | Consumer Rights, Issues and Problems (3)                        |
| FCS | 352   | History of Textiles and Apparel (3)                             |
| FCS | 354   | Apparel for Special Groups (3)                                  |
| FCS | 371/L | Apparel Design: Flat Pattern and Lab (2/1)                      |
| FCS | 394C  | Supervised Field Study (3)                                      |
| FCS | 471/L | Apparel Design: Draping and Lab (2/1)                           |
| FCS | 475/L | Fashion Development and Lab (2/1)                               |
| FCS | 496   | Experimental Topics Courses in Family and Consumer Sciences (3) |

**Pattern C: Textiles and Apparel****Individualized Program (18 units)**

Select 18 Upper Division Family and Consumer Sciences textiles and apparel courses, with approval of an advisor.

|   |              |
|---|--------------|
| <b>Total Units in the Core and Option</b> | <b>52-57</b> |
|---|--------------|

**Consumer Affairs****1. Required Option Courses (18 units)**

|      |             |   |
|------|-------------|---|
| ECON | 160         | Principles of Microeconomics (3)                  |
|      | or ECON 300 | Economic Principles and Problems (3)              |
| FCS  | 323         | Family Finance (3)                                |
| FCS  | 324         | Consumer Rights (3)                               |
| FCS  | 420         | Critical Issues in Family Resource Management (3) |
| MKT  | 304         | Introduction to Marketing Management (3)          |
| MKT  | 348         | Consumer Behavior (3)                             |

**2. Option Electives (12 units)\*****Select 4 courses from the following**

|     |        |   |
|-----|--------|---|
| FCS | 213/L  | Computer Applications for Interior Design (1/2)           |
| FCS | 322/L  | Equipment I (2/1)   |
| FCS | 381    | Computer Applications in Family and Consumer Sciences (3) |
| FCS | 394C   | Undergraduate Internship (3)                              |
| FCS | 423    | Analysis of Family Economic Issues (3)                    |
| FCS | 424    | Resource Management for the Elderly (3)                   |
| FCS | 426    | Issues of Contemporary and Future Families (3)            |
| FCS | 427    | Consumer Advocacy and Education (3)                       |
| FCS | 428    | Corporate Consumer Affairs (3)                            |
| FCS | 499A-C | Independent Study (1-3)                                   |

\*Three of the 12 units must be FCS 423, 427 or 428

**3. Breath Electives (7-9 units)****Select 3 courses from the following:**

|     |       |   |
|-----|-------|---|
| FCS | 113   | Drafting for Interior Design (3)        |
| FCS | 114/L | Introduction to Interior Design (1/1)   |
| FCS | 160   | Introductory Textiles (3)               |
| FCS | 201/L | Introductory Food Science and Lab (2/1) |
| FCS | 207   | Nutrition for Life (3)                  |
| FCS | 315   | Issues in Housing (3)                   |
| FCS | 321/L | Contemporary Issues in Foods and        |

|     |        |                                   |
|-----|--------|-----------------------------------|
|     |        | Nutrition and Lab (2/1)           |
| FCS | 330    | Child Growth and Development (3)  |
| FCS | 340    | Marriage and Family Relations (3) |
| FCS | 353    | Apparel and Human Behavior (3)    |
| FCS | 499A-C | Independent Study (1-3)           |

**4. Patterns**

Select Pattern A, B, or C, (see below) or a minor approved by the advisor (e.g., Journalism, Gerontology, Psychology, Business, Marketing).

**Pattern A: Business (15 units)**

(Approved Pattern of Out-of-Department Courses)

|      |     |   |
|------|-----|---|
| BLAW | 280 | Business Law I (3)                                |
| ENG  | 205 | Business Communications (3)                       |
| MGT  | 360 | Management and Organizational Behavior (3)        |
| MKT  | 100 | Conceptual Foundations of American Enterprise (3) |

Upper Division elective from Business/Economics (See advisor) (3)

**Pattern B: Public Relations (15 units)**

(Approved Pattern of Out-of-Department Courses)

|      |     |  |
|------|-----|--|
| JOUR | 110 | Writing, Reporting and Ethics I (3)          |
| JOUR | 210 | Writing, Reporting and Ethics II (3)         |
| JOUR | 340 | Principles of Public Relations (3)           |
| JOUR | 341 | Writing and Editing for Public Relations (3) |

Upper Division elective from Journalism (See advisor) (3)

**Pattern C: Furniture, Fixtures and Equipment Retailing (15 units)**

|     |      |  |
|-----|------|--|
| Art | 124A | Drawing I (3)  |
| Art | 141  | 3-D Design (3)   |
| Art | 230  | Perspective (3)  |
| FCS | 211  | Studio (3)   |
| FCS | 214  | Interior Design Materials, Specifications, and Standards (3) |

|   |              |
|---|--------------|
| <b>Total Units in the Core and Option</b> | <b>64-68</b> |
|---|--------------|

**Family and Consumer Sciences Education Option**

|      |            |   |
|------|------------|---|
| BIOL | 101/L      | General Biology and Lab (3/1)                           |
| CHEM | 110/L      | Chemistry in Action and Lab (3/1)                       |
| FCS  | 150/L      | Apparel Construction I and Lab (2/1)                    |
| FCS  | 160        | Introductory Textiles (3)                               |
| FCS  | 201/L      | Introductory Food Science and Lab (2/1)                 |
| FCS  | 207        | Nutrition for Life (3)                                  |
| FCS  | 303        | Cultural Aspects of Food and Nutrition (3)              |
|      | or FCS 309 | Maternal Infant and Child Nutrition (3)                 |
| FCS  | 315        | Issues in Housing (3)                                   |
| FCS  | 320        | Family Resource Management (3)                          |
| FCS  | 321/L      | Contemporary Issues in Food and Nutrition and Lab (2/1) |
| FCS  | 322/L      | Equipment I and Lab (2/1)                               |
| FCS  | 324        | Consumer Rights (3)                                     |
| FCS  | 330        | Child Growth and Development (3)                        |
| FCS  | 340        | Marriage and Family Relations (3)                       |
| FCS  | 353        | Apparel and Human Behavior (3)                          |
| FCS  | 436        | Parental Development (3)                                |

Option fulfills Subject Matter Preparation Program for Single Subject Credential in Family and Consumer Sciences/Home Economics. Please see the Credential section of the Catalog for Credential requirements.

|   |              |
|---|--------------|
| <b>Total Units in the Core and Option</b> | <b>61-63</b> |
|---|--------------|

**Family Studies Option**

**1. Required Option Courses (22 units)**

|     |                    |   |
|-----|--------------------|---|
| FCS | 330                | Child Growth and Development (3)          |
| FCS | 340                | Marriage and Family Relations (3)         |
| FCS | 431/L              | Child and Family Assessment and Lab (3/1) |
| FCS | 432                | Family Theories (3)                       |
| FCS | 436                | Parental Development (3)                  |
|     | <i>or</i> CADV 451 | Alternative Approaches to Discipline (3)  |
| FCS | 480                | The Helping Professional (3)              |
| PSY | 150                | Principles of Human Behavior (3)          |

**2. Patterns: Select Pattern A or B****Pattern A: Child-Care Administration (21 units)**

|     |     |  |
|-----|-----|--|
| FCS | 234 | Child in the Family and Community (3)                        |
| FCS | 335 | Prenatal and Infant Development (3)                          |
| FCS | 433 | Administration of Children's Programs (3)                    |
| FCS | 533 | Advanced Topics in Administration of Children's Programs (3) |
| FCS | 534 | Supervision of Child Development Personnel (2)               |

**Choose 1 of the following courses (3 units)**

|      |       |   |
|------|-------|---|
| ART  | 383   | Art in Early Childhood (3)                                    |
| ENGL | 428   | Children's Literature (3)                                     |
| KIN  | 370/L | Physical Education in Early Childhood Education and Lab (2/1) |
| KIN  | 470/L | Physical Education for Children and Lab (2/1)                 |
| MUS  | 362/L | Music for Early Childhood and Lab (2/1)                       |
| RTM  | 305   | Dynamics of Early Childhood Play (3)                          |
| RTM  | 405   | Play and the Exceptional Child (3)                            |

Select 3 units of Upper Division courses related to children and their families with approval from the FCS Advisor.

**Pattern B: Family Services Pattern (21 units)**

|     |     |  |
|-----|-----|--|
| FCS | 300 | Family and Community Services (3)              |
| FCS | 426 | Issues of Contemporary and Future Families (3) |
| FCS | 438 | Adolescents in the Family Context (3)          |
| FCS | 441 | Human Sexuality (3)                            |
| FCS | 485 | Family Resiliency (3)                          |

**Choose 6 units of Upper Division courses related to major with****FCS Advisor approval (suggested courses follow):**

|     |                      |   |
|-----|----------------------|---|
| FCS | 309                  | Maternal, Infant and Child Nutrition (3)                  |
| FCS | 323                  | Family Economics (3)                                      |
| FCS | 394C                 | Supervised Field Study (3)                                |
| FCS | 420                  | Critical Issues in Family Resource Management (3)         |
| FCS | 424                  | Resource Management for the Elderly (3)                   |
| FCS | 427                  | Consumer Advocacy and Education (3)                       |
|     | <i>or</i> CADV 452   | Child Advocacy and the Child Development Professional (3) |
| FCS | 495A-C               | Directed Undergraduate Research (1-3)                     |
|     | <i>or</i> FCS 499A-C | Independent Study (1-3)                                   |
| FCS | 543                  | Intergenerational Caregiving (3)                          |

|   |              |
|---|--------------|
| <b>Total Units in the Core and Option</b> | <b>54-57</b> |
|---|--------------|

**Interior Design Option****1. Required Option Courses (53 units)**

|     |                   |  |
|-----|-------------------|--|
| ART | 112               | Survey of Non-Western Arts (3)         |
|     | <i>or</i> ART 315 | Perspectives in Art History (3)        |
| ART | 124A              | Drawing I (3)                          |
| ART | 141               | Beginning Three-Dimensional Design (3) |
| ART | 230               | Perspective (3)                        |
| FCS | 113               | Drafting for Interior Design (3)       |

|     |                   |   |
|-----|-------------------|---|
|     | <i>or</i> ART 113 | Architectural Drafting (3)                                    |
| FCS | 114/L             | Introduction to Interior Design (1/1)                         |
| FCS | 160               | Introductory Textiles (3)                                     |
| FCS | 211               | Interior Design I (3)   |
| FCS | 213/L             | Computer Applications for Interior Design (1/2)               |
| FCS | 214/L             | Interior Design Materials, Standards and Specifications (2/1) |
| FCS | 310               | History of Interiors and Architecture I (3)                   |
| FCS | 311               | Interior Design II (3)  |
| FCS | 312/L             | Lighting and Mechanical Systems and Lab (2/1)                 |
| FCS | 314/L             | Building Code Systems and Detailing for Interior Design (2/1) |
| FCS | 316               | Presentation Techniques for Interior Design (3)               |
| FCS | 410               | History of Interiors and Architecture II (3)                  |
| FCS | 411               | Interior Design III (3)                                       |
| FCS | 412               | Organization of Interior Design Practice (3)                  |
| FCS | 414               | Seminar: Comprehensive Interior Design Studio (3)             |

The Family and Consumer Sciences Department reserves the right to hold examples of work completed as class assignments for a period not to exceed 2 years. These examples may be exhibited.

|   |              |
|---|--------------|
| <b>Total Units in the Core and Option</b> | <b>68-70</b> |
|---|--------------|

**Nutrition, Dietetics and Food Science Option****1. Required Option Courses (38 units)**

|      |       |  |
|------|-------|--|
| BIOL | 101/L | General Biology and Lab (3/1)                |
| BIOL | 215/L | Introductory Microbiology and Lab (3/1)      |
| BIOL | 281   | Human Physiology (3)                         |
| CHEM | 103/L | Introductory Chemistry I (3/1)               |
| CHEM | 104/L | Introductory Chemistry II and Lab (3/1)      |
| CHEM | 235/L | Introductory Organic Chemistry and Lab (3/1) |
| FCS  | 201/L | Introductory Food Science and Lab (2/1)      |
| FCS  | 301   | Food Science and Technology (3)              |
| FCS  | 304   | Food Service Production and Lab (2)          |
| FCS  | 307   | Advanced Nutrition: Macronutrients (3)       |
| FCS  | 404/L | Food Service System Management and Lab (2/1) |

**2. Patterns: In consultation with an advisor, select Pattern A or B:****Pattern A: Nutrition and Dietetics (36 units)**

|          |                    |  |
|----------|--------------------|--|
| CHEM     | 365/L              | Introduction to Biochemistry and Lab (3/1)               |
|          | CHS/PAS/           |  |
| AAS/ENGL | 115                | Approaches to University Writing (3)                     |
| COMS     | 151/L              | Fundamentals of Public Speaking and Lab (2/1)            |
| FCS      | 308                | Advanced Nutrition: Micronutrients (3)                   |
| FCS      | 321/L              | Contemporary Issues in Foods and Nutrition and Lab (2/1) |
| FCS      | 402                | Medical Nutrition Therapy I (3)                          |
| FCS      | 403                | Medical Nutrition Therapy II (3)                         |
| FCS      | 408                | Community Nutrition (3)                                  |
| POLS     | 155                | American Political Institutions                          |
|          | <i>or</i> POLS 403 | State and Local Government (3)                           |
| PSY      | 150                | Principles of Human Behavior (3)                         |
| SED      | 525HE              | Methods of Teaching (3)                                  |
| SOC      | 150                | Introductory Sociology (3)                               |
|          | <i>or</i> ANTH 150 | Human Origin and Culture (3)                             |

**Pattern B: Food Science and Administration (15 units)**

|     |       |  |
|-----|-------|--|
| FCS | 207   | Nutrition for Life (3)                             |
| FCS | 302   | Food Product Development and Quality Assurance (2) |
| FCS | 322/L | Equipment I and Lab (2/1)                          |

|   |       |  |
|---|-------|--|
| FCS   | 401/L | Food Chemistry and Analysis and Lab (2/1)                |
| MATH  | 140   | Introductory Statistics (4)                              |
| <b>Electives for Pattern B Only (6 units)</b> |       |  |
| BLAW  | 280   | Business Law I (3)                                       |
| COMP  | 100   | Computers: Their Impact and Use (3)                      |
| ECON  | 300   | Economic Principles and Problems (3)                     |
| FCS   | 308   | Advanced Nutrition: Micronutrients (3)                   |
| FCS   | 321/L | Contemporary Issues in Foods and Nutrition and Lab (2/1) |
| FCS   | 324   | Consumer Rights (3)                                      |
| FCS   | 496   | Experimental Course as offered (3)                       |
| JOUR  | 100   | Mass Communication (3)                                   |
| JOUR  | 110   | News Reporting (3)                                       |
| JOUR  | 310   | Article Writing (3)                                      |
| JOUR  | 350   | Photojournalism (3)                                      |
| JOUR  | 460   | Magazine Journalism (3)                                  |
| MGT   | 473   | Personnel Administration (3)                             |
| MKT   | 304   | Introduction to Marketing Management (3)                 |
| MKT   | 348   | Consumer Behavior (3)                                    |
| MKT   | 441   | Sales Management and Control (3)                         |

|   |              |
|---|--------------|
| <b>Total Units in the Core and Option</b> | <b>52-88</b> |
|---|--------------|

**General Education:** Students majoring in FCS generally may not count FCS courses for GE. However, FCS majors may count FCS 340 in Lifelong Learning. Majors in Nutrition, Dietetics and Food Science and FCS Education Options may count BIO 101/L in Natural Sciences. Any courses outside the FCS Department that are listed in GE and also required or selected in the student's FCS option may be counted toward meeting GE requirements. For example, CHEM 103/L is required in several FCS Options and also will count in GE Natural Sciences.

|  |            |
|--|------------|
| <b>Total Units for the B.S. Degree</b> | <b>120</b> |
|--|------------|

### Minor in Apparel Merchandising

The Minor in Apparel Merchandising is designed for those students wanting some expertise in apparel merchandising as an adjunct to their major fields in marketing, journalism, consumer affairs, communications, advertising, etc.

#### 1. Required Courses

|     |       |  |
|-----|-------|--|
| FCS | 160   | Introductory Textiles (3)                                |
| FCS | 255   | The Fashion Industry (3)                                 |
| FCS | 271/L | Apparel Analysis and Selection and Lab (2/1)             |
| FCS | 353   | Apparel and Human Behavior (3)                           |
| FCS | 356/L | Analysis and Evaluation of Apparel Quality and Lab (2/1) |
| FCS | 455/L | Fashion Merchandising and Lab (2/1)                      |
| MKT | 304   | Introduction to Marketing Management (3)                 |
| MKT | 443   | Retail Management (3)                                    |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>24</b> |
|---------------------------------|-----------|

### Minor in Child-Care Administration

Meets requirements for Title 22 Child Care Permit

|     |     |   |
|-----|-----|---|
| FCS | 234 | The Child in the Family and Community (3) |
| FCS | 330 | Child Growth and Development (3)          |
| FCS | 335 | Prenatal and Infant Development (3)       |

|     |              |  |
|-----|--------------|--|
| FCS | 433          | Administration of Children's Programs (3)                    |
| FCS | 491A         | Family and Consumer Sciences Projects (1)                    |
|     | and FCS 491B | Family and Consumer Sciences Projects (2)                    |
|     | or FCS 491C  | Family and Consumer Sciences Projects (3)                    |
| FCS | 533          | Advanced Topics in Administration of Children's Programs (3) |
| FCS | 534          | Supervision of Child Development Personnel (3)               |

#### Choose 1 of the following courses (3 units):

|      |       |   |
|------|-------|---|
| ART  | 383   | Art in Early Childhood (3)                                    |
| CADV | 406/L | Enhancing Childhood Creativity and Lab (2/1)                  |
| ENGL | 428   | Children's Literature (3)                                     |
| KIN  | 370/L | Physical Education in Early Childhood Education and Lab (2/1) |
| KIN  | 470/L | Physical Education for Children and Lab (2/1)                 |
| MUS  | 362/L | Music for Early Childhood and Lab (2/1)                       |
| RTM  | 305   | Dynamics of Early Childhood Play (3)                          |
| RTM  | 405   | Play and the Exceptional Child (3)                            |

#### Recommended Courses:

|      |     |                                       |
|------|-----|---------------------------------------|
| CHS  | 430 | The Chicana/o Child (3)               |
| PAS  | 420 | The Black Child (3)                   |
| SPED | 400 | Introduction to Special Education (3) |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>23</b> |
|---------------------------------|-----------|

### Minor in Family and Consumer Sciences

Suitable for secondary and elementary teaching credentials.

|     |       |   |
|-----|-------|---|
| FCS | 150/L | Apparel Construction I and Lab (2/1)                    |
| FCS | 160   | Introductory Textiles (3)                               |
| FCS | 170   | Creative Expression in Family and Consumer Sciences (2) |
| FCS | 201/L | Introductory Food Science and Lab (3)                   |
| FCS | 207   | Nutrition for Life (3)                                  |
| FCS | 315   | Issues in Housing (3)                                   |
| FCS | 320   | Family Resource Management (3)                          |
| FCS | 340   | Marriage and Family Relations (3)                       |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>23</b> |
|---------------------------------|-----------|

### Minor in Family Studies

#### Complete the following:

|     |            |  |
|-----|------------|--|
| FCS | 340        | Marriage and Family Relations (3)              |
| FCS | 426        | Issues of Contemporary and Future Families (3) |
|     | or FCS 432 | Family Theories (3)                            |

#### Choose 12 units from the following:

|     |       |   |
|-----|-------|---|
| FCS | 300   | Family and Community Services (3)                 |
| FCS | 320   | Family Resource Management (3)                    |
| FCS | 323   | Family Economics (3)                              |
| FCS | 330   | Child Growth and Development (3)                  |
| FCS | 420   | Critical Issues in Family Resource Management (3) |
| FCS | 423   | Analysis of Family Economic Issues (3)            |
| FCS | 424   | Resource Management for the Elderly (3)           |
| FCS | 426   | Issues of Contemporary and Future Families (3)    |
| FCS | 427   | Consumer Advocacy and Education (3)               |
| FCS | 431/L | Child and Family Assessment and Lab (3/1)         |
| FCS | 432   | Family Theories (3)                               |
| FCS | 436   | Parental Development (3)                          |
| FCS | 438   | Adolescents in the Family Context (3)             |

|     |     |                              |
|-----|-----|------------------------------|
| FCS | 441 | Human Sexuality (3)          |
| FCS | 480 | The Helping Professional (3) |
| FCS | 485 | Family Resiliency (3)        |

**Total Units in the Minor****18****Minor in Food Science****Science prerequisites for courses required in Minor (23 units)**

|      |       |  |
|------|-------|--|
| BIOL | 101/L | General Biology and Lab (3/1)                |
| BIOL | 215/L | Introductory Microbiology and Lab (3/1)      |
| BIOL | 281   | Human Physiology (3)                         |
| CHEM | 103/L | General Chemistry I and Lab (3/1)            |
| CHEM | 104/L | General Chemistry II and Lab (3/1)           |
| CHEM | 235/L | Introductory Organic Chemistry and Lab (3/1) |

**Minor Requirements (20 units)**

|     |       |  |
|-----|-------|--|
| FCS | 201/L | Introductory Food Science and Lab (2/1)            |
| FCS | 207   | Nutrition for Life (3)                             |
| FCS | 301   | Food Science and Technology (3)                    |
| FCS | 302   | Food Product Development and Quality Assurance (2) |
| FCS | 303   | Cultural Aspects of Food and Nutrition (3)         |
| FCS | 307   | Advanced Nutrition Macronutrients (3)              |
| FCS | 401/L | Food Chemistry and Analysis and Lab (2/1)          |

**Total Units in the Minor****43****Requirements for the Master of Science Degree**

The Graduate Program in Family and Consumer Sciences leads to a Master of Science Degree. The Program is designed to be somewhat flexible so that individual needs may be considered in Program planning. Students may earn a Graduate Degree with emphasis in any of the Areas of Family and Consumer Sciences identified as part of the undergraduate program. Particular emphasis is given to the Areas of Apparel and Textiles, Consumer Affairs, Family Studies, Interior Design, and Nutrition and Food Science.

**A. Requirements for Admission to the Program:**

For admission as Classified graduate student, the following requirements must be satisfied:

1. An undergraduate GPA of 2.5 plus adequate performance on the Graduate Record Examination (GRE) or an overall GPA of 3.0. Students with an undergraduate grade of point average of 2.5 to 2.99 will be admitted to the Department as Conditionally Classified graduate students but must have an adequate GRE score to become Classified. Students applying to the Nutrition, Dietetics and Food Science area with a GPA between 2.5-2.99 must have an adequate GRE score before being admitting into the Program.
2. A Bachelor's Degree from an accredited institution with selected approved Upper Division courses in Family and Consumer Sciences or the equivalent. Those students without adequate background courses will be asked to complete any prerequisites considered essential.
3. The satisfaction of any other University requirements for Classified status, such as the Upper Division Writing Proficiency Exam.
4. Formal approval by the Department based on the total record of the student.

**1. Required Courses (6 units)**

|     |     |                           |
|-----|-----|---------------------------|
| FCS | 681 | Research Methods (3)      |
| FCS | 682 | Research Applications (3) |

**2. Electives (24 units)**

This is the minimum amount of approved graduate course work, to be selected with an advisor. Some Areas of study require specific course work. A maximum of 9 units may be at the 400-level.

**3. Capstone: Select one of the following:****A. Thesis or Project**

1. The proposal must be approved by the student's Committee and the Graduate Coordinator.
2. The student will register for FCS 698 for 1-3 units. These units may be included in the elective total.
3. The student must successfully defend the thesis or project at an oral exam.

**B. Comprehensive Examination**

1. The student will register for FCS 697—Directed Comprehensive Studies (3 units). These units may not be counted in the elective total.
2. The student must earn a minimum grade of "B" on the examination.
3. Passing course work for the Master's Degree does not guarantee passing of the Comprehensive Examination.

**Unit Minimum for the M.S. Degree****30-33****Accredited Dietetics Internship (15 units)**

The Dietetics Internship (DI) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the American Academy of Nutrition and Dietetics (A.N.D.). The DI Program is a graduate program that requires a separate admission procedure after or concurrent with admission to graduate study in the Department of Family and Consumer Sciences (FCS). Students selected for the DI Program must have completed a ACEND-accredited Didactic Program in Dietetics (DPD). The FCS DI program has two concentrations: Community Nutrition and Nutrition Therapy. The DI consists of a minimum of 12-16 hours of supervised practicum (through enrollment in FCS 570, 571 and 572 on Credit/No Credit basis) and 5 graduate courses (15 units). The graduate courses are:

|     |     |  |
|-----|-----|--|
| FCS | 573 | Seminar for Dietetic Interns (3)               |
| FCS | 606 | Vitamin and Mineral Metabolism (3)             |
| FCS | 607 | Carbohydrate, Lipid and Protein Metabolism (3) |
| FCS | 681 | Research Methods (3)                           |
| FCS | 682 | Research Applications (3)                      |

**Course List****FCS 113. Drafting for Interior Design (3)**

*Prerequisites:* ART 124A and 141. Introduction to concepts and conventions of drafting for interior design. Emphasis on developing skills in architectural hand drafting of plans, elevations and sections using conventional symbols of the building design professions; recognizing the importance of working drawings and improving drafting and hand-lettering proficiency through practice, discussion, direct observation and critiques. Media includes mechanical pencil and technical pen on vellum, and drafting equipment is necessary for the completion of each assignment. Emphasis is on a set of working drawings. 6 hours per week. Credit not allowed for both FCS 113 and ART 113.

**FCS 114/L. Introduction to Interior Design and Lab (1/1)**

*Corequisite:* FCS 114L. Introductory survey of interior design. 1 hour lecture, one 3-hour lab

**FCS 150/L. Apparel Construction I and Lab (2/1)**

*Corequisite:* FCS 150L. Fundamental principles and terminology of clothing construction, with emphasis on the interrelationship of fiber, fabric, construction techniques, fit and care. 20 hours lecture, one 3-hour lab.

**FCS 160. Introductory Textiles (3)**

Lecture-discussion course presenting an introductory analysis of textile fibers, yarns, fabrics, dyestuffs and finishes as they relate to the selection of end-use products. Emphasis given to textiles in apparel and interiors.

**FCS 170. Creative Expression in Family and Consumer Sciences (2)**

Develops awareness of the relationships between creative expression and the quality of life in the family unit.

**FCS 201/L. Introductory Food Science and Lab (2/1)**

*Corequisite:* FCS 201L. Introduction to the chemical, physical and nutritional properties of foods and changes that occur during processing and storage. Methods currently used in food preparation are emphasized. 2 hours lecture, one 3-hour lab.

**FCS 207. Nutrition for Life (3)**

Basics of sensible and safe food choices related to the science of nutrition. Achievement and maintenance of nutritional well-being throughout life as influenced by social, cultural, economic and environmental conditions. Credit not allowed for both FCS 207 and HSCI 337. (Available for General Education, Lifelong Learning.) (IC)

**FCS 211. Interior Design I (3)**

*Prerequisites:* FCS 114, 170; FCS 113 or ART 113. Introduction to space planning. 6 hours of studio.

**FCS 213/L. Computer Applications for Interior Design and Lab (1/2)**

*Prerequisites:* FCS 113 or ART 113. *Corequisite:* 213L. Emphasis on the use of the AutoCAD program to prepare drawings in interior design. Through computer applications, students develop communication skills in 2-Dimensional and 3-Dimensional interior design drawings using drafting and lettering techniques with computer-aided tools. 1 hour lecture, two 3-hour labs.

**FCS 214/L. Interior Design Materials, Standards and Specifications and Lab (2/1)**

*Prerequisites:* FCS 114/L and ART 113, or FCS 113, 160 and 170. *Corequisite:* FCS 214L. Study of materials, standards and specifications used in the design and construction of interior environments. 2 hours lecture, 3 hours lab per week.

**FCS 232. Individual and Family Development (3)**

Relationships and adjustments during the normal stages of family living.

**FCS 234. The Child in the Family and Community (3)**

Dynamics of children's relationships with their families and others throughout their development and with various contexts. Lecture-discussion.

**FCS 250/L. Apparel Construction II and Lab (2/1)**

*Prerequisite:* FCS 150/L. *Corequisite:* FCS 250L. Theory and application of pattern alteration, fitting, advanced construction techniques; analysis of fabrics used in fashion apparel. 2 hours lecture, one 3-hour lab.

**FCS 255. The Fashion Industry (3)**

Overview of the structure and functioning of the fashion industry as it relates to apparel. Field trips required.

**FCS 271/L. Apparel Analysis and Selection and Lab (2/1)**

*Prerequisite:* FCS 170. *Corequisite:* FCS 271L. Study of individual differences in relation to apparel selection and design. 2 hours lecture, one 2-hour studio.

## Upper Division

**FCS 300. Family and Community Services (3)**

In-depth study of various types of family service agencies (local/state/federal, non-profit/for-profit) and the services they provide to families in the community.

**FCS 301. Food Science and Technology (3)**

*Prerequisites:* BIOL 215/L; CHEM 235/L; FCS 201, 201L. Study of the physical and chemical changes occurring in food during commercial operations and the principles and technical process involved in the production, processing, preservation, storage and distribution of foods. Control and utilization of microorganisms in food, food laws and regulations, and the influence of processing on nutritional quality of foods are discussed.

**FCS 302. Food Product Development and Quality Assurance (2)**

*Prerequisite:* FCS 301. Principles and practice of quality assurance and product development programs in food industry. Lab and field study of commercial food processing and preservation operations. 6 hours lab per week.

**FCS 303. Cultural Aspects of Food and Nutrition (3)**

Study of psychological, sociological and historical aspects of cultural food patterns. Consideration of the nutritional significance of these patterns and problems involved in changing food habits.

**FCS 304. Food Service Production (2)**

*Prerequisite:* FCS 301. Overview of the principles and methods of commercial/institutional food production, including use of food service equipment. Includes application of principles of safety and sanitation.

**FCS 307. Advanced Nutrition: Macronutrients (3)**

*Prerequisites:* Grade of C or better in BIOL 281/L, CHEM 235/L and FCS 207. Role of carbohydrates, fats, proteins, minerals and vitamins in human nutrition. Nutritional requirements during the various stages of life cycle.

**FCS 308 Advanced Nutrition Micronutrients (3)**

*Prerequisites:* CHEM 365L; FCS 307. The role of micronutrients, vitamins and minerals in human nutrition, including digestion, absorption, metabolism, and major biological, physiological and metabolic roles. Emphasis is placed on interactions and interrelationships of the nutrients at the organism and cellular levels.

**FCS 309. Maternal, Infant and Child Nutrition (3)**

Nutritional needs from preconception to adolescence. Emphasis on developmental and physiological factors that influence food intake and eating behavior.

**FCS 310. History of Interiors and Architecture I (3)**

*Prerequisite:* FCS 211. Study of architecture and interiors from antiquity to the Victorian period.

**FCS 311. Interior Design II (3)**

*Prerequisites:* ART 230; FCS 211, 213/L, 214/L. Application of theories to residential, hospitality and other institutional design. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the Schedule of Classes for the CS Designation. 6 hours of studio per week.

**FCS 312/L. Lighting and Mechanical Systems and Lab (2/1)**

*Prerequisites:* ART 230; FCS 211, 213/L, 214/L. *Corequisite:* FCS 312L. Principles of lighting and electrical systems, thermal control systems and ancillary services applied to residential and commercial design. Lab involves design of lighting systems and an understanding of mechanical systems for residential and commercial applications. 2 hours lecture, one 3-hour studio.

**FCS 314/L. Building Codes, Systems and Detailing for Interior Design and Lab (2/1)**

*Prerequisites:* FCS 211, 213/L, 214/L. *Corequisite:* FCS 314L. Students are introduced to basic elements of construction and building systems, including power distribution systems, mechanical systems, energy management, ceiling systems, flooring systems and the impact of local building codes on the interior design process. Emphasis is placed on the interaction between interior design ideas and the construction methods. 2 hours lecture, one 3-hour lab per week.

**FCS 315. Issues in Housing (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Examines current issues and problems in housing and their impact on individuals and families. Concepts from Family and Consumer Sciences, law, economics, design, government, and the natural and social sciences are applied to the housing situation in an effort to explore problems and develop strategies for coping in difficult times. (Available for General Education, Lifelong Learning.)

**FCS 316. Presentation Techniques for Interior Design (3)**

*Prerequisites:* ART 230; FCS 211, 213/L, 214/L. Emphasis on graphic visual presentation techniques in interior design. Students will learn base methods and various techniques for presentation in manual and digital formats that are specific to the interior design field. 6 hours per week.

**FCS 320. Family Resource Management (3)**

Management theory applied to the family. Emphasis on clarifying values, setting goals, decision making and allocating resources as they relate to individual and family choice across the lifespan. Such skills as communication, time management, team building and stress management are developed.

**FCS 321/L. Contemporary Issues in Foods and Nutrition, and Lab (2/1)**

*Prerequisite:* FCS 207 or HSCI 337. *Corequisite:* FCS 321L. Examination of contemporary nutrition and food education issues. Analysis, discussion and evaluation of physiological, economic, environmental and cultural factors as they apply to food management plans and healthy nutrition choices for individuals, groups and families. Computers are used to evaluate the nutritional value and economics of various meal plans. 2 hours lecture, one 3-hour lab per week.

**FCS 322/L. Equipment I and Lab (2/1)**

*Corequisite:* FCS 322L. Principles of electricity and gas; materials, physical structures, safety and economic factors of household appliances; use and care of appliances; and kitchen planning. Two hours lecture; 1 three-hour lab per week.

**FCS 323. Family and Individual Money Management (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Management decisions related to the allocation of family income during various stages in the family cycle. (Available for General Education, Lifelong Learning.) (IC)

**FCS 324. Consumer Rights, Issues and Problems (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Designed to enhance consumer interaction in the marketplace. Emphasis on consumer rights, protection and decision making. Basic consumer and financial strategies are explored. Roles of public and private consumer protection agencies are evaluated. (Available for General Education, Lifelong Learning.) (IC)

**FCS 330. Child Growth and Development I (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Principles of child growth and development. Observation of group activities involving children. Additional hours as assigned or arranged. (Available for General Education, Lifelong Learning.) (IC)

**FCS 335. Prenatal and Infant Development (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of development in the physical, motor, intellectual, social and emotional areas, and constitutional and environmental factors that influence the direction and scope of development.

**FCS 340. Marriage and Family Relations (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Interpersonal and intrapersonal relationships of courtship, marriage and family living, and the importance of these relationships in solving current issues concerning the quality of family life. (Available for General Education, Lifelong Learning.) (IC)

**FCS 352. History of Textiles and Apparel (3)**

*Prerequisite:* Upper Division standing. Study of the historical development of modern dress.

**FCS 353. Apparel and Human Behavior (3)**

*Prerequisite:* Upper Division standing. Intercultural study of dress in relation to personal characteristics and societal patterns.

**FCS 354. Apparel for Special Groups (3)**

*Prerequisite:* Upper Division standing. Study of clothing needs and desires of children, the physically limited of all ages, the aged and other special groups.

**FCS 356/L. Analysis and Evaluation of Apparel Quality and Lab (2/1)**

*Prerequisites:* FCS 150/L, 160. *Corequisite:* FCS 356L. Analysis of the quality of design, materials and construction techniques used in commercially produced apparel and accessories. Comparison of manufacturing processes, concepts of sizing, and principles of fit and pricing in relation to the target consumer in various markets. 2 hours lecture, one 2-hour activity per week.

**FCS 360/L. Textiles and Lab (2/1)**

*Prerequisites:* FCS 160 and CHEM 100/L, or CHEM 103 or 105/L or 110/L. *Corequisite:* FCS 360L. Sources and properties of textile fibers, fabric characteristics as related to selection, use and care. 2 lectures, one 3-hour lab per week.

**FCS 371/L. Apparel Design: Flat Pattern and Lab (2/1)**

*Prerequisite:* FCS 150. *Corequisite:* FCS 371L. Principles of flat pattern design and their application in patternmaking. 2 hours lecture, one 3-hour lab per week.

**FCS 380. Family and Consumer Sciences Foundations and Research (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Historical and philosophical background, current issues and analysis of research in the field of Family and Consumer Sciences.

**FCS 381. Computer Applications in Family and Consumer Sciences (3)**

Specific applications of computers within the professional specializations of Family and Consumer Sciences.

**FCS 394A-C. Undergraduate Internship (1-3)**

Directed field experience in selected area of Family and Consumer Sciences related to business, industry and public service agencies. Written reports required. Academic Internship course.

**FCS 396A-Z. Experimental Topics Courses in Family and Consumer Sciences (3)**

Experimental courses in Family and Consumer Sciences with course content to be determined.

**FCS 401/L. Food Chemistry and Analysis and Lab (2/1)**

*Prerequisite:* FCS 301. *Corequisite:* FCS 401L. Structure and properties of basic food constituents and their chemical and biochemical changes that influence the texture, color, flavor, odor, stability and nutritional quality of foods. Evaluation and interpretation of recent findings in food research. 2 hours lecture, one 3-hour lab per week.



**FCS 402. Medical Nutrition Therapy I (3)**

*Prerequisites:* CHEM 365L; FCS 308. This is the first in a 2-course sequence in medical nutrition therapy that includes assessment of nutritional status, nutrition care process, pathophysiology, and medical and nutritional management through the lifespan for endocrine, cardiovascular, and gastrointestinal diseases, eating disorders and obesity treatment. Alternative feeding modalities (parenteral and enteral nutrition) and medical terminology will be addressed.

**FCS 403. Medical Nutrition Therapy II (3)**

*Prerequisite:* FCS 402. This course is a continuation of FCS 402—Medical Nutrition Therapy I, and includes pathophysiology, medical and nutritional management through the lifespan for neurological, renal, hepatic, pulmonary, neoplastic and rheumatic diseases, in addition to sepsis and trauma, HIV, cancer, and food allergies and intolerance.

**FCS 404/L. Food Service System Management and Lab (2/1)**

*Prerequisites:* 304, 321/L. *Corequisite:* 404L. Systems approach to managing a food service facility, including organization management, marketing, procurement, distribution, and financial and human resource management.

**FCS 408. Community Nutrition (3)**

*Prerequisites:* FCS 307; SED 525HE. Community nutrition studies the nutrition programs that relate the science of nutrition to the improvement, maintenance and promotion of the health status of individuals and groups, including those from different ethnic and socioeconomic backgrounds. Community organization, program planning, funding and evaluation of nutrition methods and current issues are studied. Some sections may offer a community service opportunity with activities relating to concepts and theories presented. Check SOLAR for the CS Designation.

**FCS 409. Geriatric Nutrition (3)**

Special problems of the aging population with regard to nutrient requirements, food use and selection, as well as government intervention programs related to nutrition. Non-majors taking this course must demonstrate that they have had sufficient experience in gerontology to benefit from the content.

**FCS 410. History of Interiors and Architecture II (3)**

*Prerequisites:* ART 112 or 315; FCS 311. The study of architecture and interiors from post-Victorian to the present.

**FCS 411. Interior Design III (3)**

*Prerequisites:* FCS 310, 311, 312/L, 314/L, 316. Application of theories to commercial design. Some sections of this course are taught with a community service learning opportunity (CS) with activities related to concepts and theories presented. Check the Schedule for Classes for the CS Designation. 6 hours of studio per week.

**FCS 412. Organization of Interior Design Practice (3)**

*Prerequisites:* FCS 310; 311, 312/L, 314/L, 316. Focus on current concepts and activities of professional practice, including professional roles, managerial practices, service delivery systems and ethics. Review and synthesis of research and professional literature pertinent to the practice of interior design. Some portions of this course are taught on-line (OL). Check the Schedule of Classes for the OL Designation.

**FCS 414. Senior Comprehensive Interior Design Studio (3-3)**

*Prerequisites:* FCS 310, 311, 312/L, 314/L, 316, 411. Advanced study in interior design, with emphasis on application of theoretical concepts to specialized interior settings. Students are required to conceptualize and generate the interior design for a particular setting, including the graphic presentation of the design solution. 8 hours of studio per week.

**FCS 420. Critical Issues in Family Resource Management (3)**

*Prerequisite:* Senior or graduate standing. Application of management theory and concepts to managing families, with emphasis on case study analyses, personal examination and problem solving. Issues include conflict resolution, balancing work and family, and working with at-risk families.

**FCS 423. Analysis of Family Economic Issues (3)**

*Prerequisite:* FCS 323. A study of family financial management as affected by the economic, political and social environments. Analysis of public policy as it relates to retirement, health care, housing and poverty.

**FCS 424. Resource Management for the Elderly (3)**

Concentrates on allocation of resources during the late phases of the family life cycle. Attention is given to retirement planning and alternative lifestyles for the aging and elderly. Government, community and private resources are analyzed relative to benefits useful to this age group. Non-majors taking this course for the Certificate Program for Service to the Aging must demonstrate that they have had sufficient experience in gerontology to benefit from the course.

**FCS 426. Issues of Contemporary and Future Families (3)**

*Prerequisite:* FCS 232 or 330 or 340, or senior or graduate standing. Focuses on current trends in home and family life and the impact that these issues have on future generations.

**FCS 427. Consumer Advocacy and Education (3)**

*Prerequisite:* FCS 324. Concepts of consumer advocacy and protection with emphasis on educating consumer and analysis of strategies for resolving consumer conflicts.

**FCS 428. Corporate Consumer Affairs (3)**

*Prerequisites:* BLAW 280; ENGL 205; FCS 324. A capstone course in Customer Relations Management (CRM). The course specializes in customer care and customer relations management. Emphasis is placed on CRM technology, communication systems and regulations. Product recalls and safety issues are covered in-depth. Available for graduate credit.

**FCS 431. Child and Family Assessment (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* FCS 330 or 335, or PSY 313. Application of human developmental theories to the assessment of children and families. Students also participate in a lab experience at the Child and Family Studies Laboratory.

**FCS 431L. Child and Family Assessment Lab (1)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* FCS 330 or 335, or PSY 313. Application of child and family assessments in the Child and Family Studies Laboratory. 3 hours per week.

**FCS 432. Family Theories (3)**

*Prerequisite:* Senior or graduate standing. *Preparatory:* FCS 340. Review of theoretical and philosophical perspectives used in the study of families, including assumptions, values, propositions and applications.

**FCS 433. Administration of Children's Programs (3)**

*Prerequisite:* FCS 330 or 335, or PSY 313. Administrative philosophy and functions of children's programs. Staff organization, program management and facilities planning appropriate to the developmental needs of the child and family.

**FCS 436. Parental Development (3)**

*Prerequisites:* Senior or graduate standing. *Preparatory:* FCS 330 or 335, or PSY 313. Study of the parent's role as a facilitator, emphasizing different parenting styles and their effects, as well as appropriate parent and child interactions.

**FCS 438. Adolescents in the Family Context (3)**

*Prerequisite:* Senior or graduate standing. *Preparatory:* FCS 330 or 335, or PSY 313. Developmental changes and challenges of adolescents and their families as they deal with current societal issues (e.g., autonomy sexuality, parent-adolescent communication, values), in particular pregnancy and adolescents as parents.

**FCS 441. Human Sexuality (3)**

Provides biological, sociological and psychological aspects of human sexuality. Principles of sexual therapy.

**FCS 455/L. Fashion Merchandising and Lab (2/1)**

*Prerequisites:* FCS 255; MKT 443; Senior or graduate status. *Corequisite:* FCS 455L. In-depth study and application of the concepts and activities involved in the merchandising of fashion goods from producer to consumer. 2 hour lecture, one 3-hour lab per week.

**FCS 460/L. Textile Product Analysis and Lab (2/1)**

*Prerequisites:* FCS 255; Senior or graduate status. *Corequisite:* FCS 460L. Analysis of principles and procedures used in the production and evaluation of textile products. Impact of U.S. and international trade policies and regulations. 2 hours lecture, one 3-hour lab per week.

**FCS 471/L. Apparel Design: Draping and Lab (2/1)**

*Prerequisites:* FCS 150/L and 250/L. *Corequisite:* FCS 471L. Fundamental principles and techniques of designing clothing by the draping method. Theory of design as applied to draping. Emphasis placed on the interrelation of fabrics, design and form. 2 hours lecture, one 3-hour lab per week.

**FCS 472/L. Apparel Design: Computer Aided Design and Lab (2/1)**

*Prerequisite:* FCS 371/L. *Corequisite:* FCS 472L. Exploration of computer-aided apparel design software applications using the theoretical concepts of apparel design. 2 hours lecture, one 3-hour lab per week.

**FCS 475/L. Fashion Development and Lab (2/1)**

*Prerequisites:* FCS 170, 255, 271/L; Senior or graduate standing. *Corequisite:* FCS 475L. Fashion products from conception through wholesale distribution. Existing and potential markets, sources of inspiration, procurement of materials, manufacturing technology, costing, production scheduling, pricing, merchandising, promotion and distribution at the wholesale level. 2 hours lecture, one 3-hour lab per week.

**FCS 476. Studio Problems in Apparel Design (3-3)**

*Prerequisites:* FCS 371/L, 471/L; Senior or graduate status. Advanced study in apparel design and production, with emphasis on application of theoretical concepts to specialized apparel. Students are required to design, produce and present a design portfolio and a line of apparel. 8 hours of studio per week. May be repeated once for credit.

**FCS 480. The Helping Professional (3)**

Designed to facilitate the self-exploration, skills building and knowledge of future helping professionals. Students are challenged to enhance their knowledge of the helping professions while understanding the various career paths that are available.

**FCS 485. Family Resiliency (3)**

*Prerequisite:* PSY 150 or FCS 232 or 234 or 330 or 340 or senior or graduate status. Application of family resiliency theory to societal issues with an emphasis on family protective factors and family adaptation.

**FCS 491A-C. Family and Consumer Sciences Projects (1-3)**

*Prerequisites:* Instructor consent. Individual supervised projects involving utilization of the facilities and personnel of the Child and Family Studies Laboratory.

**FCS 494. Supervised Field Study (1-3)**

*Prerequisite:* Instructor consent. Directed field experience in selected areas of Family and Consumer Sciences related to business, industry and public service agencies. Written reports required. Academic Internship course.

**FCS 495. Directed Undergraduate Research (2-3)**

*Prerequisites:* Instructor consent. Interested students should make arrangements with the Department as soon as possible, preferably during the previous semester. Designed for students of advanced rank and proven competence in Family and Consumer Sciences. Program of original independent research to be carried out under the direction of a Family and Consumer Sciences faculty member. Hours to be arranged. May be repeated for credit.

**FCS 496A-Z. Experimental Topics Courses in Family and Consumer Sciences (3)**

*Prerequisites:* Senior status; Instructor consent. Experimental courses in areas of Family and Consumer Sciences.

**FCS 499A-C. Independent Study (1-3)****Graduate**

Note that 300-level courses do not carry credit toward a Master's Degree. 9 units of 400-level courses may be used in the Master's Program in Family and Consumer Sciences, providing they have been approved by the Graduate Advisor. Only Classified graduate students should enroll in Directed Graduate Research and Thesis.

**FCS 501. Advanced Food Chemistry and Analysis I (3)**

*Prerequisites:* CHEM 365L; FCS 401. Methods of modern analytical techniques and instruments used in food and nutrient analysis.

**FCS 505. Nutrient and Drug Interactions (3)**

*Prerequisite:* FCS 402 or possession of verification statement for Didactic Program in Dietetics. Study of metabolic interaction between nutrients and drugs. Emphasis on drug-induced physiological and chemical alterations affecting appetite regulation, absorption, metabolism, distribution and excretion of nutrients.

**FCS 512. Sustainable Building and Interior Design (3)**

*Prerequisites:* Senior or graduate standing. The course explores sustainable building and interior design theories, concepts and applications. Emphasis is on expanding students' skills and applying sustainability theories and concepts to building and interior design of small-scale community service-learning projects. Undergraduates by permission only.

**FCS 515. Environmental Design Theory, Methodology and Criticism (3)**

*Prerequisite:* Senior or graduate standing. Graduate cornerstone course in Interior Design. Study of recent theories, methodologies and current issues of housing and interior design.

**FCS 516. Interior Design and the Building Process (3)**

*Prerequisite:* Senior or graduate standing. Students are introduced to the theories and concepts of pattern language, nature of order and generative design as they apply to housing and interior design. Emphasis is placed on integrated design and making processes, user participation in design and construction, building materiality, detailing, craftsmanship, ornamentation and color.

**FCS 533. Advanced Topics in Administration of Children's Programs (3)**

*Prerequisite:* FCS 433; Admission restricted to seniors, PBUs and graduate students. Graduate seminar on trends, issues and new developments in administering programs for children and families. Required for Child Development Master Teacher, Site Supervisor and Program Director Permits.

**FCS 534. Supervision of Child Development Personnel (3)**

*Prerequisite:* FCS 433; Restricted to seniors, PBUs and graduate students. Seminar on issues and approaches to leading and supervising individuals/teams in settings involving young children. Required for Child Development Master Teacher, Site Supervisor and Program Director Permits.

**FCS 542. Theories of Family Development (3)**

*Prerequisites:* Senior or graduate standing. In-depth study of family development theories and research presented, evaluated and applied to specific family situations. Students research family theories and present and lead discussions about their findings to the class.

**FCS 543. Intergenerational Caregiving (3)**

*Prerequisites:* Senior or graduate standing. Comprehensive study and analysis of the history, multicultural issues, research, academic and professional competencies required to establish, direct, teach and/or evaluate a quality intergenerational program for children and the elderly of varying abilities, cultural and socioeconomic backgrounds.

**FCS 555. Textiles and Apparel in the Global Economy (3)**

*Prerequisites:* Senior or graduate standing. Analysis of the U.S. textile and apparel complex, and of the U.S. market within an international context.

**FCS 562. Textile Technology I (3)**

*Prerequisite:* FCS 360 or 460. Critical analysis of textile fibers and fabrics. Application and evaluation of textile finishes and other textile surface treatments.

**FCS 563. Textile Technology II (3)**

*Prerequisite:* FCS 360 or 460. Critical analysis of application and evaluation of textile dye stuffs and other coloring agents.

**FCS 570. Practicum in Nutrition Therapy (6)**

*Prerequisites:* Admission to the Dietetic Internship; Instructor consent. *Recommended corequisite:* FCS 573. Units do not apply for either Bachelor or Master's Degree Programs. The supervised practice hours are a minimum of 512 hours for students in the Nutrition Therapy Concentration and a minimum of 416 hours for students in the Community Nutrition Concentration. Supervised practices are at selected clinical settings, such as hospitals, stressing application of pathophysiology and related medical sciences to treatment and nutrition care. (Credit/No Credit only)

**FCS 571. Practicum in Food Service Systems Management (6)**

*Prerequisites:* Admission to the Dietetic Internship; Instructor consent. *Recommended corequisite:* FCS 573. No credit for either Bachelor or Master's Degree Programs. A minimum of 288 hours of supervised practice are served at selected hospitals and school foodservice settings. Interns practice foodservice production, management and administration. (Credit/No Credit only)

**FCS 572. Practicum in Community Nutrition (6)**

*Prerequisites:* Admission to the Dietetic Internship; Instructor consent. *Recommended corequisite:* FCS 573. No credit for either Bachelor or Master's Degree Programs. The supervised practice hours are a minimum of 512 hours for students in the Community Nutrition Concentration and a minimum of 416 hours for students in the Nutrition Therapy Concentration. Supervised practices are at selected community settings, mainly outpatient clinics, stressing the planning, delivery and evaluation of preventive health services, as well as the delivery of services to persons with complex nutritional needs. (Credit/No Credit only)

**FCS 573. Seminar for Dietetic Interns (3-3)**

*Prerequisites:* Admission to the Dietetic Internship and instructor consent. *Recommended corequisites:* FCS 570, 571, and/or 572 each semester. Must be repeated twice for a total of 6 units, but only 3 units maximum may be applied toward a Master's Degree. Lectures, group discussions and presentations dealing with the process of providing food and nutrition services in clinical, food-service and community settings. Interns are considered part of the Greater Los Angeles Dietetics Internship Consortium and attend seminars with interns from other programs held at off-campus locations.

**FCS 580. The Family and Consumer Sciences Profession (3)**

A study of Family Consumer Sciences (FCS) as a profession, including its vision and mission, history, theoretical framework and professional and ethical standards. Applications of the Human Ecological Theory to one's Area of study is examined. Course is required for graduate students who do not have a FCS undergraduate degree. Credit does not count toward the graduate program, and completion of the course must occur before Classification, which must occur within the first 12 units.

**FCS 595A-Z. Experimental Topics Courses in Family and Consumer Sciences (1-3)**

*Prerequisite:* Senior or graduate standing. Selected topics in the area of Family and Consumer Sciences.

**FCS 602. Vitamin and Mineral Analysis (3)**

*Prerequisites:* CHEM 365L; FCS 401. Vitamin and mineral analysis, with emphasis on their application in food and nutrition research.

**FCS 606. Vitamin and Mineral Metabolism (3)**

*Prerequisite:* FCS 308 or possession of verification statement for *Didactic Program in Dietetics*. Recent advances in the roles of vitamins and minerals in human nutrition.

**FCS 607. Carbohydrate, Lipid and Protein Metabolism (3)**

*Prerequisite:* FCS 307 or possession of verification statement for *Didactic Program in Dietetics*. Recent advances in roles of carbohydrates, lipids and proteins in human nutrition.

**FCS 608. Sports Nutrition (3)**

*Prerequisite:* Graduate standing. Overview of nutrient use in exercise and nutrition strategies to improve exercise/athletic performance, emphasizing current research. Topics include fuel use during exercise, nutrient requirements for optimal performance, behavioral strategies for improving dietary habits, and supplements.

**FCS 614. Graduate Interior Design Studio (3)**

*Prerequisite:* Graduate standing. Graduate interior design studio with emphasis on planning, designing and making livable and sustainable interior building environments. Emphasis is on the application of evidence-based research findings in interior design projects. Some sections of this course may offer a community service engagement opportunity with design activities relating to the studio processes presented in class.

**FCS 635. Theories of Infant Development (3)**

*Prerequisite:* Graduate standing. *Preparatory:* FCS 330 or 335, or EPC 430. In-depth study of theory and research on infant development and care.

**FCS 640. Family Strengths (3)**

*Prerequisite:* Graduate standing. *Preparatory:* FCS 542. Study of the family system, focusing on the resiliency, coping strategies, support systems and other factors that contribute to the strength and durability of the family unit.

**FCS 653. Contemporary Issues in Textiles and Apparel (3)**

*Prerequisites:* Graduate standing. *Preparatory:* FCS 353. Recent developments and current issues in the area of textiles and apparel.

**FCS 681. Research Methods (3)**

*Prerequisite:* Graduate standing. Review and critique of published research, examination of research methodology in Family and Consumer Sciences, and selection and utilization of research tools and techniques.

**FCS 682. Research Applications (3)**

*Prerequisite:* FCS 681. Development of research proposals, completion of mini-research project, and practice in the application of selected research strategies and methodologies.

**FCS 690A-P. Seminar: Advances in Family and Consumer Sciences (3)**

*Prerequisite:* Graduate standing. Advanced study in Family and Consumer Sciences subject matter areas: (A) Nutrition; (B) Food Science; (C) Family Economics; (D) Family Management; (E) Textile Science; (F) Apparel and Human Behavior; (G) Environmental Design for Selected Populations; (H) Interior Design of Selected Settings; (I) Child Development; (J) Family Relations; (K) Consumer Economics; (L) Teacher Supervision; (M) Special Issues in Family and Consumer Sciences; (N) Innovative Teaching Techniques in Family and Consumer Sciences; (O) Family Financial Issues; and (P) Open.

**FCS 694A-C. Supervised Field Study (1-3)**

*Prerequisites: Graduate standing; Approval of advisor.* Direct field experience in selected area of Family and Consumer Sciences related to business, industry, nutrition and dietetic areas, and public service agencies. Written reports required include submission of a journal of activities performed during the semester, a scholarly research paper and presentation based on current theory and concepts in business, management or technology. Academic Internship includes 45-120 work hours in addition to regular seminar meetings. (Graded)

**FCS 695A-Z. Experimental Topics Courses in Family and Consumer Sciences (1-3)**

*Prerequisite: Graduate standing.*

**FCS 696A-C. Directed Graduate Research (1-3)**

*Prerequisites: Classified graduate standing; Approval of advisor.* Investigation of a significant individual research problem.

**FCS 697. Directed Comprehensive Studies (3)**

*Prerequisites: Graduate standing; Classified status.* For students who have completed all course requirements (30 units) for the Master's Degree and for those graduate students electing to take comprehensive examinations.

**FCS 698 A-C Thesis/project (1-3)**

*Prerequisites: Classified graduate standing; Approval of advisor.* Preparation of thesis or completion of project for the Master of Science Degree.

**FCS 699A-C. Independent Study (1-3)**

*Prerequisite: Graduate standing*

# Gender and Women's Studies

College of Humanities

**Chair: Sheena Malhotra**

**Jerome Richfield Hall (JR) 340**

**(818) 677-3110**

**[www.csun.edu/gws](http://www.csun.edu/gws)**

## Faculty

Dianne Bartlow, Florence Kyomugisha, Marta López-Garza, Sheena Malhotra, Breny Mendoza, Nayereh Tohidi

## Staff

Janaki Bowerman, Molly Nguyen

## Programs

Undergraduate

**B.A., Gender and Women's Studies**

**Minor in Gender and Women's Studies**

## The Major

The Gender and Women's Studies Department emphasizes interdisciplinary, cross-cultural and transnational studies with a focus on the intersectionality of gender, race, class and sexuality. It includes course work in feminist theories, women and social movements, transnational feminisms, women of color feminisms, postcolonial feminism, women's economic conditions in the context of globalization and development, productions of women in the media and literature, women and religion, queer studies, women's health and masculinity studies.

The Gender and Women's Studies Department teaches students to view the world with a critical analytical approach grounded in a social justice framework. The Department adheres to a disciplinary practice that centers on an integrative, intersectional framing of issues concerning gender, race, class, sexuality, nationality, ethnicity, age and the differently abled.

## Academic Advisement

The Gender and Women's Studies Department helps students select the program and courses that best satisfy their individual needs and interests. Contact Sheena Malhotra (Chair) at (818) 677-3110 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a major or minor in Gender and Women's Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

## Careers

A degree in Women's Studies is an avenue to jobs in the mass media, public relations, community and labor organizing, social work, counseling, teaching and government, as well as new fields, such as women's career training. Specialized career preparation may be obtained by combining the Women's Studies major with a minor from another Department. In addition, a Bachelors of Science in Women's Studies provides an entry for advanced graduate degrees in fields such as women's studies, gender and ethnic studies, law, education, health care, social sciences, global studies, the arts, and cultural and communication studies.

## Student Learning Outcomes of the Undergraduate Program

The Gender and Women's Studies Department at CSUN teaches students to view the world with a critical analytical approach grounded in a social justice framework.

1. Students investigate the gender dimension of social, economic, cultural, historical and political processes on women and men in U.S. and global contexts.

2. Students will have a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of women's movements, feminist theories, feminist research methods and women's contributions to the production of different knowledges.
3. Students will demonstrate the ability to critically analyze matrices of power like gender, race, class and sexuality in ways that lay the groundwork for constructive social change.
4. Students will develop a sense of agency grounded in the development of their skills in oral and written communication, critical thinking, media literacy, information competence and leadership.

## Requirements for the Bachelor of Arts Degree

### 1. Lower Division Required Courses (3 units)

GWS 100 Introduction to Gender and Women's Studies (3)

or GWS 110 Women, Work and the Family (3)

*(Either course serves as a preparatory course for GWS 300)*

### 2. Upper Division Required Courses (15 units)

GWS 300 Women as Agents of Change (3)

GWS 301 Feminist Theories (3)

GWS 302 Feminist Methods (3)

GWS 305CS Gender and Women's Studies Community Service (3)

GWS 400 Senior Seminar in Gender and Women's Studies (3)

### 3. Upper Division Electives (15 units)

Select 15 units of electives from the list below. No more than 12 units of electives can be from Experimental and Selected Topics courses.

GWS 320 Women and Urban Life (3)

GWS 340 Women, Gender and Global Development (3)

GWS 350 Gender, Race, Class and Sexuality (3)

GWS 360 Feminist Ethics (3)

GWS 370 Women and Violence (3)

GWS 380 Sexual and Reproductive Health (3)

GWS 396A-Z Experimental Topics (3)

GWS 410 Sex, Lies and Media (3)

GWS 420 Women and Gender in Islamic Societies (3)

GWS 430 Global Sexualities (3)

GWS 495A-Z Selected Topics (3)

## Concentration

All students must also complete a 12-unit Concentration from the list below, or may design a Concentration in consultation with the Department Chair or Advisor of Gender and Women's Studies. Students may, with approval of Department Chair or advisor, substitute Gender and Women's Studies electives with experimental and selected topics courses for concentration requirements, when appropriate. Students may, with the approval of the Gender and Women's Studies Department Chair or advisor, receive credit for up to 3 units of Independent Study, which may be counted as a concentration in the major. Each course may be counted in only 1 category. For example, a course that is counted as an Upper Division elective may not be counted again as a Concentration course.

### Race and Ethnicity (12 units)

AAS 340 Asian American Women (3)

CAS 365 Changing Roles of Central American Women (3)

CHS 246 Contemporary Issues of the Chicana (3)

CHS 346 History of the Chicana/Mexicana. (3)

CHS 365 Third World Women and the Chicana (3)

GWS 350 Gender, Race, Class and Sexuality (3)

|     |     |  |
|-----|-----|--|
| GWS | 420 | Women and Gender in Islamic Societies (3)    |
| JS  | 330 | Women in the Jewish Experience (3)           |
| PAS | 324 | Black Women In Contemporary Times (3)        |
| RTM | 330 | Women, Leisure and Ethnicity in the U.S. (3) |

**Philosophy and Religion (12 units)**

|        |     |   |
|--------|-----|---|
| ANTH   | 308 | Women, Sex Roles and Culture (3)          |
| COMS   | 360 | Communication and the Sexes (3)           |
| COMS   | 435 | Rhetoric of Women (3)                     |
| CTVA   | 413 | Women as Filmmakers (3)                   |
| or ART | 468 | Women in the Visual Arts (3)              |
| GWS    | 410 | Sex, Lies and Media (3)                   |
| GWS    | 420 | Women and Gender in Islamic Societies (3) |
|        |     | Communication and Media (12 units)        |
| JOUR   | 371 | Women and the Media (3)                   |
| JOUR   | 372 | Diversity and the Media (3)               |
| JS     | 330 | Women in the Jewish Experience (3)        |
| PHIL   | 338 | Philosophy of Religion (3)                |
| PHIL   | 348 | Philosophy and Feminism (3)               |
| RS     | 304 | Women and Religion (3)                    |

**Law and Public Policy (12 units)**

|      |     |  |
|------|-----|--|
| BLAW | 391 | Women and the Law (3)                            |
| HIST | 349 | Women in American History (3)                    |
| POLS | 350 | Great Questions in Politics (3)                  |
| POLS | 361 | Introduction to Public Policy (3)                |
| POLS | 448 | Women and Politics in the U.S. and the World (3) |

**Social Work and Welfare (12 units)**

|      |     |  |
|------|-----|--|
| FCS  | 340 | Marriage and Family Relations (3)        |
| HSCI | 231 | Women and Health (3)                     |
| SOC  | 324 | Sociology of Sex Roles (3)               |
| SOC  | 325 | Sex Roles and Work (3)                   |
| SOC  | 357 | Introduction to Social Work Practice (3) |

**Criminology (12 units)**

|      |     |                            |
|------|-----|----------------------------|
| BLAW | 391 | Women and the Law (3)      |
| SOC  | 304 | Sociology of Deviance (3)  |
| SOC  | 324 | Sociology of Sex Roles (3) |
| SOC  | 355 | Criminology (3)            |
| SOC  | 418 | Women and Crime (3)        |

**Literature (12 units)**

|      |     |                                   |
|------|-----|-----------------------------------|
| ENGL | 431 | Images of Women in Literature (3) |
| ENGL | 433 | Women Authors (3)                 |
| ENGL | 434 | 19th Century Women Novelists (3)  |

**Choose 2 courses from the following list:**

|      |     |                                       |
|------|-----|---------------------------------------|
| CHS  | 381 | Contemporary Chicana Literature (3)   |
| ENGL | 369 | Lesbian Writers (3)                   |
| FLIT | 455 | Women Writers of Asia (3)             |
| GWS  | 310 | Latin American Women Writers (3)      |
| PAS  | 346 | Contemporary Black Female Writers (3) |

|                                |              |
|--------------------------------|--------------|
| <b>Total Units</b>             | <b>42-45</b> |
| <b>General Education Units</b> | <b>17-20</b> |
| <b>Additional Units</b>        | <b>48</b>    |
| <b>Total Units</b>             | <b>120</b>   |

**Requirements for the Minor (18 units)****Required Courses (9 units)**

|           |     |  |
|-----------|-----|--|
| GWS       | 100 | Introduction to Gender and Women's Studies (3) |
| or GWS110 |     | Women, Work and Family (3)                     |

|     |     |   |
|-----|-----|---|
| GWS | 301 | Feminist Theories (3)                             |
| GWS | 350 | Gender, Race, Class and Sexuality Capstone Course |

**Electives (9 units)**

Students are required to complete 3 electives for the GWS Minor. Select a course from the following list. All units must be at the 300- or 400-level with an optional elective course at the 200-level. Upper Division elective courses for majors, as well as experimental and selected topics courses (upon approval of the Gender and Women's Studies Department Chair or advisor), may fulfill electives requirements for the Gender and Women's Studies Minor.

**List of Courses**

|      |     |  |
|------|-----|--|
| AAS  | 340 | Asian American Women (3)                     |
| ANTH | 308 | Women, Sex Roles and Culture (3)             |
| ART  | 468 | Women in the Visual Arts (3)                 |
| BLAW | 391 | Women and the Law (3)                        |
| CHS  | 246 | Contemporary Issues of the Chicana (3)       |
| CHS  | 346 | History of the Chicana/Mexicana (3)          |
| CHS  | 365 | Third World Women and the Chicana (3)        |
| COMS | 335 | Studies in Women's Rhetoric (3)              |
| COMS | 360 | Communication and the Sexes (3)              |
| COMS | 435 | Rhetoric of Women (3)                        |
| CTVA | 413 | Women as Filmmakers (3)                      |
| ENGL | 369 | Lesbian Writers (3)                          |
| ENGL | 431 | Images of Women in Literature (3)            |
| ENGL | 433 | Survey of Women Authors (3)                  |
| ENGL | 434 | 19th Century Women Novelists (3)             |
| GWS  | 300 | Women as Agents of Change (3)                |
| GWS  | 320 | Women and Urban Life (3)                     |
| GWS  | 360 | Feminist Ethics (3)                          |
| GWS  | 340 | Women, Gender and Global Development (3)     |
| HSCI | 231 | Women and Health (3)                         |
| HIST | 349 | Women in American History (3)                |
| HIST | 350 | History of Women (3)                         |
| JOUR | 371 | Women and the Media (3)                      |
| JS   | 330 | Women in the Jewish Experience (3)           |
| LSCR | 330 | Women, Leisure and Ethnicity in the U.S. (3) |
| PAS  | 324 | The Black Woman in Contemporary Times (3)    |
| PHIL | 348 | Philosophy and Feminism (3)                  |
| POLS | 448 | Women and Politics (3)                       |
| RS   | 304 | Women and Religion (3)                       |
| SOC  | 324 | Sociology of Sex Roles (3)                   |
| SOC  | 325 | Sex Roles and Work (3)                       |

Individualized work: Students may, with approval of the Gender and Women's Studies Department Chair, receive credit for up to 3 units of independent study, which may be counted as an elective in the minor.

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>18</b> |
|---------------------------------|-----------|

**Course List****GWS 100. Introduction to Gender and Women's Studies (3)**

Interdisciplinary study of women in American society, including such topics as social conditions, laws, symbols, values, communication and power. (Available for General Education, Comparative Cultural Studies.)

**GWS 110. Women, Work and Family (3)**

Focuses on historical and contemporary relationship between home and community work and the marketplace within which women perform. Examines the differences in experience of work and family as these are shaped by race, class, gender and sexuality. (Available for General Education, Comparative Cultural Studies.)

**GWS 220 Men, Masculinity and Patriarchy (3)**

*Recommended Preparatory:* GWS 100. This course provides a multidisciplinary investigation of ways in which masculinity is constructed in the context of fatherhood, media, sports, fraternities, law, militarization, racialization, state violence and men's movements. The course evaluates and critically analyzes how male identities are created, negotiated and explicated in theories of gender, sexuality, ethnicity, race and class. Of particular interest is the way social institutions sustain and elaborate how masculinity is organized and what it has come to mean.

**Upper Division****GWS 300. Women as Agents of Change (3)**

*Preparatory:* GWS 100 or 110, or consent of instructor; *Completion of the Lower Division writing requirement.* New definitions and options for women within the family, community and society. Students study and report on women's resources and organizations for change within the local community, as well as on the national and international scene. (Available for General Education, Comparative Cultural Studies.) (IC)

**GWS 301. Feminist Theories (3)**

*Prerequisite:* GWS 100, or 110 or 300 or instructor consent. This required course for Gender and Women Studies majors and minors concentrates on the multitude of feminist theories, from the early feminist theories to the more contemporary and complex theories by a diversity of theorists, within the U.S. and globally.

**GWS 302. Feminist Methods (3)**

*Prerequisite:* GWS 100 or 110 or 300 or instructor consent. In this course, students will be introduced to qualitative and quantitative research methods. The course will provide an overview of some of the critical concepts in the history of feminist research (e.g., feminist empiricism, feminist standpoint, inclusion of difference) and debates surrounding epistemology and methodology. The course will examine and evaluate interdisciplinary feminist research that have been proposed as uniquely suited for gender and women's studies, as well as its proposed elements, goals and politics.

**GWS 305CS. Gender and Women's Studies Community Service (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Students work in a variety of community settings—educational, political and/or social service agencies—to apply theoretical understanding of gender and women's studies to practical and concrete community situations that affect women's daily lives. Includes regular class meetings. Offers a community service opportunity with activities relating to concepts and theories presented. (Available for General Education, Lifelong Learning.)

**GWS 315. Gender, Sexuality and Islam in the U.S. (3)**

This interdisciplinary course examines the gender dimension of social contours of Islamic communities in North America, with an emphasis on the U.S. After a brief review of the geopolitics and historical background, immigration trends and acculturation process of communities, the course will explore what it means to be a Muslim person in the U.S. today. Special attention will be paid to social activism and feminist discourse among the diaspora Muslims and their cross-pollination or transnational impacts on the processes of globalization, reformation and democratization in the Muslim-majority countries.

**GWS 320. Women and Urban Life/Urban Space (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Examines the gendered use of space and how women have balanced and crossed public and private spheres. Examines women and urban issues from the micro-level (community-based organizations and grassroots mobilizations) to the macro-level (national and international states and corporate entities). (Available for General Education, Social Sciences.)

**GWS 340. Women, Gender and Global Development (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Examines women's roles and concerns in socio-economic and political development processes. Positive and negative effects of colonization, post-colonial modernization, democratization and capitalist and socialist development strategies on women in the "Third," "Second," and "First" World countries are examined. Available for Graduate Credit. (Available for General Education, Comparative Cultural Studies.)

**GWS 350. Gender, Race, Class and Sexuality (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Examines historical and contemporary issues surrounding the diversity of women living in the U.S. Gender, race, socio-economic class and sexuality are presented as central theoretical concepts and as conditions of experience that affect all women and men, as well as being primary categories of social relations for us all.

**GWS 360. Feminist Ethics (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Examines debates about whether an essential "women's" morality exists and considers what is at stake in these arguments. Examines the impact of gender on categories of moral virtue and ethical agency. Raises the question of how (and if) women's experience has created a moral vision that challenges the dominant ethical norms of U.S. culture. (Available for General Education, Arts and Humanities.)

**GWS 370. Women and Violence (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* This course focuses on dimensions of violence women experience in the U.S. and internationally. It provides an overview of sexual violence, including rape in intimate partnerships, childhood sexual assault, sexual harassment, sex trafficking and violence against women under foreign occupation. Varied feminist scholarship around 3 broad areas will be covered: Sexual Violence Against Women; Physical Violence Against Women; and Perpetrators of Violence Against Women. The course includes an examination of case studies that illumine domestic abuse, judicial abuse and war rape among others. (Available for General Education, Social Sciences.)

**GWS 380. Sexual and Reproductive Health (3)**

The course employs a gender-based analysis of the global problem of sexual health and examines the cultural, social and economic variables associated with sexual and reproductive health disparities in the U.S. and abroad. The course provides a feminist approach to understanding issues pertaining to the nature of women's and men's social roles; women's symbolic meaning in society; and inequality of power in sexual relationships. In addition, the course has a community service component, which involves a project on public health activism in the local community (20 percent of the course grade).

**GWS 396A-Z. Experimental topics courses (3)****GWS 400. Senior Seminar in Gender and Women's Studies (3)**

*Prerequisite:* GWS 301. This course is a culmination (capstone) of the students' undergraduate studies and will not necessarily introduce new topics. Instead, students reflect on and review important women's studies theories, key principles and questions. Each student conducts a research project applying feminist methodology and writes a research paper on a topic within the discipline. The purpose of this course is to review the cross-cultural and international literature in women's studies/feminist studies as well as to equip students for graduate school and/or the work setting.

**GWS 410. Sex, Lies and Media (3)**

In this course, students employ critical perspectives to examine narrow definitions of gender/sexuality constructed in media representations. Students deconstruct norms of masculinity and femininity generated by industries such as television, film and advertising that perpetuate and naturalize the commodification of women's bodies. Special attention is paid to bodies and modes of sexuality that transgress (representations of the queer body, for example). Students also construct alternative imagery and generate new ideas about gender and sexuality through discussion and various projects.

**GWS 420. Women and Gender in Islamic Societies (3)**

This interdisciplinary and cross-cultural course explores how religious authorities, and scriptural and legal sources have contributed to the status and legal rights of women and to the construction of theories, laws and practices concerning gender roles and sexuality in the Islamic tradition. Students study how these constructed gender roles, sexual norms and attitudes have reflected, resisted or changed in response to modern cultural, social, economic and political changes. The course examines how Muslim women themselves have sought to articulate and define their roles and identities. What has been the impact of modernity, modernization, colonialism, nationalism, democratization and globalization, especially the global feminist movements, on the status of Muslim women and gender relations? What is the impact of the recent waves of Islamist movements ("fundamentalism"), the identity politics, and politics of the veil on women and the gender arrangement in Muslim societies?

**GWS 430. Global Sexualities (3)**

Neoliberal globalization is as fundamental to understanding contemporary discourses of sexuality as sexuality is key to understanding global issues. The course will foreground a wide range of theoretical perspectives of feminist, queer and globalization theories that help students understand how the emergence of sexuality as an intellectual and social arena is concurrent with specific characteristics of the globalization process and how the new theories of sexuality advance and challenge the feminist agenda for global social and gender justice.

**GWS 495A-Z. Selected Topics in Gender and Women's Studies (3)**

Intensive study of selected themes or figures in Gender and Women's Studies. Topics change from semester to semester.

**GWS 499A-C. Independent Study (1-3)**



# Geography

## College of Social and Behavioral Sciences

**Chair: Shawna Dark**

**Sierra Hall (SH) 150**

**(818) 677-3532**

**[www.csun.edu/geography](http://www.csun.edu/geography)**

### Faculty

Soheil Boroushaki, Helen Cox, James Craine, Shawna Dark, Ronald Davidson, Steven Graves, Edward Jackiewicz, Julie Laity, Regan Maas, Amalie Orme, Yifei Sun, Eugene Turner

### Emeritus Faculty

James Allen, Warren Bland, William Bowen, Robert Gohstand, David Hornbeck, Robert Howard, Antonia Hussey, Phillip Kane, Gordon Lewthwaite, Gong-Yuh Lin, C. Gary Lobb, Elliot McIntire, Ralph Vicero, I-Shou Wang

### Programs

Undergraduate:

**B.A., Geography**

**Option 1: Standard Program**

**Option 2: Geographic Information Science**

**Minor in Geography**

**Minor in Geographic Information Science**

Graduate:

**M.A., Geography**

**Option 1: Standard Program**

**Option 2: Geographic Information Science**

### Department Programs

The Geography Degree Program Option 1: Geography/Standard Program prepares students to understand the environment around us and interpret the patterns found across Earth's surface. Comprised of 45 units, the Geography major allows flexibility in course selection while providing solid background in human, physical and regional aspects of the discipline. Option 2: Geography/Geographic Information Science features a strong technical component based on applications of geographic information science (GIS), cartography and remote sensing; along with training in geographical analysis and data presentation. The M.A. Program provides advanced training leading to further graduate work in geography or to employment in teaching, industry or government. For information, check the Department website or see a Departmental advisor.

### Academic Advisement

Undergraduates must consult with an advisor as soon as they declare Geography as their major and before registration each semester. Graduate students must consult with the Graduate Advisor before registering for classes. Contact the Department Chair for undergraduate advisement and the Graduate Coordinator for questions about graduate study.

### Student Learning Outcomes

We strive to help our students become persons of intellectual maturity by building a solid foundation of knowledge concerning the discipline of geography, the main features of Earth's environment and the various processes giving rise to these features; developing skills necessary to access, acquire and synthesize new information and ideas so as to become lifelong learners; establishing understanding of the theories, tools and techniques necessary to become effective problem solvers; and practicing the facilities needed to become articulate communicators of knowledge, opinions and ideas.

### Careers

A CSUN Geography Degree can launch a career in a number of fields, some examples of which are geographical analyst working for major corporations, consultant for environmental firms, GIS administrator in either government or industry, or teacher in K-12. The Degree also can provide a foundation for pursuing advanced or professional degrees in social, environmental, or physical sciences, or in law.

### Skills

Technical skills taught in Geography include computer mapping, field observation and data collection, GIS, Global Positioning Systems (GPS), land-use analysis, map analysis, presentation graphics, professional report writing, sediment analysis, statistics, topographic surveying and weather station instrumentation.

### Requirements for the Bachelor of Arts Degree

**The Geography Major Option 1: Geography/Standard Program consists of the following requirements (45 units total)**

#### 1. Lower-Division Courses (6 units)

##### Foundation Courses

##### Take the following:

GEOG 101 The Physical Environment (3)

or GEOG 103 Weather (3)

and GEOG 107 Introduction to Human Geography (3)

or GEOG 150 World Geography (3)

#### 2. Upper Division Courses (39 units)

##### a. Gateway Course (3 units) Take the following:

GEOG 300 The Geographer's Craft (3)

##### b. Field Studies (3 units)

##### Select 1 course from the following:

GEOG 404A-Z Field Studies in Geography (1-3)

##### c. Content Courses (6 units)

##### Select 2 courses from the following:

GEOG 301 Cultural Geography (3)

GEOG 311 Atmosphere (3)

GEOG 316 Environmental Geography (3)

GEOG 340 Economic Geography (3)

GEOG 351 Urban Geography (3)

GEOG 364/L Geography of World Ecosystems and Lab (2/1)

GEOG 365/L Geomorphology and Lab (3/1)

GEOG 366 Geography of Environmental Hazards (3)

##### d. Method Courses (6 units)

##### Select 2 courses from the following:

GEOG 206/L Introduction to GIS and Lab (2/1)

GEOG 304/L Map and Imagery Interpretation and Lab (2/1)

GEOG 305/L Maps and Graphics and Lab (2/1)

GEOG 306/L Intermediate GIS and Lab (2/1)

GEOG 360/L Introduction to Spatial Analysis and Lab (2/1)

##### e. Regional Course (3 units)

##### Select 1 course from the following:

GEOG 318 Europe (3)

GEOG 321 United States (3)

GEOG 322 Latin America (3)

GEOG 323 Canada (3)

GEOG 324 China (3)

GEOG 326 Africa (3)

GEOG 328 Mexico (3)

GEOG 330 California (3)

GEOG 334 Southwest Pacific (3)

GEOG 350 Metropolitan Los Angeles (3)

##### f. Application Courses (6 units)

**Select 2 courses from the following:**

|             |  |
|-------------|--|
| GEOG 402/L  | Field and Lab Techniques in Physical Geography and Lab (2/1) |
| GEOG 406/L  | Advanced GIS and Lab (2/1)                                   |
| GEOG 408A/L | Human/Cultural Applications in GIS and Lab (2/1)             |
| GEOG 408B/L | Environmental/Physical Applications in GIS and Lab (2/1)     |
| GEOG 409/L  | Computer Mapping and Lab (2/1)                               |
| GEOG 411    | World Climate (3)  |
| GEOG 412    | Boundary Layer Climatology (3)                               |
| GEOG 413    | Bioclimatology (3)   |
| GEOG 414    | Hydroclimatology (3)   |
| GEOG 415    | Air Pollution (3)  |
| GEOG 416    | Global Warming (3)   |
| GEOG 444    | Conservation (3)   |
| GEOG 451    | Advanced Urban Geography (3)                                 |
| GEOG 452    | Urban Land-Use Planning (3)                                  |
| GEOG 453    | Housing and Community Development (3)                        |
| GEOG 459    | Environmental Impact Studies (3)                             |
| GEOG 460/L  | Spatial Analysis and Comparison and Lab (2/1)                |
| GEOG 462/L  | Computer Applications in Geography and Lab (2/1)             |
| GEOG 465/L  | Fluvial Geomorphology and Lab (2/1)                          |
| GEOG 466/L  | Glacial and Periglacial Geomorphology and Lab (2/1)          |
| GEOG 467/L  | Arid Lands Geomorphology and Lab (2/1)                       |
| GEOG 468/L  | Coastal Geomorphology and Lab (2/1)                          |
| GEOG 482    | Population Geography (3)                                     |
| GEOG 486    | Medical Geography (3)  |
| GEOG 487    | Geography of Popular Culture (3)                             |
| GEOG 494    | Internship (3)   |
| GEOG 497A-F | Senior Seminar in Geography (3)                              |

**g. Capstone Course (3 units)****Take the following:**

|          |                    |
|----------|--------------------|
| GEOG 490 | Senior Project (3) |
|----------|--------------------|

**h. Elective Courses (9 units)**

Take 3 additional Upper Division (300- or 400-level) Geography courses.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                       | <b>45</b>  |
| <b>General Education Units</b>                        | <b>48</b>  |
| <b>Additional Units</b>                               | <b>27</b>  |
| <b>Total Units Required for the Degree (Option 1)</b> | <b>120</b> |

**The Geography Major Option 2: Geography/Geographic Information Science consists of the following requirements (45 units total)**

**1. Lower-Division Courses (6 units)****Foundation Courses****Take the following courses:**

|              |                                     |
|--------------|-------------------------------------|
| GEOG 101     | The Physical Environment (3)        |
| or GEOG 103  | Weather (3)                         |
| and GEOG 107 | Introduction to Human Geography (3) |
| or GEOG 150  | World Geography (3)                 |

**2. Upper Division Courses (39 units)****a. Gateway Course (3 units) Take the following:**

|          |                            |
|----------|----------------------------|
| GEOG 300 | The Geographer's Craft (3) |
|----------|----------------------------|

**b. Field Studies (3 units)****Select 1 course from the following:**

|             |                                  |
|-------------|----------------------------------|
| GEOG 404A-Z | Field Studies in Geography (1-3) |
|-------------|----------------------------------|

**c. Content Courses (6 units)****Select 2 courses from the following:**

|            |   |
|------------|---|
| GEOG 301   | Cultural Geography (3)                      |
| GEOG 311   | Atmosphere (3)                              |
| GEOG 316   | Environmental Geography (3)                 |
| GEOG 340   | Economic Geography (3)                      |
| GEOG 351   | Urban Geography (3)                         |
| GEOG 364/L | Geography of World Ecosystems and Lab (2/1) |
| GEOG 365/L | Geomorphology and Lab (3/1)                 |
| GEOG 366   | Geography of Environmental Hazards (3)      |

**d. Method Courses (15 units)****Take the following:**

|            |   |
|------------|---|
| GEOG 206/L | Introduction to GIS and Lab (2/1)                       |
| GEOG 305/L | Maps and Graphics and Lab (2/1)                         |
| GEOG 306/L | Intermediate GIS and Lab (2/1)                          |
| GEOG 406/L | Advanced Geographical Information Science and Lab (2/1) |
| GEOG 460/L | Spatial Analysis and Lab (2/1)                          |

**e. Application Courses (6 units)****Select 2 courses from the following:**

|             |  |
|-------------|--|
| GEOG 304/L  | Map and Imagery Interpretation and Lab (2/1)             |
| GEOG 407/L  | Remote Sensing and Lab (2/1)                             |
| GEOG 408A/L | Human/Cultural Applications in GIS and Lab (2/1)         |
| GEOG 408B/L | Environmental/Physical Applications in GIS and Lab (2/1) |
| GEOG 409/L  | Digital Cartography and Lab (2/1)                        |
| GEOG 494    | Internship (3)   |
|             | <i>(Must be GIS/Cartography/Remote Sensing topic)</i>    |
| GEOG 497A-F | Senior Seminar in Geography (3)                          |
|             | <i>(Must be GIS/Cartography/Remote Sensing topic)</i>    |

**f. Capstone Course (3 units)****Take the following:**

|          |                    |
|----------|--------------------|
| GEOG 490 | Senior Project (3) |
|----------|--------------------|

**g. Elective Courses (3 units)**

Take 1 additional Upper Division (300- or 400-level) Geography course.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                       | <b>45</b>  |
| <b>General Education Units</b>                        | <b>48</b>  |
| <b>Additional Units</b>                               | <b>27</b>  |
| <b>Total units Required for the Degree (Option 2)</b> | <b>120</b> |

**Minor in Geography**

A minor in geography is comprised of 20 units, with no more than 6 units in the Lower Division. The student must consult with a Geography advisor to develop an approved program best suited to the student's individual needs. A program may be selected that will provide the student with exposure to several of the major realms of geography or emphasis in one particular aspect of geography (e.g., geomorphology, GIS, climatology, cultural, economic, ecology, cartography, urban).

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>20</b> |
|---|-----------|

**Minor in Geographic Information Science (GIS)**

A Minor in GIS is comprised of 21 units focused on courses involving geographic information science and related technologies.

**1. Lower-Division Courses (3 units)**

**Foundation Courses**

**Take 1 of the following:**

- GEOG 101 The Physical Environment (3)
- GEOG 103 Weather (3)
- GEOG 107 Introduction to Human Geography (3)
- GEOG 150 World Geography (3)

**2. Upper Division Courses (18 units)**

**a. Methods Courses (12 units)**

**Take the following:**

- GEOG 206/L Introduction to GIS and Lab (2/1)
- GEOG 305/L Maps and Graphics and Lab (2/1)
- GEOG 306/L Intermediate GIS and Lab (2/1)
- GEOG 406/L Advanced GIS and Lab (2/1)

**b. Application Courses (6 units)**

**Select 2 courses from the following:**

- GEOG 304/L Map and Imagery Interpretation and Lab (2/1)
- GEOG 407/L Remote Sensing and Lab (2/1)
- GEOG 408A/L Human/Cultural Applications in GIS and Lab (2/1)
- GEOG 408B/L Environmental/Physical Applications in GIS and Lab (2/1)
- GEOG 409/L Digital Cartography and Lab (2/1)
- GEOG 460/L Spatial Analysis and Lab (2/1)
- GEOG 494 Internship (3)  
*(Must be GIS/Cartography/Remote Sensing topic)*
- GEOG 497A-F Senior Seminar in Geography (3)  
*(Must be GIS/Cartography/Remote Sensing topic)*

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>20</b> |
|---|-----------|

**Social Science Subject Matter Program for the Single Subject Credential**

Geography majors interested in teaching social studies at the middle-school or high-school level may combine their major program with the Single Subject Social Science Subject Matter Program to meet requirements for entering a Single Subject Credential Program. For information on the CSBS Single Subject Social Science Subject Matter Program, look under Social and Behavioral Sciences in the Catalog. The Geography undergraduate advisor also can provide assistance in coordinating the completion of both the major and the subject matter program simultaneously.

**The Master of Arts in Geography**

The Department of Geography offers 2 options within the Master of Arts Degree Program. Option 1, the Standard Program, provides the student with a high degree of flexibility in the selection of courses used to meet the Program requirements. Courses may be selected from any of the graduate offerings in geomorphology, climatology, plant geography, economic geography, cultural geography, urban geography, regional geography, cartography and geographic information science. This option prepares students for advanced Ph.D. study, community college teaching and professional careers in business, government or industry. Option 2 offers a highly structured specialization in Geographic Information Science, where most of

the requirements are met with graduate courses dealing with various aspects of GIS. This option is designed for students wishing to pursue a career in this highly technological subfield of geography.

**A. Requirements for Admission to the Department**

1. One of the following:
  - a. Cumulative undergraduate GPA of 3.0 or better;
  - b. A score at or above the 50th percentile on 2 of the 3 portions of the aptitude test of the Graduate Record Exam; or
  - c. A Graduate Degree in another field from CSUN or other accredited institution.
2. At least a 2.75 GPA in the last 60 units attempted.
3. Two letters of recommendation.
4. Demonstration of research and writing skills. Applicants must submit to the Graduate Committee a sample research paper, written in English, and preferably one that was completed as part Baccalaureate Degree requirements, such as a senior thesis or other research paper done in an Upper Division undergraduate course. Because of the importance of research and writing to the graduate program, the Committee needs to be assured of applicants' abilities and promise in these areas.

**B. Classified and Conditionally Classified Status**

**Requirements for Classified Status, one of the following:**

1. An undergraduate major in Geography;
2. Demonstrated competence in human geography, physical geography and cartography or map interpretation, as determined by the Departmental Graduate Committee; or
3. A passing score (8 or higher) on the Upper Division Writing Proficiency Exam (UDWPE).

**Conditionally Classified Status**

- a. If the requirements for Classified status are not met at the time of application, the student will be admitted as Conditionally Classified, pending completion of the requirements, which include the completion of prerequisite courses in the areas of identified deficiencies and/or the UDWPE.
- b. No more than 12 units of work taken prior to attaining Classified status may be applied to the Master's Degree Program.

**Requirements for the Master of Arts Degree**

**A. Option 1: Geography/Standard Program**

1. Completion of the following courses (a total of 30 units, with a GPA of 3.0 or better)

**Introductory Seminar**

- GEOG 600 Geographic Thought, Analysis and Research (3)

**Additional Seminars (five 600-level courses): (15 units)**

**Electives: (400- to 600-level courses, with approval) (6 units)**

**Thesis Preparation:**

- GEOG 696 Directed Geographic Research (3)  
and GEOG 697 Directed Comprehensive Studies (3)  
or GEOG 698 Thesis (3)

2. Competence in a relevant foreign language, statistics or an advanced geographic technique.
3. Submission of a Thesis or Comprehensive Exam approved by a Departmental Faculty Committee.

**B. Option 2: Geography/Geographic Information Science Specialization Program**

1. Completion of the following courses (a total of 30 units with a GPA of 3.0 or better)

**Introductory Seminar**

- GEOG 600 Geographic Thought, Analysis and Research (3)

A  
B  
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Z

**Seminars in Geographic Visualization (9 units)**

Select 3 courses from 690 A-H, 695A.

**Other Seminar: Select one 600-level Geography seminar**

**Additional GIS Courses (Select any 2 400-level courses, as specified below (6 units):**

|      |        |  |
|------|--------|--|
| GEOG | 406    | Advanced GIS (3)                                 |
| GEOG | 407/L  | Remote Sensing/Lab (3)                           |
| GEOG | 408A/L | Human/Cultural Applications in GIS/L (3)         |
| GEOG | 408B/L | Environmental/Physical Applications in GIS/L (3) |
| GEOG | 409/L  | Computer Mapping/Lab (2/1)                       |

**Statistics (3 units)**

|      |       |   |
|------|-------|---|
| GEOG | 460/L | Spatial Analysis and Comparison/Lab (3) |
|------|-------|---|

**Thesis Preparation:**

|      |              |                                    |
|------|--------------|------------------------------------|
| GEOG | 696          | Directed Geographic Research (3)   |
|      | and GEOG 697 | Directed Comprehensive Studies (3) |
|      | or GEOG 698  | Thesis (3)                         |

2. Submission of a Thesis or Comprehensive Exam approved by a Departmental Faculty Committee.

|   |           |
|---|-----------|
| <b>Total Units Required for the M.A. Degree</b> | <b>30</b> |
|---|-----------|

**Course List****GEOG 101. The Physical Environment (3)**

Study of the natural environment—nature, distribution and relationships of climate, landforms, vegetation, hydrology and soils. (Available for General Education, Natural Sciences.)

**GEOG 102. Physical Geography Lab (1)**

*Corequisite: GEOG 101 or equivalent.* Observations, experiments and demonstrations designed to familiarize students with techniques utilized by physical geographers. 3 hours lab. (May be used to satisfy the lab requirement in the Natural Science Section of General Education.)

**GEOG 103. Weather (3)**

Study of atmospheric processes. (Available for General Education, Natural Sciences.)

**GEOG 105. Weather Lab (1)**

*Corequisite: GEOG 103.* Observations, experiments and demonstrations designed to familiarize students with the nature of California's weather and climate. 3 hours lab per week. (May be used to satisfy the lab requirement in the Natural Science Section of General Education.)

**GEOG 106LRS. The Physical Environment for Liberal Studies Majors (3)**

Study of the natural environment—nature, distribution and relationships of climate, landforms, vegetation, soils, water bodies and the solar system. (Available for Earth Science credit for Liberal Studies majors.)

**GEOG 107. Introduction to Human Geography (3)**

Examines the patterns and processes of human occupancy of the Earth, with a focus on the U.S. Topics such as population, agriculture, language, religion, ethnicity, politics and economics are covered using the tools, methods and perspective of the geographer. (Available for General Education, Social Sciences.)

**GEOG 150. World Geography (3)**

Geographical survey of the world's major regions, with emphasis on those features important to an understanding of current global concerns and problems. (Available for General Education, Social Sciences.)

**GEOG 206/L. Introduction to Geographical Information Science and Lab (2/1)**

*Corequisite: GEOG 206L.* Introduction to fundamental concepts of geographical information science. Course will cover technical and context knowledge for basic spatial analysis, including data gathering, analysis and display through digital methods. Geographic Information Systems (GIS) will be used to explore spatial questions about environmental and social issues. Lab demonstrates these principles through hands-on experience with the dominant GIS software, ArcGIS. Students also will be exposed to other online GIS software applications. 2 hours lecture, 3 hours lab (Available for General Education, Lifelong Learning.) (IC).

**Upper Division****GEOG 300. The Geographer's Craft (3)**

Introduction to geography as a discipline, emphasizing its approach to analysis and problem solving, resources for conducting geographic research, methods for answering geographic questions, and techniques for communicating insights.

**GEOG 301. Cultural Geography (3)**

*Prerequisites: Lower Division course in the social sciences; Completion of the Lower Division writing requirement.* Study of the literature, traditions and theories dealing with the human-environment relationship and an analysis of the approaches used by cultural geographers to elucidate the nature of this relationship. Major themes are the cultural landscape, cultural ecology and environmental perception. (Available for General Education, Social Sciences.)

**GEOG 304/L. Map and Imagery Interpretation (2/1)**

*Prerequisite: GEOG 101 or 150. Corequisite: GEOG 304L.* Introduction to reading maps and interpreting aerial imagery. Emphasis on making simple measurements from maps and imagery, techniques of interpreting the physical and cultural landscape and elementary map-making. 1 hours lecture, 2 hours lab.

**GEOG 305/L. Maps and Graphics and Lab (2/1)**

*Corequisite: GEOG 305L. Preparatory: Lower Division course in Geography or other relevant field.* Design, use and preparation of maps and graphs. 2 hours lecture, 2 hours lab.

**GEOG 306/L. Intermediate Geographical Information Science and Lab (2/1)**

*Prerequisite: Geog 206/L or instructor consent. Corequisite: GEOG 306L.* Intermediate course on theories and application of geographical information science. Course will cover fundamental concepts of database management, spatial analysis and data creation. Geographic Information Systems (GIS) will be used to discover spatial relationships among environmental and social phenomena. Labs will provide an introduction to spatial data structures and raster-based applications of GIS. Labs offer hands-on experience with the dominant GIS software, ArcGIS. 2 hour lecture, 2 hours lab.

**GEOG 311/L. The Atmosphere and Lab (3/1)**

*Prerequisites: GEOG 101 or 103 or ASTR 152 or GEOL 100 or 110 or 122; Completion of the Lower Division writing requirement.* Explanations of rain, wind, smog, etc. Basic principles of energy transfer. 3 hours lecture, 3 hours lab. (Available for General Education, Natural Sciences.)

**GEOG 316. Environmental Geography (3)**

*Prerequisite: Completion of the Lower Division writing requirement. Recommended Preparatory or Corequisite: GEOG 316L.* Introduction to the principles of environmental geography with special emphasis on the connections between human activities and the physical (natural) environment. Emphasis will be placed on identifying the historical and contemporary impact of humans on the natural environment.

Students using this course to satisfy a General Education requirement in the Natural Sciences may satisfy the corresponding lab requirement by completing GEOG 316L. 3 hours lecture.

**GEOG 316L. Environmental Geography Lab (1)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Recommended Preparatory or Corequisite:* GEOG 316. Practical exercises on spatial patterns of demographics and natural resources, air pollution, land degradation, energy use and generation, and the potential for sustainability. Students using this course to satisfy a General Education requirement in the Natural Sciences may satisfy the corresponding lecture requirement by completing GEOG 316. 3 hours lab.

**GEOG 318. Europe (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Examination of the physical, historical, cultural, economic and political factors that have shaped the contemporary European landscapes. (Available for General Education, Comparative Cultural Studies.)

**GEOG 321. United States (3)**

*Prerequisites:* Lower Division course in the social sciences; Completion of the Lower Division writing requirement. Regional and cultural geography of the U.S. emphasizing human-environment interaction and the evolution of contemporary geographical patterns of population distribution, resource exploitation, transportation, and agricultural and industrial production. (Available for General Education, Social Sciences.)

**GEOG 322. Latin America (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Spatial and ecological survey of the environment, cultures, economies and societies of the Latin American nations. Emphasizes the changing settlement geography and pays special attention to Brazil and the Andean countries. (Available for General Education, Comparative Cultural Studies.)

**GEOG 323. Canada (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Analysis of Canada's regional geographic structure, with emphasis on the changing cultural, economic and political geography. Stresses geographic interrelationships with the U.S. (Available for General Education, Comparative Cultural Studies.)

**GEOG 324. China (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Geographical analysis of the peoples and culture of China, emphasizing features important to an understanding of China's cultural and regional diversity and contemporary problems. (Available for General Education, Comparative Cultural Studies.)

**GEOG 326. Africa (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Geographical analysis of the peoples and cultures of Africa, emphasizing features important to an understanding of Africa's cultural and regional diversity and contemporary problems. (Available for General Education, Comparative Cultural Studies.)

**GEOG 328. Mexico (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Geographical analysis of Mexico, emphasizing features important to an understanding of Mexico's regional and cultural diversity and contemporary problems. (Available for General Education, Comparative Cultural Studies.)

**GEOG 330. California (3)**

*Prerequisites:* Lower Division course in the social sciences; Completion of the Lower Division writing requirement. An exploration of the diverse physical and human landscapes of California. The course examines the state's environmental context (climate, landforms, water, vegetation, wildlife,

minerals); human imprints on the natural landscape (population, agriculture, industry, urbanization); and the physical and human challenges facing California today. (Available for General Education, Social Sciences.)

**GEOG 334. Geography of Oceania (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Cultural and regional geography of Oceania, including Australia, New Zealand and the Pacific nations, territories and protectorates. (Available for General Education, Comparative Cultural Studies.)

**GEOG 340. Economic Geography (3)**

*Prerequisite:* Lower Division course in Geography or ECON 160 or 300. Principles governing spatial organization of society. Theoretical and empirical approaches to location of urban and rural settlement and economic activities. Spatial structures, their interrelationships and changes in organization.

**GEOG 345. The Geography of Tourism (3)**

*Prerequisite:* Lower Division course in the social sciences; Completion of the Lower Division writing requirement. Examination of the spatial patterns of the various forms of tourism and its impact on select world regions. Topics covered in this course include host-guest relations, the cultural and economic impacts of tourism, the cruise ship industry, urban tourism and ecotourism. A wide range of case studies will include local as well as many international destinations.

**GEOG 350. Metropolitan Los Angeles (3)**

*Prerequisite:* Lower Division course in Geography. Geographical analysis of the Los Angeles urban area, with emphasis on physical, economic and cultural aspects of its development. (Available for General Education, Social Sciences.)

**GEOG 351. Urban Geography (3)**

*Prerequisites:* Lower Division course in the social sciences; Completion of the Lower Division writing requirement. Geographical analysis of past and current patterns of world urbanization. Emphasis on city origins, growth, development and current problems. (Available for General Education, Social Sciences.)

**GEOG 360/L. Introduction to Spatial Analysis and Lab (2/1)**

*Prerequisite:* MATH 140. *Corequisite:* GEOG 360L. Application of probability theory, statistical procedures and dimensional analysis to problems in economic and cultural geography, climatology, landforms and related fields. Graphic representation. 2 hours lecture, 2 hours lab.

**GEOG 364/L. Geography of World Ecosystems (2/1)**

*Prerequisite:* GEOG 101. *Corequisite:* GEOG 364L. Major vegetative formations of the world, their soil (edaphic) and atmospheric environments, and the role of human activity in modification, destruction and replacement of vegetative structures and environments through purposeful and inadvertent activities. Examines local vegetative types on field trips. 2 hours lecture, 2 hours field activity.

**GEOG 365/L. Geomorphology and Lab (3/1)**

*Prerequisites:* GEOG 101 or GEOL 101; Completion of the Lower Division writing requirement. *Corequisite:* GEOG 365L. Analytical and descriptive study of physical processes responsible for development and evolution of Earth's surface features. Aspects of local geomorphology will be observed on field trips. 3 hours lecture, 2 hours field activity. (Available for General Education, Natural Sciences.) (IC)

**GEOG 366/L. Geography of Environmental Hazards/lab (3/1)**

Observations, experiments and demonstrations designed to familiarize students with the scientific investigation of environmental hazards. 3 hours lecture, 3 hours lab. (Available for General Education, Natural Sciences.)

**Courses Acceptable for Master's Degree**

Note that 300-level courses in Geography do not carry graduate credit for a Master's Degree in Geography. Electives will normally be in Geography at the 600-level. However, with Departmental approval, certain 400-level courses in Geography and related fields may be counted toward the Master's Degree.

**GEOG 402/L. Physical Geography Techniques/Lab (2/1)**

*Corequisite: GEOG 402L. Preparatory: GEOG 311 or 364 or 365.* This techniques course in geomorphology, climatology and biogeography includes the principles of field surveying and mapping, water sampling, stream velocity and sediment transport measurement, basic weather station instrumentation, programming and deployment, and sampling designs for vegetation and soil analysis. The course will include 2 off-campus field trips. 2 hours lecture, 2 hours activity. Available for graduate credit.

**GEOG 404A-Z. Field Studies in Geography (1-3)**

*Prerequisite: 6 units in Geography. Preparatory: GEOG 300.* Techniques of field observation, recordings and analysis through mapping and written reports. A-Los Angeles; B-Foreign; E-Environmental; J-Cultural; K-Tourism; T-Urban; U-Physical; V-Geomorphology; Y-Cartography; Z-Selected Topics. Field studies may be repeated for credit. Available for graduate credit.

**GEOG 406/L. Advanced Geographical Information Science and Lab (2/1)**

*Prerequisite: GEOG 306 or permission of instructor. Corequisite: GEOG 406L.* Course will cover advanced topics in geographical information science. Students will investigate geographic data structures, advanced concepts in database design, algorithms for spatial data analysis, web-based mapping applications, customized applications, and implementation and management issues associated with Geographic Information Systems (GIS). Lab will demonstrate these issues through the use of ArcGIS software. 2 hours lecture, 2 hours lab.

**GEOG 407/L. Remote Sensing and Lab (2/1)**

*Prerequisite: GEOG 304/L or 305/L or 306/L or permission of the instructor. Corequisite: GEOG 407L.* Theory and practice of remote sensing by satellites and aircraft in visible, infrared and microwave portions of the spectrum. Problem-oriented course emphasizing the application of image processing software and techniques to digital satellite imagery. 2 hours lecture, 2 hours lab.

**GEOG 408A/L. Human/Cultural Applications in GIS and Lab (2/1)**

*Prerequisite: GEOG 306/L or permission of instructor.* Advanced applications of geographical information systems. Includes analysis of crime patterns, patterns of disease and health care delivery, population and housing characteristics, voting behavior and redistricting, market area analysis, utility management, transportation. Students taking 408A/L are also eligible to take GEOG 408B/L for credit. This course meets the GEOG 408 GIS Certificate requirement. 2 hours lecture, 2 hours lab.

**GEOG 408B/L. Environmental/physical Applications in GIS and Lab (2/1)**

*Prerequisite: GEOG 306/L or permission of instructor.* Advanced applications of geographical information systems. Includes analysis of environmental hazards, animal and plant species distributions, distributions of archeological sites, mineral exploration, forest inventory and management, navigation, hydrology, climatology, geomorphology. Project may result in the development of customized applications of software. Students taking 408B/L also are eligible to take GEOG 408A/L for credit. This course meets the GEOG 408 GIS Certificate requirement. 2 hours lecture, 2 hours lab.

**GEOG 409/L. Digital Cartography and Lab (2/1)**

*Prerequisite: GEOG 305/L. Corequisite: GEOG 409L.* Advanced design, use and presentation of maps and information graphics. Course will explore computer-assisted cartography in theory and practice. Topics will include cartographic communications, data acquisition and design for computer generated mapping. 2 hours lecture, 2 hours lab. Available for graduate credit.

**GEOG 411. World Climate (3)**

*Prerequisite: GEOG 103 or 311.* Comprehensive description and analysis of global climate patterns, long-distance cause-and-effect relationships, and air-sea interaction.

**GEOG 412. Boundary Layer Climatology (3)**

*Prerequisite: GEOG 311.* Interrelations of weather and local topography and vegetation. Land-sea breezes, mountain-valley winds, natural and artificial windbreaks, sandstorms and dust storms, air pollution, local heat, moisture sources and sinks, frost prevention, and forest fires. Field studies.

**GEOG 413. Bioclimatology (3)**

*Prerequisite: GEOG 311.* Description, measurement and analysis of effects of climate on plants, animals and humans.

**GEOG 414. Hydroclimatology (3)**

*Prerequisite: GEOG 311.* Details of the hydrologic cycle, emphasizing cloud physics, precipitation, evaporation and runoff. Nature and causes of rainfall variability in time and space. Cloud seeding. Irrigation and water supply problems. Field studies.

**GEOG 415. Air Pollution (3)**

*Prerequisite: GEOG 103 or 311.* Role of meteorology in the transport and diffusion of air pollution; estimation of pollutant concentrations from continuous releases; familiarization with meteorological instrumentation and correct exposure; and factors related to site selection, control programs, planning and interpreting of surveys in relation to air pollution.

**GEOG 416. Global Warming (3)**

*Prerequisite: GEOG 103 or 311.* Analysis of Earth's changing climate throughout geologic time. Includes consideration of the mechanisms of climate change, techniques of climate reconstruction and analysis, and the chronology of climate change. Examines the issue of global warming, climate data, climate models and predictions. Considers the environmental impact of global warming.

**GEOG 417. California for Educators (3)**

*Prerequisite: Limited to members of Multiple Subject Credential Program.* Examination of California, focusing on its political, social and economic growth, its settlement, its population patterns, resource exploitation and human-environment interaction. Spatial and temporal variation of these factors is emphasized. (Cross listed with HIST 417.)

**GEOG 435. Historical Geography of Russia (3)**

*Prerequisite: Lower Division Geography course or equivalent.* Historical geography of Russia, emphasizing changing distributions of physical and cultural elements and evolution of the cultural landscape.

**GEOG 444. Conservation (3)**

*Prerequisites: GEOG 101; Completion of the Lower Division writing requirement.* Lecture-discussion on the percepts, concepts, practices and problems in the human utilization of resources. Regular written assignments are required.

**GEOG 451. Advanced Urban Geography (3)**

*Prerequisites: GEOG 351; Completion of the Upper Division writing requirement.* Detailed analysis of theories and concepts of urban geography, including models of urban structure, central place theory, urban systems development, urban social geography and government policy. Comparative analysis of North American, Latin American and European cities.

**GEOG 452. Urban Land-Use Planning (3)**

*Prerequisites:* Lower Division course in Geography, Political science or Sociology; Completion of the Lower Division writing requirement. Principles and techniques of land-use planning in urban areas. Regular written assignments are required.

**GEOG 453. Housing and Community Development (3)**

*Prerequisites:* GEOG 351; Completion of the Upper Division writing requirement. Detailed investigation of residential land use, neighborhood formation and policy impacts. Case studies drawn from the local area are used to augment the course.

**GEOG 459. Environmental Impact Studies (3)**

*Prerequisites:* Lower Division Geography course; Upper Division standing; Completion of the Lower Division writing requirement. Geographic analysis of environmental control legislation affecting municipal, state and federal planning, and the application of geographic analysis to development of systems for evaluating planned land-use activities. Regular written assignments are required.

**GEOG 460/L. Spatial Analysis and Comparison and Lab (2/1)**

*Prerequisite:* GEOG 360 or equivalent. *Corequisite:* GEOG 460L. Statistical analysis of quantitative data by areas. Measurement of aggregation and concentration, description of a real distribution and gradients, and significance of similarities and differences. 2 hours lecture, 2 hours lab.

**GEOG 462/L. Computer Applications in Geography and Lab (2/1)**

*Prerequisite:* Upper Division standing. Nature of digital computers. Coding geographic data. Utilization of standardized computing routings, including geographical data banks. Computer mapping. Computer programming. 2 hours lecture, 3 hours lab.

**GEOG 465/L. Fluvial Geomorphology and Lab (2/1)**

*Prerequisite:* GEOG 365. *Corequisite:* GEOG 465L. Role of water in landform development—weathering, overland flow, open channel characteristics, drainage pattern evolution and drainage basin characteristics. 2 hours lecture, 2 hours field activity.

**GEOG 466/L. Glacial and Periglacial Geomorphology and Lab (2/1)**

*Prerequisite:* GEOG 365. *Corequisite:* GEOG 466L. Geographic aspects of landform development in cold climates—glacial processes, frost-activated processes, Pleistocene events and environments. 2 hours lecture, 2 hours field activity.

**GEOG 467/L. Arid Lands Geomorphology and Lab (2/1)**

*Prerequisite:* GEOG 365. *Corequisite:* GEOG 467L. Landform development in deserts—origin of deserts, erosion and sedimentation in dry climates, morphology, and aeolian processes. 2 hours lecture, 2 hours field activity.

**GEOG 468/L. Coastal Geomorphology and Lab (2/1)**

*Prerequisite:* GEOG 365. *Corequisite:* GEOG 468L. Concepts and theories of beach and coastline development—near shore oceanographic processes, sea level fluctuations, coastal morphology, and problems of classification. 2 hours lecture, 2 hours field activity.

**GEOG 482. Population Geography (3)**

*Prerequisite:* Lower Division course in Geography. Geographical analysis and study of the distribution, composition, migration and growth of world population.

**GEOG 486. Medical Geography (3)**

*Prerequisites:* Lower Division course in Geography; Completion of the Lower Division writing requirement. Examination of the spatial distribution of human diseases at world, regional, national and local scales. Special emphasis on understanding the physical and cultural factors associated with patterns of disease.

**GEOG 487. Geography of Popular Culture (3)**

*Prerequisite:* Course in human geography. Examines the patterns and processes of American popular culture. Topics include the geography of sports, music, television, movies and popular architecture.

**GEOG 486SOC. Social Science Career Internship (3)**

*Prerequisites:* Upper Division standing in a social or behavioral science major, Appropriate methods course as specified by the Department; Consent of instructor. Social and behavioral science principles will be applied to the workplace. At least 9 hours per week of supervised field work is required. Students will complete learning contracts and submit written reports related to their internship. (See section on Academic Internship.) (Cross listed with PAS, POLS, PSY and SOC 486SOC.)

**GEOG 490. Senior Project (3)**

*Prerequisite:* GEOG 300 or consent of instructor. Preparation of a research proposal and writing of a senior paper under close faculty supervision. Available for graduate credit.

**GEOG 494. Internship (3)**

*Prerequisite:* GEOG major with senior standing. Upon prior approval of the Internship Coordinator, a student may earn 3 units of credit in the major for professional service as a geographer in a public agency or private organization. No more than 3 units may be applied to the major. Academic Internship course.

**GEOG 496A-Z. Experimental Topics Courses in Geography (3)**

*Prerequisite:* Appropriate Upper Division course in Geography. Selected topics in Geography, with course content to be determined. Topics may be repeated for credit.

**GEOG 497A-F. Senior Seminar in Geography (3)**

*Prerequisite:* Appropriate Upper Division course in geography. In a seminar setting, students are guided in reading, research and writing on selected topics within one of the major subdisciplines of geography. Each seminar focuses on a particular subject within the designated subdiscipline. Subjects will vary and be determined each semester. Seminars in the same subdiscipline may be repeated for credit. A) Physical, (B) Cultural, (C) Economic, (D) Urban, (E) Regional, (F) Techniques.

**GEOG 498. Tutorial in Geography (1)**

*Prerequisite:* Lower Division course in Geography. Individual, supervised study in selected areas of the student's interests. A maximum of 6 units is permissible for credit in the major.

**GEOG 499A-C. Independent Study (1-3)**

## Graduate

Graduate courses in Geography are reserved for students who have been admitted to the Geography Graduate Program under either Classified or Conditionally Classified status and are not appropriate for Post-Baccalaureate Unclassified (PBU) students. Graduate students who have been admitted into formal Master's Programs in other Departments may enroll in Geography graduate courses with the consent of the instructor.

All of the Geography seminars numbered 605 through 695 focus on the advanced study of a specific topic or subfield determined by the instructor, and the specific content may vary with each offering. Each seminar will normally involve intensive reading and discussion of relevant literature and individual student preparation and presentation (oral and written) of a research paper. The general prerequisite for all of the seminars numbered 605 through 695 is Classified status or consent of instructor.

**GEOG 600. Geographic Thought, Analysis and Research (3)**

Introductory seminar designed for first-year graduate students. Analysis of the trends in the theories, methods and problems pertinent to contemporary geography, including a review of the skills required for geographical research, analysis and writing.

**GEOG 610A-G. Geomorphology (3)**

(A) Fluvial, (B) Glacial and Periglacial, (C) Arid Lands, (D) Coastal, (E) Special Topics in Geomorphology

**GEOG 620A-G. Climatology (3)**

(A) Boundary Layer, (B) Bioclimatology, (C) Hydroclimatology, (D) Air Pollution, (E) Paleoclimatology, (F) Climatic Change, (G) World Climate.

**GEOG 630A-F. Environmental Studies (3)**

(A) Environmental Geography, (B) Biogeography, (C) Special Topics in Environmental Geography, (D) Ecosystem Studies, (E) Human Impact on the Environment, (F) Natural Resources.

**GEOG 640A-D. Economic Geography (3)**

(A) Special Topics in Economic Geography, (B) Transportation, (C) Industrial Location, (D) Business Location Analysis.

**GEOG 650A-D. Urban Geography (3)**

(A) Special Topics in Urban Geography, (B) Housing and Community Development, (C) Urban Social Geography, (D) Metropolitan Los Angeles

**GEOG 660A-D. Cultural Geography (3)**

(A) American Cultural Landscapes, (B) Cultural Ecology, (C) Special Topics in Cultural Geography, (D) Social/Ethnic Studies.

**GEOG 670A-G. Global Studies (3)**

(A) Population Geography, (B) Medical Geography, (C) Economic Development, (D) Tourism, (E) International Trade, (F) Globalization, (G) Political Geography.

**GEOG 680A-N. Regional Geography (3)**

(A) California, (B) United States, (C) Canada, (D) Mexico, (E) Central America, (F) South America, (G) Europe, (H) Southwest Asia, (I) South Asia, (J) Southeast Asia, (K) East Asia, (L) Eurasia, (M) Africa, (N) Oceania.

**GEOG 690A-H. Geographic Information Science (3)**

(A) Special Topics in GIS, (B) Spatial Statistics, (C) Digital Cartography, (D) Remote Sensing, (E) Image Interpretation, (F) Methods in GIS, (G) Applications in GIS, (H) Environmental Applications of GIS.

**GEOG 695 A-C Methods of Geographical Analysis (3)**

(A) Quantitative Analysis, (B) Methods in Geomorphology, (C) Methods in Climatology.

**GEOG 696. Directed Graduate Research (3)**

To be taken near the end of the student's Graduate Program and prior to GEOG 698. Supervised research leading to the development of a thesis topic, preparation of a preliminary bibliography and a formal thesis proposal, and selection of a Faculty Thesis Committee.

**GEOG 697. Directed Comprehensive Studies (3)**

*Prerequisite: GEOG 696.* Focused readings followed by Comprehensive Exams under the direction of the student's Committee. Only one enrollment permitted.

**GEOG 698. Thesis (3)**

*Prerequisite: GEOG 696.* Researching and writing the Master's thesis, under the supervision of the student's Faculty Thesis Committee. Only one enrollment permitted.

**GEOG 699A-C. Independent Study (1-3)**

*Prerequisite: Consent of instructor, Graduate Coordinator and Department Chair.* Maximum of 3 units may be applied to the student's Program and only to the elective requirement in the Option 1 Program.



# Geological Sciences

## College of Science and Mathematics

**Chair:** Vicki Pedone

**Live Oak Hall (LO) 1202**

**(818) 677-3541**

**[www.csun.edu/geology](http://www.csun.edu/geology)**

### Staff

Terry Dunn, Mari Flores, Dave Liggett, Mike Tacsik, Perla Vielma

### Faculty

Robinson Cecil, Matthew d'Alessio, Richard Heermance, Kathleen Marsaglia, Elena Miranda, Vicki Pedone, Joshua Schwartz, Gerry Simila, Jon Sloan, Richard Squires, Ali Tabidian, Dayanthie Weeraratne, Douglas Yule

### Emeritus Faculty

Herbert Adams, Lorence Collins, George Dunne, Eugene Fritsche

## Programs

Undergraduate:

**B.S., Geology**

**Option I: Geology**

**Option II: Environmental Geology**

**Option III: Secondary Teaching**

**Option IV: Geophysics**

**Minor in Geology**

Graduate:

**M.S., Geology**

**M.S., Geology, Geophysics Option**

## The Major

Geologists play an important role in society. They apply their skills and knowledge to solve complex problems related to how humans interact with natural systems and hazards, as well as the exploration for water, petroleum and other natural resources. They share their unique knowledge of Earth systems through teaching and public outreach on such topics as understanding earthquake hazards. Geology majors gain scientific knowledge of past and present planetary processes and laboratory and field skills that prepare them for post-graduate study and professional careers in such diverse fields oceanography, paleontology, geophysics, geochemistry, hydrogeology, engineering geology and teaching.

## Careers

Careers in geosciences are rewarding in every sense. Jobs in geosciences are in high demand and pay well. A wide variety of job opportunities in both private industry and government service are available to geology graduates. Engineering geologists evaluate sites for homes, commercial buildings, highways and dams. Environmental geologists conduct environmental impact studies and evaluate the pollution distribution and remediation of contaminated sites. Hydrogeologists evaluate the development and quality control of ground water resources. Economic geologists explore for earth resources such as oil, gas, coal, precious and semi-precious metals and uranium. Agencies in all levels of government—city, county, state and federal—employ geologists for regulatory, inspection and monitoring activities. Additionally, a degree in geology is excellent background for preparing to teach physical science and Earth science at the secondary-school level and, for those with an M.S. Degree, at the community-college level. Finally, the B.S. Degree serves as excellent preparation for entry to graduate programs. Many students go on to earn advanced degrees, and the Department's majors have been accepted by some of the nation's best graduate programs in the geosciences.

## Academic Advisement

Undergraduate and graduate majors must be advised each semester by the appropriate advisor in their Degree Program in order to register for classes.

## Student Learning Outcomes

Undergraduate majors will receive instruction of sufficient breadth, depth and currency to prepare them for successful appointment to entry-level professional work or graduate school. At the time of graduation, they will be able to:

- 1) Demonstrate conceptual understanding of different earth materials and the processes that shape them throughout their history;
- 2) Identify geologic problems and develop testable hypotheses that aid in their solution, both independently and in collaboration with others;
- 3) Demonstrate skills in standard data-gathering and data-analysis methods in both lab and field settings; and
- 4) Present polished summaries, both written and oral, of their geological discoveries.

Graduates of the Master of Science Program will be well prepared to:

- 1) Assume responsible positions in industry or in government agencies;
- 2) Serve as instructors in secondary-school or community-college classrooms; or
- 3) Enter Ph.D. programs at other universities

At the time of graduation, they will be able to:

- 1) Demonstrate content knowledge appropriate to professional career goals;
- 2) Frame novel questions or problems in geology and determine the data required to answer them;
- 3) Collect high-quality geologic data using standard techniques and begin to develop state-of-the-art methods;
- 4) Apply theoretical, conceptual and observational knowledge to the analysis and interpretation of geologic data;
- 5) Compile and critique geologic literature pertinent to original research; and
- 6) Communicate geologic knowledge, findings and interpretations in reports, both written and oral, that are well-organized, well-illustrated and professionally presented.

## Department Programs

The Department offers the B.S. and M.S. Degrees, and Minor in Geology. There are four B.S. Degree Options:

### Option I: Geology

This Option provides the most flexibility, preparing students for a full range of technical careers in geoscience and for advanced studies in graduate school. It can be specialized toward different branches of geosciences by the appropriate choices of elective courses.

### Option II: Environmental Geology

This Option provides specific focus on problems related to environmental issues. Students with this background may be better positioned to obtain an entry-level job in the environmental industry.

### Option III: Secondary Teaching

This Option provides the skill sets needed by those planning to teach Earth sciences in secondary school. Students also pursue basic course work in a broad range of sciences.

### Option IV: Geophysics

This Option provides the necessary preparation in mathematics and physics to succeed in geoscience applications that require a strong background in these associated disciplines. Students that complete this option will be well prepared for graduate studies in geophysics or an entry-level position in geophysics.

The Master of Science Program has two Options: Geology and Geophysics. These programs are designed to: 1) Rtrain individuals with the competence required by the geological profession for employment in

industry and government agencies; and 2) Enable promising students to attain a level of knowledge and research ability required for admission to a Ph.D. program; and 3) provide basic course work and research requirements for students planning to teach geology at the community-college level.

A Minor in Geology is designed for students interested in the Earth, but with a major in another Department. For example, majors in other sciences, mathematics, engineering, urban planning and business often find employment in environmental and energy-related industries. For these majors, the Geology Minor broadens the individual's background and competence in the Earth sciences.

### Requirements for the Bachelor of Science Degree

To enroll in MATH 225A or 150A and PHYS 100A, students must first obtain a satisfactory score on the Mathematics Placement Test (MPT). To enroll in CHEM 101/L, students must first obtain a satisfactory score on the Chemistry Placement Test (CPT). Without satisfactory scores, students will be required to take additional courses in preparation for the required courses.

#### A. Option I: Geology

##### 1. Lower Division Required Courses (38-39 units)

|      |             |   |
|------|-------------|---|
| CHEM | 101/L       | General Chemistry I and Lab 4/1           |
| CHEM | 102/L       | General Chemistry II and Lab (4/1)        |
| GEOL | 101/102     | Geology of Planet Earth and Lab (3/1)     |
| GEOL | 110/112     | Earth and Life through Time and Lab (3/1) |
| GEOL | 207/L       | Mineralogy and Lab (3/1)                  |
| GEOL | 235         | Introduction to Field Methods (2)         |
| MATH | 255A*       | Calculus for the Life Sciences I (3)      |
| MATH | 255B*       | Calculus for the Life Sciences II (3)     |
|      | or MATH 140 | Introductory Statistics (4)               |
| PHYS | 100A/L**    | General Physics I and Lab (3/1)           |
| PHYS | 100B/L**    | General Physics II and Lab (3/1)          |

\*or MATH 150A and 150B

\*\*or PHYS 225, 226, 220AL or 220BL

##### 2. Upper Division Required Courses (28 units)

|      |         |  |
|------|---------|--|
| GEOL | 307/L   | Petrology and Lab (3/1)                    |
| GEOL | 310/L   | Structural Geology and Lab (3/1)           |
| GEOL | 341/L   | Sedimentary Geology and Lab (3/1)          |
| GEOL | 351/L   | Fundamentals of Paleontology and Lab (3/1) |
| GEOL | 430A, B | Summer Field Geology (2, 2)                |
| GEOL | 443/L   | Principles of Stratigraphy and Lab (3/1)   |
| GEOL | 464/L   | Applied Geophysics and Lab (3/1)           |

##### 3. Electives (9 units)

These should be selected from any Upper Division Geology courses, excluding of 300 and 301. Other electives might qualify, but require approval of the Departmental undergraduate advisor. Note: Students in the Honors Program must take GEOL 497 (1 unit) and 498 (3 units), plus 5 units of electives.

|   |              |
|---|--------------|
| <b>Total Units in the Major, Option I</b>   | <b>75-76</b> |
| <b>General Education (Basic Skills Mathematics and the entire section of Natural Sciences are met by required courses in the major)</b> | <b>36</b>    |
| <b>Additional Units</b>   | <b>8-9</b>   |
| <b>Total Units Required for the B.S. Degree, Option I</b>   | <b>120</b>   |

#### B. Option II: Environmental Geology

##### 1. Lower Division Required Courses (42-43 units)

|      |             |  |
|------|-------------|--|
| CHEM | 101/L       | General Chemistry I and Lab 4/1              |
| CHEM | 102/L       | General Chemistry II and Lab (4/1)           |
| CHEM | 235/L       | Introductory Organic Chemistry and Lab (3/1) |
| GEOL | 101/102     | Geology of Planet Earth and Lab (3/1)        |
| GEOL | 110/112     | Earth and Life through Time and Lab (3/1)    |
| GEOL | 207/L       | Mineralogy and Lab (3/1)                     |
| GEOL | 235         | Introduction to Field Methods (2)            |
| MATH | 255A*       | Calculus for the Life Sciences I (3)         |
| MATH | 255B*       | Calculus for the Life Sciences II (3)        |
|      | or MATH 140 | Introductory Statistics                      |
| PHYS | 100A/L**    | General Physics I and Lab (3/1)              |
| PHYS | 100B/L**    | General Physics II and Lab (3/1)             |

\*or MATH 150A and 150B

\*\*or PHYS 225, 226, 220AL or 220BL

##### 2. Upper Division Required Courses (38 units)

|      |            |  |
|------|------------|--|
| EOH  | 454        | Environmental Health Law (3)                 |
|      | or EOH 457 | Water Supply and Sewage Disposal (3)         |
|      | or EOH 459 | Hazardous Materials and Waste Management (3) |
|      | or EOH 469 | Environmental Risk Analysis (3)              |
| GEOL | 307/L      | Petrology and Lab (3/1)                      |
| GEOL | 310/L      | Structural Geology and Lab (3/1)             |
| GEOL | 341/L      | Sedimentary Geology and Lab (3/1)            |
| GEOL | 443/L      | Principles of Stratigraphy and Lab (3/1)     |
| GEOL | 351/L      | Fundamentals of Paleontology and Lab (3/1)   |
| GEOL | 430A, B    | Summer Field Geology (2, 2)                  |
| GEOL | 464/L      | Applied Geophysics and Lab (3/1)             |
| GEOL | 500        | Environmental Geology Seminar (3)            |
| GEOL | 575/L      | Hydrogeology and Lab (3/1)                   |

##### 3. Upper Division Electives (3 units)

These should be selected from any Upper Division Geology courses excluding 300 and 301. Other electives might qualify, but require approval of the Departmental undergraduate advisor. Note: Students in the Honors Program must take GEOL 497 (1 unit) and 498 (3 units) instead of elective units.

|   |              |
|---|--------------|
| <b>Total Units in the Major, Option II</b>  | <b>82-83</b> |
| <b>General Education (Basic Skills Mathematics and the entire section of Natural Sciences are met by required courses in the major)</b> | <b>36</b>    |
| <b>Additional Units</b>   | <b>1-2</b>   |
| <b>Total Units Required for the B.S. Degree, Option II</b>  | <b>120</b>   |

#### C. Option III: Secondary Teaching

##### 1. Lower Division Required Courses (47 units)

|      |         |   |
|------|---------|---|
| ASTR | 152     | Elementary Astronomy (3)                  |
| ASTR | 154L    | Observational Astronomy (1)               |
| BIOL | 106/L   | Biological Principles I and Lab (3/1)     |
| BIOL | 107/L   | Biological Principles II and Lab (3/1)    |
| CHEM | 101/L   | General Chemistry I and Lab 4/1           |
| CHEM | 102/L   | General Chemistry II and Lab (4/1)        |
| GEOL | 101/102 | Geology of Planet Earth and Lab (3/1)     |
| GEOL | 110/112 | Earth and Life through Time and Lab (3/1) |
| GEOL | 207/L   | Mineralogy and Lab (3/1)                  |
| GEOL | 235     | Introduction to Field Methods (2)         |

|      |          |                                      |
|------|----------|--------------------------------------|
| MATH | 255A*    | Calculus for the Life Sciences I (3) |
| PHYS | 100A/L** | General Physics I and Lab (3/1)      |
| PHYS | 100B/L** | General Physics II and Lab (3/1)     |

\*or MATH 150A

\*\*or PHYS 225, 226, 220AL or 220BL

## 2. Upper Division Required Courses (34 units)

|      |       |   |
|------|-------|---|
| GEOL | 307/L | Petrology and Lab (3/1)                     |
| GEOL | 310/L | Structural Geology and Lab (3/1)            |
| GEOG | 311/L | Atmosphere and Lab (3/1)                    |
| GEOL | 322/L | Introductory Oceanography and Lab (3/1)     |
| GEOL | 341/L | Sedimentary Geology and Lab (3/1)           |
| GEOL | 351/L | Fundamentals of Paleontology and Lab (3/1)  |
| GEOL | 443/L | Principles of Stratigraphy and Lab (3/1)    |
| GEOL | 505   | The Evolution of Global Systems (3)         |
| GEOL | 595Y  | Geological Sciences Teacher Enhancement (3) |

## 3. Electives (3 units)

These should be selected from any Upper Division Geology courses except 300 and 301. Other electives might qualify, but require approval of the Departmental undergraduate advisor. Note: Students in the Honors Program must take GEOL 497 (1 unit) and 498 (3 units) instead of elective units.

|   |            |
|---|------------|
| <b>Total Units in the Major, Option III</b>   | <b>84</b>  |
| <b>General Education (Basic Skills Mathematics and the entire section of Natural Sciences are met by required courses in the major)</b> | <b>36</b>  |
| <b>Total Units Required for the B.S. Degree, Option III</b>   | <b>120</b> |

## D. Option IV: Geophysics

### 1. Lower Division Required Courses (55 units)

|      |                 |  |
|------|-----------------|--|
| CHEM | 101/L           | General Chemistry I and Lab (4/1)                        |
| CHEM | 102/L           | General Chemistry II and Lab (4/1)                       |
| COMP | 110/L           | Introduction to Algorithms and Programming and Lab (3/1) |
| GEOL | 101/102         | Geology of Planet Earth and Lab (3/1)                    |
|      | or GEOL 110/112 | Earth and Life through Time and Lab (3/1)                |
| GEOL | 207/L           | Mineralogy and Lab (3/1)                                 |
| GEOL | 235             | Introduction to Field Methods (2)                        |
| MATH | 150A            | Calculus I (5)   |
| MATH | 150B            | Calculus II (5)  |
| MATH | 250             | Calculus III (3)   |
| MATH | 280             | Applied Differential Equations (3)                       |
| PHYS | 225/220AL       | Physics I and Mechanics Lab (4/1)                        |
| PHYS | 226/220BL       | Physics II and Electricity and Magnetism Lab (4/1)       |
| PHYS | 227/L           | Physics III and Lab (4/1)                                |

### 2. Upper-Division Required Courses (19 units)

|      |       |  |
|------|-------|--|
| GEOL | 307/L | Petrology and Lab (3/1)                  |
| GEOL | 310/L | Structural Geology and Lab (3/1)         |
| GEOL | 443/L | Principles of Stratigraphy and Lab (3/1) |
| GEOL | 460   | Theoretical Geophysics (3)               |
| GEOL | 464/L | Applied Geophysics and Lab (3/1)         |

### 3. Electives (10 units)

These should be selected from any Upper Division Geology courses, except 300 and 301. Other electives might qualify, but require approval of the Departmental undergraduate advisor. Note: Students in the Honors Program must take GEOL 497 (1 unit) and 498 (3 units), plus 6 units of electives.

|   |            |
|---|------------|
| <b>Total Units in the Major, Option IV</b>  | <b>84</b>  |
| <b>General Education (Basic Skills Mathematics and the entire section of Natural Sciences are met by required courses in the major)</b> | <b>33</b>  |
| <b>Additional Units</b>   | <b>3</b>   |
| <b>Total Units Required for the B.S. Degree, Option III</b>   | <b>120</b> |

## B.S. Honors Program

This Program provides an opportunity for outstanding Geology majors to gain intensive research experience under individual faculty guidance. The designation "Honors" will be added to the academic record of any student who completes the Program. Admission to the Honors Program is granted by approval of the Department undergraduate advisor. Students in any of the B.S. Options are eligible, provided they have:

1. Completed 90 units of college work;
2. Maintained a GPA of 3.0 overall and in the Upper Division Geology major;
3. Taken GEOL 497 and received a minimum grade of A- in the course; and
4. Obtained the approval of a faculty sponsor who will supervise their research.

Students interested in the Honors Program should contact their Department undergraduate advisor.

## Graduation with Honors in Geology Requires:

1. Admission to the Honors Program;
2. Completion of all requirements for one of the BS Options, plus the completion of: GEOL 498—Senior Thesis (3 units);
3. Maintenance of a GPA of 3.0 overall and in the Upper Division Geology major; and
4. Approval of the undergraduate thesis by the faculty advisor, including a presentation of the research.

## Minor in Geology

### 1. Lower Division Required Courses (18 or 19 units)

|      |                  |   |
|------|------------------|---|
| CHEM | 101              | General Chemistry I and Lab 4/1           |
|      | or CHEM 100/100L | Principles of Chemistry and Lab (3/1)     |
| GEOL | 101/102          | Geology of Planet Earth and Lab (3/1)     |
| GEOL | 110/112          | Earth and Life through Time and Lab (3/1) |
| GEOL | 207/L            | Mineralogy and Lab (3/1)                  |
| GEOL | 235              | Introduction to Field Methods (2)         |

### 2. Upper Division Required Courses (8 units)

|      |       |  |
|------|-------|--|
| GEOL | 307/L | Petrology and Lab (3/1)                    |
| GEOL | 351/L | Fundamentals of Paleontology and Lab (3/1) |

### 3. Upper Division Electives (3 units)

These should be selected from any Upper Division Geology courses exclusive of 498 and 499.

|  |              |
|--|--------------|
| <b>Total Units Required in the Minor</b> | <b>29-30</b> |
|--|--------------|

## Requirements for the Master of Science Degree

See Departmental web site [www.csun.edu/geology](http://www.csun.edu/geology) for Departmental application and other information.

## M.S. in Geology

### A. For Admission to the M.S. in Geology Program:

1. B.S. Degree in Geology or its equivalent. B.S. Degree must contain at least 4 units of field geology courses, to include a significant field mapping experience and a substantial written report. Students who

do not have appropriate course work may be Conditionally admitted to the Program, but will be required to complete any deficient course work without graduate credit during their first year of residence.

- University requirements for admission, with the exception that the GPA in the last 60 hours must be 2.75. Those applicants with a GPA in the last 60 units of between 2.5 and 2.75 may still be admitted if the average of the scores on the General Aptitude portion of the Graduate Record Examination is 50th percentile or greater.
- Undergraduate Geology GPA at or above 3.0, or strong written support of a faculty sponsor in the Department.
- Graduate Record Examination, General Aptitude only. Scoring at or above the 50th percentile on at least one section.

#### B. For the Degree:

Completion, with a B average (3.0) or higher, of 30 units of approved graduate study, including a minimum of 21 units of 500- and 600-level courses. Completion and successful oral defense of a thesis is required.

##### 1. Required core courses (8 units)

- GEOL 590 Literature Seminar (1)
- GEOL 694 Graduate Thesis Research Design (1)
- GEOL 696 Directed Graduate Research (3)
- GEOL 698 Thesis or Graduate Project (3)

##### 2. Electives (22 units)

Electives should be selected with approval of the graduate student's Primary Advisor and Graduate Coordinator from 400-, 500- and 600-level courses in Geology or other fields relevant to thesis work. One 400- or 500-level course must include a lab or field component. A maximum of 9 units of 400-level courses may be applied toward the 30 units required for the Degree. The choice of electives will vary with thesis topic. Service as a Teaching Assistant in the Department may be advised as part of the student's educational experience.

### M.S. in Geology, Geophysics Option

#### A. For Admission to the M.S. in Geology, Geophysics Option Program:

- B.S. in Geology, Geophysics, Physics or its equivalent.  
Students who do not have the appropriate course work will be Conditionally admitted to the program, but will be required to complete any deficient course work without graduate credit during the first year of residence.
- University requirements for admission, with the exception that the GPA in the last 60 units must be 2.75. Those applicants with a GPA in the last 60 units of between 2.5 and 2.75 may still be admitted if the average of the scores on the General Aptitude portion of the Graduate Record Examination is 50th percentile or greater.
- Graduate Record Examination, General Aptitude only. Scoring at or above the 50th percentile on at least one section.

#### B. For the Degree:

Completion, with a B average (3.0) or higher, of 30 units of approved graduate study, including a minimum of 21 units of 500- and 600-level courses. Completion and successful oral defense of a thesis is required. Each student will be advised by a Graduate Advisory Committee consisting of 3 or more faculty members. The Graduate Advisory Committee will guide the student in the proper selection of courses related to the student's main field of interest to assure that an integrated body of knowledge is obtained. The student must obtain initial approval from the Graduate Advisory Committee for the thesis topic selected.

##### 1. Required Courses (9 units)

- GEOL 460 Theoretical Geophysics (3)
- GEOL 696 Directed Graduate Research (3)
- GEOL 698 Graduate Thesis (3)

##### 2. Electives (21 units)

Electives should be selected with approval of the graduate student Primary Advisor and Graduate Coordinator from 400-, 500- and 600-level courses in Geology, Physics, Math, Engineering or other fields relevant to thesis work. One 400- or 500-level course must include a lab or field component. A maximum of 9 units of 400-level courses may be applied toward the 30 units required for the Degree. The choice of electives will vary with thesis topic. A list of possible choices (although not exhaustive) is presented here. Service as a Teaching Assistant in the Department may be advised as part of the student's educational experience.

|      |       |  |
|------|-------|--|
| GEOL | 464/L | Applied Geophysics (3/1)                 |
| GEOL | 595R  | Current Research (3) [Please             |
| MATH | 481A  | Numerical Analysis (3)                   |
| ME   | 490   | Fluid Dynamics (3)                       |
| PHYS | 420   | Modern Optics (3)                        |
| PHYS | 431   | Thermodynamics and Statistical           |
|      |       | Mechanics (4)                            |
| PHYS | 465   | Experimental Physics III with Optics (2) |

|   |           |
|---|-----------|
| <b>Total Units Required for the M.S. Degree in Geology, Geophysics Option</b> | <b>30</b> |
|---|-----------|

### Course List

#### GEOL 101. Geology of Planet Earth (3)

Studies of the geologic materials and processes that shape our Earth and environment are explored as they relate to our everyday lives. Topics include global tectonics; earthquakes and other geologic hazards; glacial, river and coastal processes that form our landscapes; water, mineral and energy resources; and waste disposal and pollution. Students using this course to satisfy the Natural Sciences section of General Education may satisfy the corresponding lab requirement by completing GEOL 102. Students may not receive credit for both GEOL 100 and 101. 3 hours lecture, field trip.

#### GEOL 102. Geology of Planet Earth Lab (1)

*Recommended Corequisite or Preparatory: GEOL 100 or 101.* Identification of rocks and minerals. Introduction to topographic maps and how they are used to interpret geologic processes and geologic history. Interpretation of geologic maps and data relating to earthquakes and plate tectonics. Satisfies the lab requirement in Natural Sciences of General Education provided either GEOL 100 or 101 is completed. 3 hours lab, field trips.

#### GEOL 104. Living With Earthquakes in California (3)

Not for credit in Geology major. Examines the revolution in earthquake hazard awareness that has occurred in California since the mid-1980's when the scale of the earthquake hazard began to emerge from scientific discovery. Students will investigate the reciprocal ways in which science has informed the public, political and economic debate over the implications of earthquake hazard as well as exploring the manner by which public and political priorities have shaped the direction of scientific and engineering response to the hazard. Lecture 3 hours. (Available for General Education, Lifelong Learning.)

**GEOL 106LRS. Earth and Space Science for Liberal Studies Majors (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Analysis of Earth systems (atmosphere, hydrosphere, lithosphere and biosphere), the solar system and the universe. Selected topics include structure and composition of the Earth; minerals and rocks; plate tectonics; landforms and surface processes; natural hazards, such as floods, earthquakes and volcanic eruptions; physical oceanography, the water cycle, weather and climate; formation of the universe and solar system; and evolution of stars and galaxies. 3 hours lecture per week. Available for Earth Science credit for Liberal Studies. (Cross listed with GEOG 106LRS.)

**GEOL 107/L. Geology Goes Hollywood and Lab (3/1)**

*Corequisite:* GEOL 107L. This online lecture and laboratory combination explores how Earth science issues that impact society are depicted in film and television and how these depictions influence the viewers' perceptions of Earth science. Students will learn fundamental concepts of Earth science, and how to evaluate the appropriateness and accuracy of Earth science portrayed in fictional and documentary film and television. (Available for General Education, Natural Sciences, fulfills lecture and lab credit.)

**GEOL110. Earth and Life through Time (3)**

Introduction to the dynamic study of the Earth's evolution, including changes in its crust, oceans, atmosphere and climate and how these changes, woven into the fabric of geologic time, affected major groups of plants and animals, including dinosaurs and humans. Students using this course to satisfy a General Education requirement Natural Sciences may satisfy the corresponding lab requirement by completing GEOL 112.

**GEOL 112. Earth and Life through Time Lab (1)**

*Recommended Corequisite or Preparatory:* GEOL 110. Course content includes introduction to fossil, relative-age relationships and construction and interpretation of maps and cross-sections that emphasize paleogeography and sedimentary rocks. May be used satisfy the lab requirement in Natural Sciences of General Education provided GEOL 110 is completed. 3 hours lab, 1-day field trip.

**GEOL 122. The World Ocean (3)**

Introduction to the oceans. Evolution of the ocean basins, their environment and resources. Aspects of biological, chemical, geological and physical oceanography. Students using this course to satisfy a General Education requirement may satisfy the corresponding lab requirement by completing GEOL 123. 3 hours lecture, field trips.

**GEOL 123. World Ocean Lab (1)**

*Recommended Corequisite or Preparatory:* GEOL 122. Introduction to oceanographic data, its collection and interpretation. May be used to satisfy the lab requirement in the Natural Sciences of General Education provided GEOL 122 also is completed. 3 hours lab, field trips.

**GEOL 207/L. Mineralogy and Lab (3/1)**

*Corequisite:* 207L. *Preparatory:* GEOL 101, 102; CHEM 101 or 100. Study of the nonsilicate and silicate minerals with emphasis on crystallography, mineral chemistry, physical properties, occurrence, origin and associations. 3 hours lecture, 3 hours lab, field trips.

**GEOL 235. Introduction to Field Methods (2)**

*Preparatory:* GEOL 102. Study of and practice in techniques and methods of geologic field studies, including note taking, mapping, analysis of geologic history and structures, and introduction to geologic illustration and report writing. Approximately 6 days of field work (including overnight weekend trips) associated with a weekly 3-hour instructional and advisement meeting designed to develop skills in field techniques and to use GIS and other relevant software in creating geologic illustrations.

## Upper Division

**GEOL 300. Environmental Geology (3)**

*Preparatory:* Completion of the Lower Division writing requirement. Study of the relationship between humans and the Earth and the application of geology to environmental problems. Topics include geological hazards, pollution, mineral and energy resources, land use planning and environmental impact. Students using this course to satisfy a General Education requirement in the Natural Sciences may satisfy the corresponding lab requirement by completing GEOL 301. 3 hours lecture, field trips.

**GEOL 301. Environmental Geology Lab (1)**

*Recommended Corequisite or Preparatory:* GEOL 300. Introduction to geologic materials and processes as they are applicable to the human environment. Included are practical exercises on rocks, minerals, geologic maps and water, mineral and energy resources. Earthquake, volcanic, landslide and flood hazard evaluations are also performed. 3 hours lab, field trips. May be used to satisfy the lab requirement in the Natural Sciences of General Education provided GEOL 300 also is completed.

**GEOL 307/L. Petrology and Lab (3/1)**

*Corequisite:* 307L. *Preparatory:* GEOL 207/L. Introduction to the classification and origin of igneous and metamorphic rocks, including the optical properties of minerals. Lab study of these rocks utilizing hand-specimen characteristics and the petrographic microscope. 3 hours lecture, 3 hours lab, field trips.

**GEOL 310/L. Structural Geology and Lab (3/1)**

*Corequisite* GEOL 310L. *Recommended Corequisite or Preparatory:* GEOL 307. Study of rock deformational processes and resulting structures in the Earth's crust. Lab work emphasizes the use of graphic methods to assist in the geometric and kinematic interpretation of rock structures. 3 hours lecture, 3 hours lab.

**GEOL 322/L. Introductory Oceanography and Lab (3/1)**

*Corequisite:* GEOL 322L. *Preparatory:* GEOL 101; Completion of the Lower Division writing requirement. Designed for the engineering or science major who requires a general background in oceanography. Study of biological, chemical, geological and physical oceanography. 3 hours lecture, 3 hours lab, field trips.

**GEOL 341/L. Sedimentary Geology and Lab (3/1)**

*Corequisite:* 341L. *Preparatory:* GEOL 307; *Instructor consent.* Introduction to the processes of sedimentation; the texture, composition and classification of sedimentary rocks; and depositional systems. 3 hours lecture, 3 hours lab, field trips.

**GEOL 345. Geology of California (2)**

*Preparatory:* Completion of the Lower Division writing requirement. Study of the geologic history, structure, minerals, rocks, fossils and modern geologic processes of California. 2 hours lecture, field trips.

**GEOL 351/L. Fundamentals of Paleontology and Lab (3/1)**

*Corequisite:* GEOL 351L. *Preparatory:* 2 courses in either Geology or Biology. Survey of past life on the Earth, including fossil cyanobacteria, macroscopic algae, prototists, plants (also spores and pollen), invertebrate and vertebrates, and their evolution, distribution and paleontology, with emphasis on methods used by paleontologists, especially for environmental studies. 3 hours lecture, 3 hours lab, field trips.

**GEOL 406LRS. Liberal Studies Science Experience Capstone (1)**

*Prerequisites:* BIOL 100, 101 or 102; PHSC 170; GEOL 106LRS or GEOG 106LRS. This laboratory course serves as a culminating science experience for Liberal Studies majors in the pre-credential and ITEP Options. An interdisciplinary blend of biology, physics, chemistry, and Earth and space sciences from Lower Division courses will be integrat-

ed into the course as various topics are explored through the broad lens of Earth science. Hands-on investigations will include topics linked to California K-6 State Science Standards, such as the nature of science, astronomy and the solar system, solar energy and meteorology, the water cycle, fossils and the evolution of life, rocks and minerals, natural resources, plate tectonics and Earth's structure, earthquakes and volcanic eruptions, and geomorphology. 3 hours lab.

### GEOL 430A/B. Summer Field Geology (2-2)

*Prerequisites:* GEOL 310/L, 341/L, 443/L. A two-course sequence on advanced observation and collection of geologic field data and the construction of geologic maps, cross-sections and stratigraphic sections during 4 weeks of field study. Field work for GEOL 430A is completed during the first 2 weeks and field work for GEOL 430B is completed during the second 2 weeks. During the remaining weeks of the Summer session, students must complete 2 comprehensive formal geologic field reports, including geologic maps and cross-sections, one for 430A and one for 430B. Students must enroll in both courses during the same Summer session. Available for graduate credit.

### GEOL 431A-R. Advanced Field Studies (1)

*Preparatory:* GEOL 435. Advanced techniques of field observation, recording, analysis and report writing in various fields of geology. (A) Minerals, (B) Igneous Rocks, (C) Metamorphic Rocks, (D) Sedimentary Rocks, (E) Sedimentary Environments, (F) Invertebrate Paleontology, (G) Micropaleontology, (H) Oceanography, (I) California Geology, (J) Environmental Geology, (K) Engineering Geology, (L) Hydrogeology, (M) Geophysics, (N) Remote Sensing, (O) Geochemistry, (P) Structural Geology, (Q) Quaternary Geology, (R) General Geology. Individual courses may not be repeated. (Requires 6 days of field work, usually on weekends.)

### GEOL 443/L. Principles of Stratigraphy and Lab (3/1)

*Corequisite:* GEOL 443L. *Recommended preparatory:* GEOL 341/L. Introduction to the basic principles of stratigraphy and application of stratigraphic methods (e.g., lithostratigraphy, biostratigraphy, chronostratigraphy, sequence stratigraphy, magnetic stratigraphy) essential for basin analysis and interpretation of sedimentary facies. Available for graduate credit. 3 hours lecture, 3 hours lab, field trips.

### GEOL 452/L. Mathematical Tools in Geology and Lab (2/1)

*Corequisite:* 452L. Introduction to the mathematical methods used in the field of Geology. Introductory topics are introduced in general problem solving, algebra, vector and calculus, with applications to geological problems. Geological applications, such as sediment basins, geotherms, gradients, topography, volume calculations of volcanic flows and planetary bodies, tectonics and mineral fractionation. Quantitative material is presented in an encouraging, approachable, yet challenging methodology that is intended to be easily grasped by those with a fundamental background in University mathematical requirements. Final exercises consider typical geological data sets, linear and nonlinear data analysis, significant figures, measurement and collection errors, and statistics. Exposure also will be provided to computer programs using Excel, Matlab and AutoCAD. Designed for senior-level undergraduate and beginning graduate students in Geology and/or Geophysics. 2 hours lecture, 3 hours lab. Available for graduate credit.

### GEOL 460. Theoretical Geophysics (3)

*Preparatory:* PHYS 225, 226, 227; MATH 250; or instructor consent. Application of classical physics to the study of the Earth. Topics include origin of the Earth, its gravitational, geomagnetic and geothermal characteristics, seismicity and the dynamics of the Earth's crust, plate tectonics and continental drift. 3 hours lecture, field trips.

### GEOL 464/L. Applied Geophysics and LAB (3/1)

*Corequisite:* GEOL 464L. *Preparatory:* GEOL 235, 307; MATH 150A or 255A; or instructor consent. Introduction to the basic principles and techniques of geophysics. Includes study of seismic reflection and refraction, earthquakes, gravity, magnetic, electrical resistivity, ground penetrating radar and global positioning system satellites. 3 hours lecture, 3 hours lab, field trips.

### GEOL 471LB. Petroleum Geology (2)

*Recommended prerequisite:* GEOL 341. This course will introduce students to various aspects of petroleum geology—the geochemistry and generation of petroleum, methods of exploration, including seismic and electric logs, migration and trapping mechanisms, and aspects of petroleum production, including reservoir characterization. Students also will examine the geology of some major petroleum provinces. 2 hours lecture/discussion, field trips. Available for graduate credit.

### GEOL 497. Research Methods and Design (1)

*Preparatory:* Junior or senior standing; Instructor consent. Students are advised and guided in research methods and design. Students use critical reasoning and the scientific method to develop and write their own research proposal to execute the project for their senior thesis. The written proposal is patterned after those required by the National Science Foundation.

### GEOL 498. Senior Thesis (3)

*Prerequisites:* GEOL 497; Instructor consent. Following approval by the Thesis Advisor of a written proposal, the student completes an original research project in consultation with the faculty advisor. Upon completion of the research, the student will submit the written thesis to the Advisor and give an oral presentation to the Department of Geological Sciences.

### GEOL 499. Independent Study (1-3)

See Independent Study under Courses of Study. Cannot be used for General Education credit.

## Graduate Courses

### GEOL 500. Environmental Geology Seminar (3)

*Prerequisite:* Upper Division standing in Geology or consent of instructor. Seminar on current literature and research dealing with contemporary problems in environmental geology. Suggested topics include: environmental impact analysis; hazard evaluation for earthquakes, volcanoes, floods and landslides; coastal erosion; surface and subsurface water resources and pollution; mineral and energy resources; and waste disposal. 3 hours seminar.

### GEOL 505. The Evolution of Global Systems (3)

*Preparatory:* GEOL 351. The impact of biological, physical and astronomical forces on the evolution of Earth systems throughout all of geologic time are studied. Combination of lecture/discussion and student seminars on material from the scientific literature, including use of internet resources.

### GEOL 508/L. Invertebrate Paleontology and Lab (3/1)

*Corequisite:* 508L. *Preparatory:* GEOL 351, or BIOL 313 and 392B. Detailed study of mega-invertebrate fossils, including their taxonomy, morphology, skeletal chemistry, fossil record, evolutionary trends, ecology and paleoecology. 3 hours lecture, 3 hours lab, field trips.

### GEOL 510. Advanced Topics in Paleontology (3)

*Preparatory:* GEOL 341, 351, 508. Seminars in various topics in Invertebrate Paleontology, such as biostratigraphy, paleoecology, functional morphology, etc. May be repeated for credit as topic changes. 3 hours seminar.

**GEOL 513/L. Micropaleontology and Lab (2/2)**

*Corequisite:* 513L. *Preparatory:* GEOL 351 or BIOL 313. Study of microfossils, especially Foraminifer and Radiolaria; their classification, common genera, morphology, evolutionary trends, ecology, paleoecology and use as indicators of present and past environments. Students are required to work and report on unknown material. 2 hour lecture, 6 hours lab.

**GEOL 520/L. Advanced Stratigraphic Analysis and Lab (1/1)**

*Corequisite:* 520L. *Preparatory:* GEOL 341 or instructor consent. Principles and techniques of stratigraphic analysis, with emphasis on interpreting the stratigraphic record to aid in reconstruction of environment of deposition and paleogeography. Revolves around a field problem and includes application of methods from physical stratigraphy, biostratigraphy and sedimentary petrology to solution of the problem. 1 hour lecture, 3 hours lab.

**GEOL 521. Sedimentary Environments (3)**

*Preparatory:* GEOL 341 or instructor consent. Study of the characteristics of modern sedimentary environments and how these characteristics are used to recognize ancient sedimentary environments. 3 hours seminar.

**GEOL 523/L. Sedimentation and Tectonics and Lab (2/2)**

*Corequisite:* GEOL 523L. *Preparatory:* GEOL 310, 335, 341; or instructor consent. Lecture topics include a review of plate tectonic theory, followed by detailed discussions of the sedimentary and structural histories of basins from assorted tectonic settings. Labs include study of thin sections of sediments and sedimentary rocks, particularly clastic sedimentary rocks from basin types discussed in lecture and the collection and analysis of field data used in basin studies. 2 hours lecture, 6 hours lab, field trips.

**GEOL 525/L. Seismic Stratigraphy Seminar and Lab (1/2)**

*Corequisite:* GEOL 525L. *Preparatory:* GEOL 464. Introduction to the fundamentals of seismic stratigraphy, emphasizing the interpretation of seismic reflection profiles. 1 hour seminar, 6 hours lab, field trip.

**GEOL 528/L. Sedimentary Petrology and Lab (2/2)**

*Corequisite:* 528L. *Preparatory:* GEOL 341 or instructor consent. Lecture topics include review of the depositional characteristics and classification of sedimentary rocks, followed by discussion of diagenesis and its impact on rock properties. Lab study emphasizes common techniques used in the study of sedimentary rocks, such as standard and cathodoluminescence petrography, scanning-electron microscopy, heavy-mineral separation and X-ray diffraction. 2 hours lecture, 6 hours lab.

**GEOL 530. Seminar in Structural Geology and Tectonics (3)**

*Prerequisite:* GEOL 310. Critical review of selected topics concerning the analysis, interpretation and origin of geologic structures, and the mechanics of rock deformation and of large scale crustal deformation. 3 hours seminar.

**GEOL 532/L. Microtectonics and Lab (3/1)**

*Preparatory:* GEOL 307/L, 310/L. This course will emphasize the microstructural and textural analysis of metamorphic rocks in thin section to aid in the interpretation of tectonic evolution. Topics include identification of igneous and metamorphic assemblages; identification of textures and microstructures; identification of deformation mechanisms at the grain- and crystal-lattice scale; secondary foliation and lineation development; the origin of lattice preferred orientation; porphyroblast growth; microgauges of temperature, pressure and differential stress; and special techniques used to study deformation fabrics. 3 hours lecture, 3 hours lab.

**GEOL 533/L. Geology of Earthquakes (2/1)**

*Preparatory:* GEOL 310. Lecture topics will include a review of plate tectonics, rock mechanics, seismology, tectonic geodesy, paleoseismology, tectonic geomorphology and seismic hazard assessment. Detailed discussions will include study of recent major earthquakes that have occurred in strike-slip, thrust-reverse, megathrust (subduction zone) and normal-fault tectonic settings. Labs will include study of air photos, geologic maps, trench logs and core descriptions from studies of recent earthquakes, and the collection and analysis of field data used in earthquake studies. 2 hours lecture, 3 hours lab, field trips.

**GEOL 535. Advanced Geologic Field Methods (2)**

*Preparatory:* GEOL 310/L. Advanced geologic field mapping of structurally complex sedimentary, igneous, and/or metamorphic rocks. At least 6 days of field work (including overnight weekend trips) associated with a weekly 3-hour instructional and advisement meeting designed to provide extensive practice in writing and illustrating geologic reports and analysis of field data.

**GEOL 536/L. Igneous Petrology and Lab (3/1)**

*Corequisite:* GEOL 536L. *Preparatory:* GEOL 307. Study of the more important kinds of igneous rocks, emphasizing distribution, origin, causes of compositional variation and relation to tectonic factors. Representative rock suites and computer techniques are studied in the lab. 3 hours lecture, 3 hours lab, field trips.

**GEOL 538/L. Metamorphic Petrology and Lab (1/1)**

*Corequisite:* 538L. *Preparatory:* GEOL 307. Study of the various facies of metamorphic rocks, with emphasis on classification, mineralogy and environments of formation. Mineral assemblages and textural relationships are studied in thin sections. 1 hour lecture, 3 hours lab, field trips.

**GEOL 545. Plate Tectonics (3)**

*Preparatory:* GEOL 310, GEOL 464; or consent of instructor. This course will provide a look at the quantitative side of plate tectonics, a subject to which many geology students are introduced at a qualitative level in introductory courses. The course will examine the power and limitations of the theory of plate tectonics and cover such topics as driving mechanisms; absolute plate motion; velocity vectors and finite rotations; Euler poles; plate reconstructions; gravity and heat flow of the Earth; and controversies related to mantle convection and hotspots. 3 hours lecture/discussion.

**GEOL 550. Paleomagnetism (3)**

This course will examine: (1) the properties of Earth's magnetic field and its behavior in the historical and geologic past (geomagnetism); (2) the fossil magnetization preserved in rocks and sediments (paleomagnetism); and (3) the use of physical stratigraphy and magnetic zonation to solve problems in stratigraphic correlation (magnetostratigraphy). One weekend field trip will involve sample collection for paleomagnetic analysis. Topics will include reversals of Earth's magnetic field, polar wandering, rock magnetism, oceanic magnetic anomalies, the geomagnetic time scale, paleomagnetic sampling and demagnetization techniques, statistical data interpretation, and the application of paleomagnetism to studies of tectonic rotations and latitudinal translations of microplates. 3 hours lecture, one field trip.

**GEOL 552. Geochemistry (3)**

*Preparatory:* GEOL 307 or instructor consent. Application of the principles of chemistry to geological problems. Topics include nucleosynthesis, origin of the solar system, elemental distribution, and stable and unstable isotopes. 3 hours lecture.

**GEOL 553. Analytical Geochemistry (1)**

*Preparatory:* CHEM 102; GEOL 307; or instructor consent. Instrumental analysis of rocks and minerals. Includes theory and practical application of X-ray spectrography, X-ray diffraction, atomic absorption spectrophotometry, mass-spectrometry and electron microprobe. 3 hours lab.

**GEOL 563. Marine Geology (3)**

*Preparatory:* GEOL 307, 322; or instructor consent. Plate tectonics and evolution of the ocean; geomorphology and structure of the ocean floor; classification, distribution and environment of marine sediments; and paleo-oceanography. Field trips, class participation and research paper required. 3 hours lecture/seminar.

**GEOL 567/L. Geological Remote Sensing and Lab (1/2)**

*Corequisite:* GEOL 567L. *Preparatory:* Upper Division standing in Geology or instructor consent. By using multiple types of airborne and satellite remote sensing imagery, including analog and digital photography, radar (SAR) and satellite thematic mapper and SPOT images, students will learn to identify and map geologic and environmental features and conditions. Field trips to JPL and a geologic/environmental site. 1 hour lecture, 6 hours lab.

**GEOL 570VLA. Volcanology (3)**

*Preparatory:* GEOL 307, 341; or consent of instructor. Course topics include styles of volcanic eruptions, volcanic landforms, physicochemical controls on eruptions, characteristics and interpretation of volcanic deposits, emplacement of pyroclastic density currents, volcanic hazards and impacts of volcanism on Earth's environment. 3 hours lecture.

**GEOL 575/L. Hydrogeology and Lab (3/1)**

*Corequisite:* 575L. *Preparatory:* Upper Division standing in Geology; Formal geologic field reports, including geologic maps and cross-sections, one for GEOL 430A and one for GEOL 430B. Students must enroll in both courses during the same Summer session. Available for graduate credit.

**GEOL 578. Groundwater Modeling (3)**

*Preparatory:* GEOL 575 and computer literacy. Approximation of groundwater equations by finite-difference and finite-element methods. Practical exercises on calibration, verification and prediction of groundwater behavior and solute movement under various initial and boundary conditions.

**GEOL 580/L. Engineering Geology and Lab (2/1)**

*Corequisite:* 580L. *Preparatory:* Upper Division standing in Geology or consent of instructor. Application of geologic factors to such engineering projects as residential developments, buildings, dams, bridges, tunnels and waste-disposal sites. Topics include an introduction to soil mechanics, groundwater in engineering geology, landslides, earthquakes, subsidence, waste disposal, and engineering geologic site investigations, maps and reports. 2 hours lecture, 3 hours lab, field trips.

**GEOL 590 Literature Seminar (1)**

*Preparatory:* Senior undergraduate or graduate standing in Geological Sciences. Students will make oral presentations of and lead discussions about current research literature in geological sciences.

**GEOL 595A-Z. Experimental Topics Courses in Geological Sciences (1-3)**

*Preparatory:* Instructor consent. Experimental topics in the geological sciences with the course content to be determined. (A) Crystallography, (B) Mineralogy, (C) Geochemistry, (D) Igneous Petrology, (E) Sedimentary Petrology, (F) Metamorphic Petrology, (G) Structural Geology, (H) Economic Geology, (I) Stratigraphy, (J) Seismic Stratigraphy, (JL) Seismic Stratigraphy Lab, (K) Engineering Geology, (L) Isotope Geology, (M) Paleontology, (N) Field Problems, (R) Current Research, (S) Groundwater Modeling, (T) Advanced Hydrogeology, (U) Hydrogeochemistry, (V) Geologic Evolution of California, (W) Remote Sensing and the Environment, (X) Marine Paleocology and Sedimentation, (Y) Geological Sciences Teacher Enhancement, (YG) General Geology for the K-12 Teacher, and (ZOL) Global Geologic Issues for the K-12 Teacher (online). Topics may be repeated with advisor approval.

**GEOL 599A-C. Independent Study (1-3)**

See Independent Study under Courses of Study. Cannot be used for General Education credit.

**GEOL 694 Graduate Thesis Research Design (1)**

Instruction and practice in the process required to construct a research proposal, culminating in the development of a graduate-level research proposal suitable as a Master's Thesis Project.

**GEOL 696. Directed Graduate Research (1-3)****GEOL 698. Thesis or Graduate Project (1-6)****GEOL 699. Independent Study (1-3)**

See Independent Study under Courses of Study. Cannot be used for General Education credit.



# Gerontology

## College of Health and Human Development

**Coordinator:** Contact the Department of Health Sciences

**Chair:** Anita Slechta

Jacaranda Hall (JD) 2500

(818) 677-3101

[www.csun.edu/hhd/hsci/gerontology](http://www.csun.edu/hhd/hsci/gerontology)

### Programs

Undergraduate:

Minor in Gerontology

Graduate:

Graduate Certificate in Gerontology

### About the Minor

The Interdisciplinary Minor in Gerontology is offered by the College of Health and Human Development. The Minor complements many other academic majors and many of the courses satisfy the requirements or electives for other programs. The Program provides students with the knowledge and skills to pursue a career in the field of aging. Graduates with a Minor in Gerontology are in demand for entry-level jobs in human services, allied health care, corporations, administration and direct services in a wide variety of settings.

### Academic Advisement

Students interested in the Minor, Certificate or Interdisciplinary Studies Program should consult the Health Sciences Department at (818) 677-3101.

### Minor in Gerontology

#### 1. Core Requirements (15 units)

|      |     |                                 |
|------|-----|---------------------------------|
| HSCI | 418 | Health and Aging (3)            |
| PSY  | 365 | Introduction to Gerontology (3) |
| PSY  | 465 | Psychology of Aging (3)         |
| SOC  | 440 | Sociology of Aging (3)          |

#### Integrating courses (select 1 of the following):

|      |     |  |
|------|-----|--|
| FCS  | 424 | Resource Management for the Elderly (3)              |
| HSCI | 422 | Health Services for the Elderly and Mentally Ill (3) |
| RTM  | 415 | Leisure and Aging (3)                                |

#### 2. Elective (3 units)

|      |     |  |
|------|-----|--|
| FCS  | 409 | Geriatric Nutrition (3)                                    |
| FCS  | 424 | Resource Management for the Elderly (3)                    |
| FCS  | 543 | Intergenerational Care Giving (3)                          |
| HSCI | 422 | Health Services for the Elderly and Mentally Ill (3)       |
| HSCI | 521 | Health Care Ethics (3)                                     |
| KIN  | 325 | Motor Development (3)                                      |
| KIN  | 566 | Seminar in Aging and Environmental Aspects of Exercise (3) |
| RTM  | 415 | Leisure and Aging (3)                                      |

#### 3. Internship (3 units)

Internship in major with aging focus.

|                             |           |
|-----------------------------|-----------|
| <b>Total Units Required</b> | <b>21</b> |
|-----------------------------|-----------|

### Post-Baccalaureate Certificate in Gerontology

The Graduate Certificate in Gerontology is offered by the College of Health and Human Development to prepare a qualified workforce to address the needs of our aging population. The Certificate in Gerontology provides an opportunity for those who have completed a Bachelor's Degree in another discipline to acquire an understanding of the issues and problems of aging and to provide services for an older population. The Certificate Program complements many other Graduate Degree programs and can be taken concurrently since many of the courses satisfy requirements or electives for graduate programs. The Certificate Program is a rigorous and demanding educational experience, designed to provide students with the knowledge and skills to pursue a career in the field of aging.

### Graduate Certificate in Gerontology

#### 1. Core Requirements (12 units)

|     |     |   |
|-----|-----|---|
| HHD | 501 | Interdisciplinary Perspectives on Aging (3) |
| HHD | 502 | Aging Policy and Programs (3)               |
| HHD | 503 | Gerontology Program Development (3)         |
| HHD | 504 | Current Issues in Aging (3)                 |

#### 2. Elective (3 units)

##### Select 1 from the list below:

|      |     |  |
|------|-----|--|
| FCS  | 409 | Geriatric Nutrition (3)                                    |
| FCS  | 424 | Resource Management for the Elderly (3)                    |
| FCS  | 543 | Intergenerational Caregiving (3)                           |
| HSCI | 418 | Health and Aging (3)                                       |
| HSCI | 422 | Health Services for the Elderly and Mentally Ill (3)       |
| HSCI | 521 | Healthcare Ethics (3)                                      |
| KIN  | 566 | Seminar in Aging and Environmental Aspects of Exercise (3) |
| RTM  | 415 | Leisure and Aging (3)                                      |
| PSY  | 465 | Psychology of Aging (3)                                    |
| SOC  | 440 | Sociology of Aging (3)                                     |

|   |           |
|---|-----------|
| <b>Total Units Required for the Certificate</b> | <b>21</b> |
|---|-----------|

### Course List

#### HHD 501. Interdisciplinary Perspectives on Aging (3)

*Prerequisites:* Baccalaureate Degree in health or human services or equivalent. This course provides an interdisciplinary overview of the fundamental principles, theories, issues and concepts in the field of gerontology. The interdisciplinary emphasis derives from the fact that to understand aging we must consider facts and explanations from a wide array of fields. Social gerontology integrates knowledge that ranges from history, demography, physiology, philosophy, science, ethics, medicine, law, mass communication and social policy, among others. The course will emphasize the research literature to consider issues that include work, retirement, leisure, health, technologies and living environments.

#### HHD 502. Aging Policies and Programs (3)

*Prerequisite:* Baccalaureate Degree in health or human services or equivalent. This course is designed to provide students with knowledge of the policy process, the politics of aging and an opportunity to explore selected aging policy issues in-depth. The content focus is on a few areas that provide fertile ground for policy development and/or analysis and offer insight into the historical, social, economic and demographic issues that have influenced the development of federal and state legislation and programs for older persons. Projects and papers will provide students with opportunities to examine issues surrounding the design and implementation of particular policies, track current changes in legislation, or undertake critiques of policies already in place.

**HHD 503. Gerontology Program Development (3)**

*Prerequisites: Baccalaureate Degree in health or human services or equivalent.* Using an interdisciplinary approach, this course critically examines a variety of issues relating to the administration, development and evaluation of gerontology programs and services for diverse populations of older adults and their families. Topics covered include leadership, organizational planning, ethics in human services, fiscal management, program development and evaluation, personnel management, and marketing. The course emphasizes applications to actual problems facing government agencies and organizations serving older adults.

**HHD 504. Current Issues in Aging (3)**

*Prerequisites: Baccalaureate Degree in health or human services or equivalent.* This interdisciplinary course addresses selected topics in aging presented at an advanced level. Preference is given to current topics considered key for gerontology professionals. Possible topics include emerging issues in diversity, gender, nutrition, consumer affairs, physical fitness and mental health.

# Health Sciences

## College of Health and Human Development

**Chair: Anita M. Slechta**  
**Jacaranda Hall (JD) 2500**  
**(818) 677-3101**  
**hhd.csun.edu/hsci**

### Staff

Mary Lou Bobrosky, Kelly Johnson, Karen Sabbah

### Faculty

Frankline Augustin, Sloane Burke, Lawrence Chu, Stephan Chung, Vicki Ebin, Merav, Efrat, Salvador Esparza, Ronald Fischbach, Jennifer Little, Gretta Madjzooob, Brian Malec, Janet Reagan, Louis Rubino, Jerome Seliger, Anita Slechta, Jack Winkelman, Kathleen Young

### Emeritus Faculty

Mary Bennett, Miriam Cotler, Bonnie Faherty, John Fodor, Bernard Hanes, Shelia Harbet, Robert Huff, Donald Hufhines, Dennis Kelly, Louanne Kennedy, Michael Kline, Roberta Madison and Mary Parker

### Programs

#### Undergraduate:

- B.S., Health Administration**
- B.S., Public Health Promotion**
- B.S., Radiologic Sciences**
- Health Sciences for Teachers Minor**
- Minor in Gerontology (See Gerontology in this Catalog.)**

#### Graduate:

- M.S., Health Administration**
- M.P.H., Health Education**

#### Certificate:

- Graduate Certificate in Health Administration (See also Tseng College Certificate programs in this catalog)**
- Post-Baccalaureate Certificate in Gerontology**

### Mission Statement

It is the mission of the Department of Health Sciences to enable students to develop the critical knowledge and skills required to assume professional responsibility and leadership in health promotion, disease prevention, administration and clinical practice in a variety of health-care settings. Health Sciences faculty are committed to student-centered learning, scholarship and service.

### The Major

The primary objective of the Department of Health Sciences is to the education of students preparing for professional careers in private and public health services. The Programs in Health Sciences are multidisciplinary and directed toward understanding factors affecting the well-being and health of populations and individuals, and toward improving their health status.

The Professional Programs are based on a foundation in the liberal arts and the physical and behavioral sciences. The Professional Programs are directed toward preparing student for the specific program discipline.

### Scholarships

In honor of our emeritus faculty, the Department has established several scholarships, including the Seymour Eisman Scholarship and the Lennin Glass Scholarship. For more information about applications and deadlines, contact the Department of Health Sciences at (818) 677-3101.

### Academic Advisement

Faculty advisors are available prior to registration and throughout the semester during regularly scheduled office hours. Program advisement should be obtained at that time. The Department requires advisement prior to registration. Students are responsible for completing all of the requirements for the Degree as listed in the Catalog the year in which they were admitted. Substitutions for a required course may be permitted only by petition submitted prior to enrollment in the course. Please contact the following coordinators for more information about individual Department programs:

**Health Administration Program:** Louis Rubino, (818) 677-7257

**Public Health Promotion:** Lawrence Chu, (818) 677-2485

**Radiologic Sciences:** Anita Slechta, (818) 677-2475

**M.S. in Health Administration:** Janet Reagan, (818) 677-2298

**M.P.H. in Health Education:** Vicki Ebin, (818) 677-7053

**Gerontology Minor:** 818-677-3101\*

\*See Gerontology listed alphabetically in the Catalog

### Requirements for B.S. in Health Administration

The B.S. in Health Administration Degree Program provides initial preparation for careers in health services administration, and for those already employed an opportunity to continue their professional advancement. The undergraduate curriculum also prepares the individual to enter the Master of Science in Health Administration (MSHA) Degree Program. Further education at the graduate level often is necessary to assume advanced management and policy-making roles in health care and related organizations. The Association of University Programs in Health Administration certifies the undergraduate Health Administration Program.

### Mission Statement

The mission of the B.S. in Health Administration is to prepare a diverse student body for careers in health-care management and related disciplines. With a focus on learning-centered courses, community partnerships, research, advocacy and scholarship, the Health Administration Program aims to educate students for professional positions and thus enhance the operational efficiency and effectiveness of health care and related organizations and improve the delivery of health-care services.

### Student Learning Outcomes of the Health Administration Program

The major provides a curriculum contemporary and relevant to evidence-based health administration practice and that meets national standards for excellence. Graduates of the undergraduate program in Health Sciences with the Option in Health Administration will:

1. Demonstrate mastery of the conceptual and technical knowledge and skills relevant to successful health administration practice and that meet national standards for certification by the Association of University Programs in Health Administration.
2. Demonstrate mastery of the analytical, written and oral communication and interpersonal skills required for successful practice.
3. Demonstrate an ability to integrate classroom knowledge and skills and be able to bridge the gap to the professional practice of health administration.
4. Demonstrate an appreciation of the importance of professional ethics and continual professional growth.
5. Demonstrate an ability to assume entry-level staff and management positions in health services organizations.

#### 1. Lower Division Required Courses (19 units)

|      |             |   |
|------|-------------|---|
| ACCT | 220         | Introduction to Financial Accounting (3)                |
| BIOL | 101/L       | General Biology and Lab (3/1)<br>(GE: Natural Sciences) |
| HSCI | 132         | History of Preventative Medicine and Public Health (3)  |
|      | or HSCI 345 | Public Health Issues (3)                                |

## Health Sciences

|      |     |   |
|------|-----|---|
| MATH | 102 | College Algebra (3)<br>(GE: Basic Skills Mathematics)     |
| PSY  | 150 | Principles of Human Behavior (3)<br>(GE: Social Sciences) |
| SOC  | 150 | Introductory Sociology (3)<br>(GE: Social Sciences)       |

**2. Upper Division Health Sciences Department Core (10 units)**

|      |       |  |
|------|-------|--|
| HSCI | 314   | Organization and Delivery of Health Services (3)   |
| HSCI | 390/L | Biostatistics and Biostatistics Lab (3/1)          |
| HSCI | 488   | Epidemiology: Introduction to Study of Disease (3) |

**3. Upper Division Required Health Administration Courses (36 units)**

Note: A minimum grade of C- is required in all Upper Division required courses

|      |      |   |
|------|------|---|
| HSCI | 312  | Introduction to Health Administration (3)                             |
| HSCI | 313  | Health Administration (3)   |
| HSCI | 391  | Computer Applications for Health Science (3)                          |
| HSCI | 412  | Medical Care Organization in the United States (3)                    |
| HSCI | 413  | Leadership and Direction in the Administration of Health Services (3) |
| HSCI | 414  | Health Law (3)  |
| HSCI | 415  | Health Information Systems (3)  |
| HSCI | 416  | Utilization of Professional and Allied Health Personnel (3)           |
| HSCI | 424  | Health Planning (3)   |
| HSCI | 425  | Financial Planning and Reimbursement in Health Care (3)               |
| HSCI | 494C | Academic Internship (3)   |

**Required Health Administration Electives (9 units Minimum)**

Select a minimum of 9 units—with prior advisor approval.

|   |               |
|---|---------------|
| <b>Total Units Required in Major</b>  | <b>71</b>     |
| <b>Required Lower Division General Education: (not overlapping with major/includes Title 5)</b>   | <b>35</b>     |
| <b>Required Upper Division General Education: (not overlapping with major) (3 units if student chooses HSCI 345—GE Social Sciences)</b> | <b>3 or 6</b> |
| <b>Required Additional Units</b>  | <b>5 or 8</b> |
| <b>Total Units Required for the B.S. Degree</b>   | <b>120</b>    |

**Requirements for the Bachelors of Science in Public Health Promotion**

The B.S. in Public Health Promotion Program is intended to prepare students with the skills needed to understand how to plan, implement and evaluate the educational components of health and human service programs. Public, voluntary and proprietary health and human service agencies, hospitals, organizations, industry and professional consulting firms that provide services to various governmental and private organizations employ graduates of Public Health Promotion. Appropriate advisement provides students flexibility in the selection for various health education career opportunities. These opportunities include health promotion, school health education, community health education and health education generalist.

**Student Learning Outcomes for Public Health Promotion**

Students in the Public Health Promotion program will:

1. Demonstrate knowledge of public health and health education program planning; theories of health behavior; change assessment and intervention; and multicultural influences impacting the delivery of public health interventions.

2. Apply knowledge and skills necessary of program planning, implementation and evaluation of health education programs in a variety of practice settings.
3. Demonstrate a mastery of biostatistical and epidemiological methods appropriate to the practice of health education.

**Public Health Promotion****Lower Division Required Courses (23 units)**

|      |         |   |
|------|---------|---|
| BIOL | 101/L   | General Biology and Lab (3/1) (Meets GE/B.1)            |
| BIOL | 211/212 | Human Anatomy and Lab (2/1)(Meets GE)                   |
|      | or      | EOH 353 Global Perspectives of Environmental Health (3) |
| BIOL | 281     | Human Physiology (3)                                    |
| CHEM | 100     | Principles of Chemistry (3) (Meets GE/B.1)              |
| HSCI | 237     | Introduction to Health Education (3)                    |
| MATH | 140     | Introductory Statistics (4) (Meets GE/A.3)              |
| PSY  | 150     | Principles of Human Behavior (3) (Meets GE/D)           |
| SOC  | 150     | Introduction to Sociology (3) (Meets GE/D)              |

**Upper Division Health Sciences Department Core (10 units)**

|      |       |   |
|------|-------|---|
| HSCI | 390/L | Biostatistics and Biostatistics Lab (3/1) |
| HSCI | 488   | Epidemiology Study of Disease (3)         |

**Select 1 of the following:**

|      |     |   |
|------|-----|---|
| HSCI | 345 | Topics in Public Health (3)                                 |
| HSCI | 314 | Organizations and Function of Community Health Services (3) |

**Required Public Health Promotion Core Courses (33)**

|      |      |  |
|------|------|--|
| ENGL | 306  | Report Writing (3)   |
| EOH  | 353  | Global Perspectives of Environmental Health (3) (Meets GE/E) |
| HSCI | 337  | Nutrition and Health (3)                                     |
| HSCI | 391  | Computer Applications in Health Science (3)                  |
| HSCI | 431  | Health Behavior (3)  |
| HSCI | 437  | Strategies for Making Health Decisions (3)                   |
| HSCI | 439  | Community Health Action (3)                                  |
| HSCI | 441  | Community Health Education (3)                               |
| HSCI | 442  | Health Problems of the Disadvantaged (3)                     |
| HSCI | 445  | Senior Seminar in Health Education (3)                       |
| HSCI | 494C | Academic Internship (3)                                      |

**Health Science Electives (6 units)\***

Select up to 6 units from the following, with Public Health Promotion Advisor approval:

|      |     |   |
|------|-----|---|
| HSCI | 231 | Women and Health (3)                      |
| HSCI | 335 | Holistic Health (3)                       |
| HSCI | 336 | Health Aspects of Drug Abuse (3)          |
| HSCI | 433 | Counseling of Health Problems (3)         |
| HSCI | 435 | Health Science for Children and Youth (3) |
| HSCI | 436 | Health Concerns of Adolescents (3)        |
| HSCI | 438 | International Health (3)                  |
| HSCI | 440 | Family Health (3)                         |

|   |            |
|---|------------|
| <b>Total Units Required in Major</b>  | <b>75</b>  |
| <b>Required Lower Division General Education: (not overlapping with major/includes Title 5)</b> | <b>30</b>  |
| <b>Required Upper Division General Education: (not overlapping with major)</b>                  | <b>6</b>   |
| <b>Required Additional Units</b>  | <b>9</b>   |
| <b>Total Units Required for the B.S. Degree</b>   | <b>120</b> |

**Health Sciences for Teachers Minor****The Minor**

The Health Sciences for Teachers Minor provides students who have

or are about to receive a California teaching credential with the opportunity to obtain a Supplemental Authorization in Health Science. Contact the CSUN Credentialing Office for more information.

### Student Learning Outcomes for the Minor

Graduates of the Health Sciences for Teachers Minor will:

1. Demonstrate that knowledge of the health sciences is advantageous to those seeking teaching positions in the public schools.
2. Complete a supplemental authorization in Health Science.

#### Course Requirements (21)

|          |                                    |
|----------|------------------------------------|
| HSCI 336 | Health Aspects of Drug Use (3)     |
| HSCI 337 | Nutrition and Health (3)           |
| HSCI 345 | Public Health Issues (3)           |
| HSCI 431 | Health Behavior (3)                |
| HSCI 436 | Health Concerns of Adolescents (3) |
| HSCI 440 | Family Health (3)                  |
| HSCI 488 | Epidemiology Study of Disease (3)  |

|                          |    |
|--------------------------|----|
| Total Units in the Minor | 21 |
|--------------------------|----|

### Requirements for the B.S. Degree in Radiologic Sciences (RS)

The Radiologic Sciences B.S. Degree Program prepares practitioners (radiologic technologists) to work with the patient and physician, performing a wide variety of diagnostic imaging procedures within the radiology (X-ray) department. The radiologic technologists must know the principles of anatomy, physiology, pathology, radiographic imaging, radiation safety, the operation of many types of X-ray and computerized equipment, the professional care and handling of patients, and the management of a radiology department or division. The Baccalaureate Program provides a multi-competent advanced imaging practitioner for the diagnostic team. Program competencies include experiences with standard X-ray equipment, angiographic suites, computerized tomography (CT), magnetic resonance (MR), digital vascular imaging devices and mammography.

The Radiologic Sciences Program consists of 2 phases: The Pre-Professional and Professional Phases. During the Pre-Professional portion, students complete the University General Education requirements and the Radiologic Sciences prerequisites. Upon completion of the Pre-Professional Phase, students become eligible to apply to the professional Radiologic Sciences Program that includes 2,500 hours of clinical internship at affiliated Medical Centers. A limited number of clinical placement at these medical centers are available each year for students accepted into the Professional Phase. A separate application to the R.S. Program Selection Committee for clinical internship placement is due the second Friday of January in the CSUN Health Sciences Department. R.S. student advisement, tour of clinical facility and a minimum of 40 hours of volunteer hours in an acute-care hospital facility must occur and be documented prior to interviewing. See the Department for applications and information regarding selection criteria for the Professional Phase of the Program or visit [www.csun.edu/~vchsc02t](http://www.csun.edu/~vchsc02t). Note that meeting prerequisite criteria **does not** guarantee placement into the Professional Program.

If selected to the Professional Program, prior to clinical placements, all CSUN Radiologic Science students are required to obtain their own criminal background check at their sole cost and to supply that information to designated approving agencies or persons. In order to meet accreditation standards, many clinical agencies are requiring background checks and drug testing on all students placed at their facilities and have the right to refuse a student's Clinical Placement based on this information. Students will be unable to complete Degree requirements if Clinical Placements are refused at any time during the professional portion of the BSRS program. Further information on background checks and where

to obtain them is available from Radiologic Science advisors.

Professional RS students are responsible for obtaining at their sole cost any necessary health exams, immunizations, evidence of a TB test, titers or other requirements necessary to meet OSHA requirements and maintain compliance with requirements by the University and affiliating clinical agencies. Documentation of the requirements is to be submitted to the contracted record-keeping site upon request. Before the first Clinical course, each student is required to complete a Pre-Clinical checklist and provide proof that requirements are currently met. Access to reliable transportation is required for clinical courses off campus.

### Mission Statement

The mission of the CSUN Baccalaureate Radiologic Sciences Program is to provide the community with a competent, professional radiologic technologists who possesses additional advanced medical imaging skills in MRI, CT and Angiography Interventional Radiography that meet the needs of the medical imaging community through a highly integrated and advanced-level clinical and academic curriculum.

### Student Learning Outcomes of the Radiologic Sciences Degree

Graduates of the Radiologic Sciences Program will:

1. Demonstrate a mastery of basic Radiographic Medical Imaging skills and advanced medical imaging skills in MRI, CT and Interventional Radiography.
2. Demonstrate effective communication, problem solving and critical-thinking skills that provide ethical, compassionate patient care.
3. Value the importance of professional development through lifelong learning for improved patient care and medical imaging

#### 1. Lower Division Required Courses (31 units)

|             |   |
|-------------|---|
| BIOL 101/L  | General Biology and Lab (3/1) (GE: Natural Sciences)    |
| BIOL 211    | Human Anatomy (2)                                       |
| BIOL 212    | Lab Studies in Human Anatomy (1)                        |
| BIOL 281    | Human Physiology (3)                                    |
| CHEM 100    | Principles of Chemistry (3) (GE: Natural Sciences)      |
| MATH 105    | Pre-Calculus (5)* (GE: Basic Skills Mathematics)        |
| PHYS 100A   | General Physics I (3) (GE: Natural Sciences)            |
| PHYS 100B/L | General Physics II and Lab (3/1) (GE: Natural Sciences) |
| PSY 150     | Principles of Human Behavior (3) (GE: Social Sciences)  |
| SOC 150     | Introductory Sociology (3) (GE: Social Sciences)        |

\*MATH 102 and MATH 104 also will meet this requirement

#### 2. Clinical Required Courses (13 units)

|          |   |
|----------|---|
| HSCI 280 | Radiologic Sciences: Clinical Education I (2)   |
| HSCI 281 | Radiologic Sciences: Clinical Education II (2)  |
| HSCI 282 | Radiologic Sciences: Clinical Education III (3) |
| HSCI 283 | Radiologic Sciences: Clinical Education IV (3)  |
| HSCI 284 | Radiologic Sciences: Clinical Education V (3)   |

#### 3. Professional Required Courses (37 units)

|           |  |
|-----------|--|
| HSCI 181  | Medical Imaging Sciences I (3)                                       |
| HSCI 182  | Medical Imaging Sciences II (3)                                      |
| HSCI 285  | Radiographic Anatomy and Positioning I (4)                           |
| HSCI 286  | Radiographic Anatomy and Positioning II (4)                          |
| HSCI 302  | Pathophysiology (3)  |
| HSCI 380  | Cross-Sectional Anatomy for Radiographers (2)                        |
| HSCI 385  | Quality Assurance and Evaluation of Radiologic Imaging Equipment (2) |
| HSCI 480  | Computerized Tomography (2)  |
| HSCI 482  | Angiography and Interventional Procedures (3)                        |
| HSCI 485  | Principles of MRI (3)  |
| HSCI 486A | Seminar: Advances in Radiologic Imaging I (1)                        |

|      |      |  |
|------|------|--|
| HSCI | 486B | Seminar: Advances in Radiologic Imaging II (1) |
| HSCI | 487  | Professional Development for Radiographers (3) |
| PHYS | 376  | Radiologic Physics (3)                         |

#### 4. Upper Division Required Health Sciences Core (7 units)

|  |       |                                     |
|--|-------|-------------------------------------|
| HSCI   | 384   | Computers in Diagnostic Imaging (3) |
| HSCI   | 390/L | Biostatistics and Lab (3/1)         |
| HSCI   | 488   | Epidemiology Study of Disease (3)   |
| Upper Division required elective with Advisement (3) |       |                                     |

|   |            |
|---|------------|
| <b>Total Units in the Major</b>   | <b>91</b>  |
| <b>Required Lower Division General Education:<br/>(not overlapping with major/includes Title 5)</b> | <b>23</b>  |
| <b>Required Upper Division General Education:</b>   | <b>9</b>   |
| <b>Total Units Required for the B.S. Degree</b>   | <b>123</b> |

#### Post-Baccalaureate Internship

|      |      |  |
|------|------|--|
| HSCI | 386  | Radiologic Sciences Clinical Education VI (3)  |
| HSCI | 387  | Radiologic Sciences Clinical Education VII (3) |
| HSCI | 483A | Medical Imaging Pathology (2)                  |

Upon successful completion (minimum of C in each course), the student will earn a B.S. in Degree Radiologic Sciences, as well as a Certificate of Clinical Completion from the clinical institutions. Completion of both academic and clinical work enables the student to sit for the National Registry administered by the American Registry of Radiologic Technologists and the licensing exam given by the State of California (CRT).

#### General Requirements for all Master of Science or Master of Public Health Degree Programs

##### A. For Admission to Conditionally Classified Graduate Status

1. A Bachelor's Degree from an accredited university or college with a major in Health Science or its equivalent.
2. A cumulative GPA of 3.0 or above for all undergraduate work.
3. Students not meeting requirement no. 1 above may be assigned a program of prerequisites in the Health Sciences. Under certain circumstances, students not meeting requirement no. 2 above may be assigned a qualifying program. Specific information concerning prerequisites or qualifying programs may be obtained through consultation with a Program Graduate Advisor.
4. Students must provide evidence of satisfactory completion of the verbal and/or quantitative and/or analytical sections of the Graduate Record Examination (GRE).

The GRE may be waived with approval for those students who have a minimum of 3.0 GPA overall and in the major, or have a 3.2 GPA in the last 60 units of undergraduate work, or who already have an advanced Graduate Degree from an accredited school.

##### B. Advancement from Conditional to Classified Status

Students admitted as conditionally classified must complete all qualifying course work, GRE and/or UDWPE prior to moving from conditional to fully classified status. In addition,

1. A GPA of 3.0 or better must be achieved in qualifying course work.
2. No more than 12 units of work taken prior to attaining fully classified status will be applied to the Master's program, and
3. Students completing qualifying course work must meet with their faculty advisor to complete the paperwork to advance from conditional to classified status.

#### Master of Science in Health Administration

The Graduate Degree in Health Administration prepares students

for management and leadership roles in health services and related organizations and systems. The curriculum provides for advanced study of issues, problems and strategies for managing the effective and efficient delivery of health care through public, voluntary and private sector health-care organizations, including, but not limited to, hospitals, long-term care organizations, medical and dental group practices, health maintenance organizations, health insurance and health benefits administrations and public health agencies.

1. Cumulative undergraduate GPA.
2. Graduate Record Examination.
3. Undergraduate degree. Students not having a degree in health administration, if accepted, will be required to take a qualifying program prior to being admitted to Classified graduate status.
4. Work experience.
5. Letters of recommendation.
6. Statement of purpose.

The Master of Science in Health Administration Program requires a minimum of 45 semester hours of course work beyond the Bachelor's Degree. A minimum grade of "B" is required for each course; an overall program GPA of 3.0 is required for graduation.

#### Student Learning Outcomes of the M.S. in Health Administration

Graduates of the Graduate Program in Health Administration will:

1. Demonstrate mastery of the conceptual and technical knowledge and skills relevant to successful health administration practice.
2. Demonstrate mastery of the analytical, written and oral communication and interpersonal skills required for successful practice.
3. Demonstrate an ability to integrate classroom knowledge and skills, and be able to bridge the gap to the professional practice of health administration.
4. Demonstrate an appreciation of the importance of professional ethics and continual professional growth.
5. Demonstrate the knowledge, skills and professionalism to assume mid-level and leadership positions in health-care organizations.

#### Qualifying Courses: To Be Determined at Advisement.

##### 1. Required Courses (36 units)

|   |     |  |
|---|-----|--|
| HSCI  | 513 | Applied Theory in Health Administration Practice (3)       |
| HSCI  | 517 | Health Economics and National Health (3)                   |
| HSCI  | 521 | Health Care Ethics (3)                                     |
| HSCI  | 523 | Seminar in Medical Care Organization (3)                   |
| HSCI  | 613 | Managing Change in Health Care Organizations (3)           |
| HSCI  | 614 | Financial Management (3)                                   |
| HSCI  | 615 | Information Management for Decision Making and Control (3) |
| HSCI  | 616 | Quality Assurance for Health Administration (3)            |
| HSCI  | 618 | Strategic Planning in Health Administration (3)            |
| HSCI  | 619 | Third Party Payer Impact on Health Delivery (3)            |
| HSCI  | 625 | Integrative Seminar in Health Administration (3)           |
| HSCI 693A or B Supervised Field Training (2)<br>and HSCI 693C Supervised Field Training (1) |     |  |

##### 2. Electives (9 units Minimum)

With approval of the Graduate Coordinator, students take electives from approved Health Administration or related courses.

##### 3. Capstone

- Select one of the following (units do not count toward Program total):
- a. **Comprehensive Examination.** Student registers for HSCI 697—Directed Comprehensive Studies (3) (Credit/No Credit only)
  - b. **Thesis/Graduate Project** (with faculty permission only). Student registers for HSCI 698 (2) (Credit/No Credit Only)

|   |           |
|---|-----------|
| <b>Total Units Required for the M.S. Degree</b> | <b>45</b> |
|---|-----------|

## Master of Public Health in Community Health Education (MPH)

### Mission Statement

The mission of the MPH Program is to prepare professional community health educators to enhance the general health and well-being of diverse human populations and communities.

The Graduate Program in Community Health Education provides advanced study for health educators working in a variety of settings, such as community health agencies, patient education, consumer health advocacy, training and continuing education, organizational development and team building, schools and other positions within public, private and professional settings. This Program is nationally accredited by the Council on Education for Public Health. The Program is designed to enable health educators to meet responsibilities for leadership, supervisory, administrative and consultative roles in these health education settings.

Applications to the Graduate Program in Health Education are accepted for the Fall and Spring semesters. Students should send applications and transcripts (2 sets) directly to the University Graduate Admissions Office. Additionally, 3 letters of recommendation should be sent directly to Director, Master of Public Health Program, Department of Health Sciences, CSUN. (Recommendation forms are provided.)

The following criteria are used for evaluating applicants to the Health Education Graduate Program:

1. Overall GPA.
2. Graduate Record Examination scores for applicants with an undergraduate GPA less than 3.0.
3. Any student who has not had HSCI 390/L or an equivalent statistics course will be required to take it before advancing to Classified status.
4. Work experience in either health education or a related health field.
5. 3 letters of recommendation.
6. Statement of purpose.

The Master of Public Health Program requires a minimum of 42 semester hours of course work beyond the Bachelor's Degree. A minimum grade of "B-" is required for each course; an overall program GPA of 3.0 is required for graduation.

### Student Learning Outcomes of the MPH Program

Graduates of the Master of Public Health Program in Health Education will:

1. Demonstrate a mastery of public health and health education knowledge and skills, including community health program planning, implementation and evaluation; theories and application of health behavior change assessment and intervention; community organization; curriculum design; administration of health education programs and services; epidemiology; environmental health; research design; and biostatistics.
2. Apply knowledge and skills necessary for program planning, implementation and evaluation of health education programs in a variety of practice settings.
3. Demonstrate understanding of public health research methodology, including study design, hypotheses testing, data collection and analysis appropriate for health education practice, and the competent use of computer tools for analysis and presentation.
4. Demonstrate the professional knowledge necessary to assume staff and leadership positions in the practice of public health education.

#### 1. Required Courses (30 units)

|          |   |
|----------|---|
| HSCI 531 | Seminar: Health Education Program Planning and Evaluation (3) |
| HSCI 533 | Advanced Concepts of Health Behavior (3)                      |
| HSCI 535 | Curriculum Development in Health Education (3)                |

|           |  |
|-----------|--|
| HSCI 538  | Seminar: Community Health Action (3)               |
| HSCI 541  | Administration, Supervision and Consultation (3)   |
| EOH 554   | Seminar: Environmental Health Problems (3)         |
| HSCI 587  | Seminar: Epidemiology (3)                          |
| HSCI 592  | Advanced Biostatistics for the Health Sciences (3) |
| HSCI 693A | Supervised Field Training (2)                      |
| HSCI 694  | Research Design in the Health Science (4)          |

#### 2. Electives (9 units Minimum)

With approval of the Graduate Advisor, students may take 400-, 500- and 600-level courses in such areas of study as Communications, Health Administration, Environmental and Occupational Health, or related areas of interest.

#### 3. Capstone (3 units)

Choose 1 of the following:

- a. **Comprehensive Examination.** Student registers for HSCI 697—Directed Comprehensive Studies (3)
- b. **Thesis or Graduate Project.** Student registers for 698C (3)

|   |    |
|---|----|
| Total Units Required for the MPH Degree | 42 |
|---|----|

### Health Administration Certificate

The Health Administration Certificate provides an opportunity for those who have completed a Bachelor's Degree in another discipline to acquire an understanding of the issues and problems of health administration. The Certificate Program complements many other Graduate Degree Programs and can be taken concurrently since many of the courses satisfy requirements or electives for Graduate Programs. The Certificate Program is a rigorous and demanding educational experience, designed to provide students with the knowledge, skills and expertise to pursue a career in the field of health administration. Contact the Health Sciences Department for details of the requirements.

### Credit Certificate in Health Administration

#### Required Core:

|          |  |
|----------|--|
| HSCI 513 | Leadership in Health Administration Practice (3) |
| HSCI 523 | Seminar in Health Care Organization (3)          |
| HSCI 613 | Managing Change in Health Care Organizations (3) |

#### Complete one of the two specializations:

##### National Health Administration

|          |  |
|----------|--|
| HSCI 510 | Systems in Health Delivery in the U.S. (3)             |
| HSCI 511 | Health Services Administration Theory and Practice (3) |

##### International Health Administration

|          |   |
|----------|---|
| HSCI 515 | Seminar in Health-Care Information Management (3) |
| HSCI 614 | Health Administration: Financial Management (3)   |

### Course List

#### HSCI 131. Health and Society (3)

Analysis of major health problems affecting the life of an individual, the family and community-at-large. Evaluation, planning and implementation of approaches to meeting personal and societal health needs. (Available for General Education, Lifelong Learning.)

#### HSCI 132. History of Preventive Medicine and Public Health (3)

Historical development of the disease processes, concepts and the institutions concerned with public health. (Available for General Education, Social Sciences.)

#### HSCI 170. Emergency Health Procedures (2)

Application of medical self-help principles and procedures to maintain health in emergency situations, with particular emphasis on physi-

ological bases. American Red Cross "Responding To Emergencies" certificate issued upon successful completion of course requirements. (Available for General Education, Lifelong Learning.)

### HSCI 181. Medical Imaging Sciences I (3)

*Prerequisite:* Acceptance into the Radiologic Technology Program or instructor consent. Introduction to the role of the radiologic technologist. Study of the function and manipulation of equipment and technical factors used in the production of X-ray and in imaging systems used within radiology. Includes a progressive series of radiographic exercises in preparation for clinical experiences. (Offered Fall semester.)

### HSCI 182. Medical Imaging Sciences II (3)

*Prerequisite:* HSCI 181 or instructor consent. Study of imaging modalities and equipment utilized in radiology. Includes a progressive series of exercises involving radiation protection procedures, problem-solving techniques and quality assurance programs to be used during clinical education. Considers the manipulation and use of body section radiography, phototiming, image intensification and stereoscopic equipment. (Offered Spring semester.)

### HSCI 231. Women and Health (3)

Study of factors affecting health and women in our society. (Available for General Education, Lifelong Learning.)

### HSCI 237. Introduction to Health Education (3)

*Recommended Corequisites:* ENGL 305 or 306. Introduction to the professional field of health education. Rooted in the broad field of public health, with an emphasis on the roles of health promotion and illness prevention. Stress is placed on the relationship between health, the social and physical environment, health-care delivery and personal health behavior.

### HSCI 280. Radiological Sciences: Clinical Education I (1)

*Prerequisite:* Acceptance into the Radiologic Sciences Program. *Corequisite:* HSCI 285. Orientation and introduction to clinical education in medical radiography. At an affiliated hospital, each student participates with direct supervision in selected darkroom, clerical and basic radiographic procedures. Includes lectures in hospital organization, departmental administration and medical ethics. (Offered Fall semester.)

### HSCI 281. Radiological Sciences: Clinical Education II (1)

*Prerequisite:* HSCI 280. *Corequisite:* HSCI 286. Clinical participation in the radiology department of an affiliated hospital. Includes patient positioning, manipulation of exposure factors, film analysis and methods of patient care. (Offered spring semester)

### HSCI 282. Radiological Sciences: Clinical Education III (3)

*Prerequisite:* HSCI 281. *Corequisite:* HSCI 283. Clinical participation in the radiology department of an affiliated hospital. Includes patient positioning, manipulation of exposure factors, film analysis and methods of patient care.

### HSCI 283. Radiological Sciences: Clinical Education IV (2)

*Corequisite:* HSCI 282. Clinical participation in the radiology department of an affiliated hospital. Includes patient positioning, manipulation of exposure factors and advanced film analysis. (Offered Fall semester.)

### HSCI 284. Radiological Sciences: Clinical Education V (4)

*Prerequisite:* HSCI 283. Clinical participation in the radiology department of an affiliated hospital. Includes patient positioning, manipulation of exposure factors and advanced film analysis. (Offered Spring semester.)

### HSCI 285. Radiographic Anatomy and Positioning I (4)

*Prerequisites:* BIOL 211, 212; Acceptance into the Radiologic Technology Program. *Corequisite:* HSCI 280. Comprehensive modular approach to radiographic positioning of the appendicular skeleton, vertebral column, genito-urinary tract, chest and abdomen, with emphasis on the associated anatomy, physiology and medical terminology.

### HSCI 286. Radiographic Anatomy and Positioning II (4)

*Prerequisite:* HSCI 285 or instructor consent. *Corequisite:* HSCI 281. Methodologies and elements of pediatric radiology in depth, including positioning of the skull, facial bones, paranasal sinuses, mastoids and intraoral and extraoral radiography. Continuation of advanced technical film analysis.

## Upper Division

### HSCI 302. Basic Pathophysiology (3)

*Prerequisite:* Approval of faculty advisor. Study of the pathogenesis and clinical picture of common disease processes that impact the self-care of individuals. Focuses on the impact of environmental, genetic and individual factors in creating or perpetuating disturbed physiology, as well as on physiological adaptive responses and the interdependence of body systems. (See Program advisor for information on credit by challenge examination.)

### HSCI 312. Introduction to Health Administration (3)

Fundamentals of health administration, including role integration between health administrators, health professionals and allied health personnel.

### HSCI 313. Health Administration (3)

*Prerequisite:* HSCI 312. Theory and practice of health administration in various types of health organizations.

### HSCI 314. Organization and Delivery of Health Services (3)

Examines how the behavior and interaction of health system components, consumers and the diverse interest groups in our nation impact the distribution and availability of health-care resources, impede or increase access to care, change or create health entitlements like Medicare and Medi-Cal, and change provider reimbursement mechanisms. U.S., California and Los Angeles County public and private health systems are overviewed, as are systems of health delivery in other nations.

### HSCI 335. Holistic Health (3)

Critical examination of the holistic health model and selected holistic techniques.

### HSCI 336. Health Aspects of Drug Use (3)

*Preparatory:* Completion of the Lower Division writing requirement. In-depth analysis of the factors and problems related to the use and misuse of drugs and their effect on the health and welfare of the individual, family and society. (Available for General Education, Lifelong Learning.)

### HSCI 337. Nutrition and Health (3)

*Preparatory:* Completion of the Lower Division writing requirement. Fundamentals of nutrition, emphasizing practices and problems related to consumer and health. Credit not allowed for both HSCI 337 and FCS 207. (Available for General Education, Lifelong Learning.)

### HSCI 345. Public Health Issues (3)

Exploration and analysis of the issues that define public health. Economics, politics, history, theory, organization and contemporary practice methodologies are probed in light of such topics as infectious and chronic diseases, maternal and child health, drug abuse, ethnic health, mental health, nutrition, poverty and sexually transmitted diseases. (Available for General Education, Social Sciences.)

### HSCI 365LS Health Science for Liberal Studies ITEP (3)

This course is designed for the Integrated Teacher Education Program (ITEP). The course focuses on how overall health and well-being affect successful learning experiences in the elementary-school child. Topics of discussion include morbidity and mortality among children, including the impact of issues such as nutrition, substance abuse, child abuse, accidents and chronic and infectious diseases. The key roles and responsibilities that elementary-school personnel acting *in loco parentis* have in promoting the health and well-being of children are explored. Additional emphases include the teaching of health science subject



matter in the elementary-school classroom. Lesson planning strategies are developed that emphasize health standards, multiple intelligences and varied instructional resources/practices.

**HSCI 380. Cross-Sectional Anatomy for Radiographers (2)**

*Preparatory: Admission to the Radiologic Technology Program or instructor consent.* Introduction to cross-sectional anatomy with the use of advanced imaging techniques, including Computerized Tomography, Magnetic Resonance Imaging and Ultrasonography. Includes comparisons of the various modalities in demonstrating certain anatomy.

**HSCI 382. Mammography (3)**

*Prerequisite: California State Certificate for Radiologic Technology (CRT) or senior status in an accredited RT program.* Study of breast anatomy, physiology and pathology, with an emphasis on breast cancer, risk factors and detection techniques. Additionally, mammography imaging, instrumentation requirements and mammographic techniques are emphasized. Labs in quality assurance are scheduled off site. (Offered only through Open University, Fall semester.)

**HSCI 384. Computers in Diagnostic Imaging (2)**

*Prerequisites: HSCI 181, 182; MATH 105 and PHYS 376, or instructor consent.* Study of state-of-the-art equipment and procedures available to radiology departments. Focuses on computer software, algorithms and digitization of imaging data. Topics prepare the student for specific computer applications in advanced imaging course work for MRI, CT and Digital Subtraction Angiography. Clinical applications and processes that highlight the course content are conducted at affiliated medical centers.

**HSCI 385. Quality Assurance and Evaluation of Radiology Imaging Equipment (2)**

*Prerequisites: HSCI 181 and PHYS 376, or instructor consent.* Study of quality assurance concepts and application for radiology departments. Includes evaluation of imaging equipment in one of the affiliated medical centers.

**HSCI 386. Radiologic Sciences Clinical Education VI (3)**

*Prerequisites: HSCI 284, 285, 286, 380, 480.* Clinical participation in the radiology department of an affiliated hospital. Includes patient positioning, manipulation of exposure factors and advanced film analysis. Advanced Imaging techniques in MR, CT, IR and Cardiac Cath are included.

**HSCI 387. Radiologic Sciences Clinical Education VIII (3)**

*Prerequisite: HSCI 386 or approval from instructor.* Clinical participation in the radiology department of an affiliated hospital. Includes patient positioning, manipulation of exposure factors and advanced film analysis. Advanced Imaging techniques in MR, CT, IR and Cardiac Cath are included.

**HSCI 390/L. Biostatistics and Lab (3/1)**

*Corequisite: HSCI 390L. Preparatory: MATH 102 or 103 or 105 or 140.* Principles, theory and practice of statistical analysis in health as they apply to health planning, epidemiological research and experimental research. 3 hours lecture, 2 hours lab.

**HSCI 391. Computer Application in Health Sciences (3)**

Introduction to computer technology, including legal and ethical considerations and its application to health education, health research, health administration and clinical health practice. Class time is proportioned between lecture-discussion and hands-on computer practice.

**HSCI 412. Medical Care Organization in the U.S. (3)**

*Prerequisites: HSCI 312, 314.* Problems in the administration of health services from a societal perspective. Questions of equity in service availability and cost are contrasted with administrative issues. Critique of national health insurance and comparison of the recent and proposed U.S. system with health systems of other nations.

**HSCI 413. Leadership and Direction in the Administration of Health Services (3)**

*Prerequisite: HSCI 412.* Lecture, discussion, demonstrations and case analyses. Introduction to the basic principles of leadership and direction for students interested in supervision and management of health programs.

**HSCI 414. Health Law (3)**

*Preparatory: HSCI 312, 314.* Overview of the legal aspects of health-care delivery and the health administrator's and health professional's responsibility in the area of patient care, consumer rights and malpractice.

**HSCI 415. Health Information Systems (3)**

*Preparatory: HSCI 412.* Introduces the health-care information systems required in the health-care industry and develops an understanding of the scope and applications of these systems. Both clinical and administration information systems in the health-care industry are covered. Discusses strategic and tactical information management needs of health-care executives.

**HSCI 416. Utilization of Professional and Allied Health Personnel (3)**

*Prerequisites HSCI 312, 412.* Principles, methods and procedures in the utilization of professional and allied health personnel in health organizations.

**HSCI 418. Health and Aging (3)**

*Prerequisite: PSY 365 or instructor consent.* Provides Upper Division graduates and graduate students with an overview of critical issues related to aging and health. Topics covered include physiology of aging, health behaviors, age-related diseases, managing illness, medical care, and death and dying. Students are expected to master a number of theoretical and empirical approaches to health.

**HSCI 419. Hospital Administration (3)**

*Prerequisites: HSCI 312, 412.* Introduction to the administration, organization and evaluation of hospital services and the role of the hospital in the community health system. Topics include governance, financing, medical staff relations and other current topics.

**HSCI 422. Health Services for the Elderly and the Mentally Ill (3)**

*Prerequisite: HSCI 412.* Problems in planning, financing, delivering and evaluating health services for the elderly and the mentally ill. Administrative structures and public and private delivery systems are compared and critiqued.

**HSCI 423. Topics in Healthcare Insurance and Financing (3)**

*Prerequisite: HSCI 412.* Explores the policy side of health-care financing through third parties, such as the government and private insurance. Advanced topics include the social, economic and political impact of health-care financing and the impact on the provision of health-care services. Relevant current topics added each semester.

**HSCI 424. Health Planning (3)**

*Prerequisites: HSCI 312, 390, 412.* Emphasizes current approaches to the administration of community-wide health planning agencies and the administration of in-house facility health planning programs.

**HSCI 425. Financial Planning and Reimbursement in Health Care (3)**

*Prerequisites: ACCT 220 or equivalent; HSCI 312, 412.* Consideration of the highly specialized application of financial planning principles and reimbursement procedures in health organizations, including government regulations and legal restraints.

**HSCI 431. Health Behavior (3)**

*Prerequisites: HSCI 237; PSY 150.* Application of current concepts of the behavioral sciences to the health field. Approaches to behavioral changes for healthful living are stressed.

**HSCI 433. Counseling of Health Problems (3)**

Consideration of concepts and techniques of counseling and guidance as they apply directly to the reduction of specific health problems.

**HSCI 435. Health Science for Children and Youth (3)**

Examination of biological and environmental factors influencing health of children and youth, and means of solving selected health problems, including cardiopulmonary resuscitation. (Available for General Education, Lifelong Learning—Credential candidates only.)

**HSCI 436. Health Concerns of Adolescents (3)**

In-depth study of the health concerns of adolescents, including cardiopulmonary resuscitation. (Available for General Education, Lifelong Learning—Credential candidates only.)

**HSCI 437. Strategies for Making Health Decisions (3)**

Undergraduate seminar. Techniques of developing selected strategies for making health decisions.

**HSCI 438. International Health (3)**

Analysis of health problems in selected countries. Study of the origin, orientation and purposes of agencies functioning in this field.

**HSCI 439. Community Health Action (3)**

Basic concepts and techniques of community health action as applied to the initiation and enhancement of community health and health-related services.

**HSCI 440. Family Health (3)**

Health aspects of the home and the family, including health and personal qualifications for marriage, prenatal care, pregnancy, infant and maternal mortality, children's diseases, home accidents, health plans for the family, and health problems of the older members of the family.

**HSCI 441. Community Health Education (3)**

*Prerequisites:* HSCI 390/L, 431. Program planning and evaluation as applied to the practice of education in the community; factors that influence decision making about health; barriers to changing health behavior; effective utilization of community health agencies as vehicles of change.

**HSCI 442. Health Problems of the Disadvantaged (3)**

In-depth study of the interrelationship between the conditions of poverty and wealth. Includes a social-psychological analysis of the interaction between health problems, urban poverty and minority-group membership.

**HSCI 445. Senior Seminar in Health Education (3)**

*Prerequisites:* C- grade or better in HSCI 441; Senior standing. Study of the methodologies in planning, developing, implementing and evaluating programs to solve school and community health problems.

**HSCI 450. Advanced Topics in Health-Care Budgeting and Finance (3)**

*Prerequisites:* ACCT 220; HSCI 425. Addresses the complexity of the financing of health-care organizations. Topics include such issues as budgeting, capital financing, reimbursement, and non-profit and for-profit financing trends.

**HSCI 465ELM. Teaching Health in The Elementary School Classroom (1)**

*Prerequisite:* Restricted to College of Education Credential students. This is a survey course that explores the practical application of selected strategies for the teaching of health education subject matter in the elementary-school classroom. The effective utilization of instructional methodologies that relate to information/concept development, skill development, open-ended classroom discussion and problem solving are reviewed. State guidelines are reviewed, including "standards" for classroom health instruction and the Health Framework for California Public Schools. The Comprehensive School Health System (CSHS) and its specific components (health services, a healthful and safe school environment, and health education) are examined.

**HSCI 466ADO. Health Issues of the Adolescent (1)**

An introduction to the current health concerns of adolescents in the secondary-school setting. Emphasis is placed on the role of the teacher in working with students who have special health needs and conditions and measures that enhance successful learning. Topics include attention to teacher observation skills, mandated health screening and immunizations, parent referral and follow-up procedures, and the contribution of school personnel to a Coordinated School Health Program. This course is restricted to students in the College of Education Credential Program and is required for the Single Subject Credential.

**HSCI 478 Seminar in Current Trends (3)**

*Prerequisites:* Senior standing; Consent of instructor. Seminar to identify and analyze current trends, issues and challenges in the health-care industry. Subject matter varies weekly. Course contains a substantial off-site service learning component that will match students' career objectives.

**HSCI 480. Computed Tomography (2)**

*Prerequisites:* HSCI 181, 182; MATH 105 and PHYS 376, or instructor consent. Principles of Computed Tomography provide the Radiologic Technology student with a broad understanding of the applied physics and imaging techniques used in clinical Computed Tomography Imaging. Overviews all 5 generations of CT imaging. Clinical applications and processes that highlight the course content are conducted at the affiliated medical centers. (Offered fall semester)

**HSCI 482. Angiography and Interventional Technology (3)**

*Prerequisite:* Instructor consent. Radiographic examinations involving surgical procedures and specialized equipment. (Offered Fall semester.)

**HSCI 483A. Medical Imaging Pathology (2)**

*Prerequisites:* HSCI 302 (or NURS 302), 380, 480, 482. Understanding the basic principles of pathology is an essential part of the radiologic technologist's training. Knowing how disease processes work and recognizing the radiographic appearance of specific diseases can aid the technologist in selecting proper modalities and determining the need for repeat radiographs in different situations. This kind of knowledge enables the radiologic technologist to become a more competent professional and a contributing member of the diagnostic team.

**HSCI 485. Principles of MRI (3)**

*Prerequisite:* HSCI 384. Principles of Magnetic Resonance Imaging (MRI) provides the Radiologic Technology student with a basic understanding of the applied physics, imaging techniques and imaged anatomy/pathology used in clinical magnetic resonance imaging. Clinical applications and processes that highlight the course content are conducted at the affiliated medical centers. (Offered Spring semester.)

**HSCI 486A. Seminar: Advances in Radiologic Imaging I (1)**

*Prerequisites:* HSCI 181, 285. Research of diagnostic, interventional or therapeutic processes being developed or used in radiologic imaging for the purpose of improving the health and/or well-being of the patient population. Students work under the guidance of the instructor to research an approved topic and to develop a scientific paper, display or project. Students participate in seminar discussions on current research, present their research findings and demonstrate professional communication and critical-thinking skills.

**HSCI 486B. Seminar: Advances in Radiologic Imaging II (1)**

*Prerequisites:* HSCI 181, 285, 486A. Research of diagnostic, interventional or therapeutic processes being developed or used in radiologic imaging for the purpose of improving the health and/or well-being of the patient population. Students work under the guidance of the instructor to research an approved topic and to develop a scientific paper, dis-

play or project. Students participate in seminar discussions on current research, present their research findings and demonstrate outstanding professional communication, teaching and critical-thinking skills.

#### **HSCI 487. Professional Development for Radiographers (3)**

*Prerequisites:* HSCI 283, 482. Seminar includes discussion and application of instructional interventions used in accredited radiography programs. Discussions center on current issues and changes in practice as they apply to continuing curriculum development, the national accreditation process and patient education. Additional discussions center around the professionalization of the radiographer with topics covering professional ethics, professional codes of conduct and management of professionals. (Offered Fall semester.)

#### **HSCI 488. Epidemiology: Study of Disease (3)**

*Prerequisite:* HSCI 390. Nature, transmission, prevention and control of disease from a public-health approach. Historical background, current problems and trends in disease control.

#### **HSCI 489. Medical Imaging Pathology (2)**

*Prerequisites:* HSCI 302, 380, 480, 482. Understanding the basic principles of pathology is an essential part of the radiologic technologist's training. Knowing how disease processes work and recognizing the radiographic appearance of specific diseases can aid the technologist in selecting proper modalities and determining the need for repeat radiographs in different situations. This kind of knowledge enables the radiologic technologist to become a more competent professional and a contributing member of the diagnostic team.

#### **HSCI 494A-F. Academic Internship (1-6)**

Supervised internship in official and/or voluntary health agency. Includes staffing conferences. (Credit/No Credit only)

#### **HSCI 496A-Z. Experimental Topics Courses in Health Sciences (3)**

Course content to be determined. (See subtitle in appropriate Schedule of Classes)

#### **HSCI 498. Field Assignment and Reports (1-3)**

*Prerequisite:* Consent of the Department. Approved experience in voluntary or official health agencies or in administration or coordination of school health programs. Critical analysis of these experiences reported in writing. Maximum of 6 units is permissible for credit in the major. (Credit/No Credit only)

#### **HSCI 499A-C. Independent Study (1-3)**

## Graduate

#### **HSCI 510. Systems for Health Delivery in the U.S (3)**

Introductory course describes the organization of public and private systems of care, role of governments and private health care systems, the evolution of health services in the U.S., and key federal and state legislation and regulation impacting provider reimbursement, health care entitlements, quality of care, preparation of healing arts professionals, and how health-care organizations develop and function.

#### **HSCI 511. Health Services Administration Theory and Practice (3)**

*Preparatory:* Bachelor's Degree; Conditionally Classified status for the Master's Degree in Health Administration. Introduction to the basic historical and current theory and practice of the administration of health services organizations. Emphasis on the administrator's role in a systems approach to assessing and responding proactively to the external forces in the health services delivery system and in the development of the organization's culture and processes for the provision of quality service.

#### **HSCI 513. Leadership in Health Administration Practice (3)**

Seminar in which special emphasis is placed on the leadership skills needed in health-care organizations. Describes basic leadership principles, reviews literature, examines factors associated with successful

leadership and discusses case studies on leadership strategies used in the health-care field. In addition, a personal assessment of leadership styles are conducted, as well as a culminating community class project.

#### **HSCI 515. Seminar in Healthcare Information Management (3)**

*Prerequisites:* Graduate status; Basic computer literacy. Investigates current status of both clinical and administrative health-care information management systems. Topics include, emerging technology, selection of information systems, management of information, electronic medical records, the internet's impact on a health-care organization's business processes, and other current events. For MSHA, MPT, MPH and other graduate students.

#### **HSCI 517. Health Economics And National Health Policy (3)**

Application of economic theory and concepts to the analysis and formulation of both managerial decision and health-care policy. Provides a basic introduction to the relevant technical and economic aspects of the health-care industry and local, state and national health-policy issues.

#### **HSCI 518. Managed Care (3)**

*Prerequisite:* HSCI 412 or graduate standing. Consideration of alternate health-care delivery systems emphasizing the planning, development, start-up and operation of health maintenance organizations.

#### **HSCI 521. Health-Care Ethics (3)**

*Prerequisite:* HSCI 412 or graduate standing. Framework for analysis of ethical issues in the provision of health care, including conceptual foundations for defining biomedical ethical problems; societal, institutional and individual dilemmas in health-care delivery and financing; ethical problems at the beginning and at the end of life; and administration of institutional ethics committees.

#### **HSCI 523. Seminar in Health-Care Organization (3)**

*Prerequisite:* HSCI 510. Graduate seminar in health-care organization examines the structure and interrelationships of health status and health-care resources, including human resources, facilities and services. Approach is interdisciplinary and designed to provide the student with an understanding of the issues in health-care delivery. Emphasis is placed on providers and populations within the clinical, legal, political and economic systems.

#### **HSCI 531. Seminar: Health Education Program Planning and Evaluation (3)**

*Preparatory:* Graduate standing as a Conditional or Classified student in the MPH Program. Graduate students not in the Program may enroll with permission of course instructor. In-depth study of the conceptual/theoretical and practice-based methodologies of community health education program planning and evaluation.

#### **HSCI 533. Advanced Concepts of Health Behavior (3)**

Critical analysis of theoretical issues and current methodologies related to influencing health behavior. Special emphasis will be given to the selection and application of principles to the field setting. (Offered Spring semester.)

#### **HSCI 535. Curriculum Development in Health Education (3)**

Critical analysis of curriculum theory and its application in the development of education programs in the health sciences. (Offered Fall semester.)

#### **HSCI 536. Cultural Issues in Health Care (3)**

*Preparatory:* Graduate standing or instructor consent. Provides the health professions student with an increased understanding of the cross-cultural factors that can influence health and disease practices across a wide range of cultural groups. Using readings, classroom exercises and student-developed case studies, participants explore the cultural variables impacting the delivery of health promotion/disease prevention programs and services.

**HSCI 537. Communications in Health Education (3)**

Analysis, development and utilization of media communication in Health Education.

**HSCI 538. Seminar: Community Health Action (3)**

Comprehensive analysis of methods and techniques appropriate to community health action. (Offered Spring semester.)

**HSCI 539. Seminar: Current Issues in Health Education (3)**

Theory, principles and research applicable to health education. Investigation of problems of social, economic, cultural and educational origin as they apply to sound health education programs. (Offered Fall semester.)

**HSCI 540. Grantsmanship for Health and Human Development (3)**

An introductory course in grant writing for graduate students. The course will focus on the fundamental characteristics of grant writing for the health and human services, including identifying sources of funding, writing a proposal narrative, developing a realistic budget, reviewing and editing proposal content, and understanding how to manage an awarded grant. The course will examine the criteria for fundable projects in the health and human service arena and provide students with knowledge and tools for producing a grant application.

**HSCI 541. Administration, Supervision and Consultation in Health Education (3)**

In-depth exploration of the organization, administration and legal aspects of health education programs and the principles of supervision and consultation as applied to health education. (Offered Spring semester.)

**HSCI 545. Seminar: Mental Health (3)**

Critical analysis of selected literature concerning mental health education, psychosomatic disease and addiction.

**HSCI 552. Seminar: Consumer Health (3)**

Critical analysis of literature related to consumer health.

**HSCI 587. Seminar: Epidemiology (3)**

*Prerequisite: HSCI 488 or graduate standing.* Critical analysis of literature related to the newer concepts of epidemiology as applied to preventative medicine, health-care management and public health.

**HSCI 588. Epidemiology of Infectious Diseases (3)**

*Prerequisites: HSCI 390, 488.* Critical review of infectious diseases, their transmission, control, prevention and significance in the past, present and future.

**HSCI 589. Epidemiology of Common Chronic Diseases (3)**

*Preparatory: HSCI 588, 592.* Selected models to evaluate, analyze and investigate risk factors related to common chronic diseases.

**HSCI 591. Quantitative Demography for Health Science (3)**

*Preparatory: HSCI 592.* Principles, theory and quantitative aspects of epidemiological demographic methods utilized in health science.

**HSCI 592. Advanced Biostatistics for the Health Sciences (3)**

*Prerequisites: HSCI 390, 488; Graduate standing.* Combines data collection, design of data gathering instruments, data analysis, statistical methods and statistical reasoning for the health sciences.

**HSCI 595A-Z. Experimental Topics Courses (1-3)****HSCI 613. Managing Change in Health Care Organizations (3)**

*Prerequisites: HSCI 513; Classified graduate status in Health Administration.* Graduate seminar on administrative trends, issues and new developments in health-service delivery.

**HSCI 614. Health Administration: Financial Management (3)**

*Prerequisites: Accounting course; Classified graduate status in Health Administration.* Theory, analysis and application of techniques of fiscal management in selected health-care systems.

**HSCI 615. Information Management for Decision Making and Control (3)**

*Prerequisite: Classified graduate status in Health Administration.* Objective is to improve the student's decision-making capabilities and develop a systematic approach to problem solving. The student develops the ability to structure problems using explicit and logical decision styles and demonstrate an understanding of the theory and implementation of mathematical models. Emphasis is placed on the application of skills in a variety of health-care settings.

**HSCI 616. Quality Assurance in Health Care (3)**

*Prerequisites: HSCI 513; Classified graduate status in Health Administration.* Seminar on new developments, government regulations and approaches to quality assurance in health care.

**HSCI 618. Strategic Planning in Health Administration (3)**

*Prerequisites: HSCI 513; Classified graduate status in Health Administration.* Market and resource assessment, changing regulatory and other factors in the health services environment and their impact on the strategic planning process and use of strategic plans in health administration practice.

**HSCI 619. Third Party Payer Impact On Health Delivery (3)**

*Prerequisite: Classified graduate status in Health Administration.* Examines how third-party pay mechanisms, including traditional indemnity insurance/fee-for-service, Medicare and Medicaid, prospective payment systems, various managed care models and other forms, impact provider and consumer behavior, and risk management. Other items include, Workers Compensation, disability insurance and liability insurance for the healing arts professions, self-insured employers and ERISA, and the impact of these mechanisms on access to care, quality and consumer/provider economic incentives.

**HSCI 620. Seminar in Hospital Administration (3)**

*Preparatory: Classified graduate status in Health Administration.* Hospital organization; governance; relationship of administration to the medical staff; inpatient and outpatient services; professional staff organization; implications of changing MediCal and Medicare and private payer reimbursement; payer contracting; Title 22 and 24 requirements; licensing; make vs. buy decisions; community need and community benefit; differences and similarities between public, private nonprofit and private investor-owned hospitals; and DSH and District and teaching hospitals are examined. Course may involve field trips to area hospitals.

**HSCI 621. Facility Planning and Materials Management in Health-Care Organizations (3)**

*Prerequisite:* Classified graduate status in Health Administration. Elements of facility planning, code requirements, work flow, designing health facilities for service delivery, the function and role of materials managements, use of materials management in formulary design, and linkages to the purchasing function are covered.

**HSCI 625. Integrative Seminar in Health Administration (3)**

*Prerequisite:* Permission of instructor. Last semester of course work. Integrative seminar. Students apply the knowledge and analytic skills obtained from health administration courses to the solution of organization and system-wide problems in health care.

**HSCI 693A-C. Supervised Field Training (1-2)**

Supervised action research in selected agencies or organizations. May be repeated for up to 4 units credit. (Credit/No Credit only)

**HSCI 694. Research Design (4)**

*Prerequisite:* HSCI 390. Critical consideration of research methodology as applied to the health sciences.

**HSCI 696. Seminar: Research Methodology (3)**

Analysis of research methodology and interpretation, and applied directly to student-conducted independent research.

**HSCI 697. Directed Comprehensive Studies (3)**

(Credit/No Credit only)

**HSCI 698. Thesis or Graduate Project (2-4)**

Enrollment requires that a signed proposal be on file in the Health Science Office. (Credit/No Credit only)

**HSCI 699. Independent Study (1-6)**

*Preparatory:* At least one course at the graduate level. Investigation of a significant problem in the health field.

# History

## College of Social and Behavioral Sciences

**Chair: Richard S Horowitz**

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**[www.csun.edu/history](http://www.csun.edu/history)**

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Jeffrey Auerbach, Susan Fitzpatrick Behrens, Joyce Broussard, Thomas Devine, Erik Goldner, Andrea Henderson, Richard Horowitz, Rachel Howes, Patricia Juarez-Dappe, Jeffrey Kaja, Thomas Maddux, Miriam Neirick, John Paul Nuño, Donal O'Sullivan, Clementine Oliver, Merry Ovnick, James Sefton, Josh Sides, Frank Vatai

### Emeritus Faculty

Thomas Bader, Shiva Bajpai, John Broesamle, Richard Camp, Joseph Chen, Ronald Davis, Allen Dirrim, Ralph Keller, Paul Koistinen, Gloria Lothrop, Charles Macune, Gerald Meaker, Michael Meyer, Alexander Muller, Julian Nava, Leonard Pitt, Gloria Lothrop, Ronald Schaffer, Thomas Resovich, Morris Schonbach, Ezel Shaw, Reba Soffer, David Wood

## Programs

Undergraduate:

- B.A., History**
- Minor in History**

Graduate:

- M.A., History**

Credential:

Social Science Subject Matter Program (SSSMP) for the Single Subject Credential. Contact (818) 677-3566 or e-mail [sssmp@csun.edu](mailto:sssmp@csun.edu) for information.

## Department Programs

Within the general category of social sciences, the history major and minor are humanistic, international, culturally oriented, liberal arts programs for students desiring a broad background in the ideas and institutions of the world. They emphasize the development of the student's personal intellectual skills of critical reasoning, writing and analysis of issues and evidence. In addition to preparing the student for graduate study in history or for subject matter competency (prior to applying for a secondary teaching credential in the Social Sciences), the history major also serves as preparation for a variety of professions, most notably law, government service, library science, historical preservation and archival administration. The Master's Program constitutes a terminal degree for teachers completing the fifth year requirement for a California Credential, as well as preparation for the Doctoral Degree. In either case, superior achievement in history must be demonstrated for admission to the M.A. Program. Prospective applicants should consult informational materials from the Department and consult with the Graduate Coordinator.

The Department of History supports international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Department of History and may be used to fulfill some of the requirements for Degree Options offered by the Department and/or certain general education requirements. Students should consult the International Programs Bulletin available in the Office of International and Exchange Programs, a Departmental advisor, or the campus International Programs Advisor for more information.

## Careers

History provides an excellent liberal arts background that prepares majors for a wide variety of careers ranging from law to business to medicine. It also provides specific training that can lead to positions in such fields as education, historic preservation, archival work, or diplomacy.

## Academic Advisement

Students interested in History should consult with Department's Staff Advisor prior to declaring the major. All History majors and minors should seek advisement from the Advisor or a faculty member specializing in their area of interest prior to registration. Credential candidates should consult with the Social Science Subject Matter Program Advisor in the College of Social and Behavioral Sciences (Sierra Hall 164A, (818) 677-3566, [sssmp@csun.edu](mailto:sssmp@csun.edu)) prior to registration. During advisement for computer registration, approval is available in the Department Office for all history courses requiring special permission of the instructor.

**Undergraduate Advisor:** Nan Yamane

**General Advisement:** All members of the Department

**Graduate Coordinator:** Susan Fitzpatrick-Behrens

**Pre-law:** James Sefton

## Student Learning Outcomes of the Undergraduate Program

Completion of the Degree in History will provide the student with knowledge of the political, economic, social and intellectual development of the world's principal civilizations, notably American (U.S.) civilization, Western civilization and the civilization of one other area of the world. Included also are the principal personalities, events, ideas and relationships that are the basis of historical studies, as well as a knowledge of various historical methods and historiography that will lead to a better understanding of:

- a) How historians approach the past;
- b) The value and limitations of various kinds of historical writings; and
- c) How to explore the evolution of history as an academic discipline.

Specific student learning objectives for History majors include:

1. To analyze and explain problems of historical interpretation;
2. To comprehend, articulate and apply the various approaches to historical analysis;
3. To learn to read and interpret historical sources critically and analytically;
4. To express orally and exchange historical ideas;
5. To select a research problem and search for relevant primary and secondary sources;
6. To write a research essay using a scholarly format that includes footnotes and bibliography;
7. To demonstrate a complex understanding of the history of the U.S., Europe and one other region or culture over a period of time; and
8. To understand historical subjects that transcend regional boundaries.

## Requirements for the B.A. Degree In History

### 1. General Core Curriculum (15 units)

**Choose 1 course from each of the following:**

- |           |          |   |
|-----------|----------|---|
| <b>A.</b> | HIST 110 | World History to 1500 (3)                         |
|           | HIST 150 | Western Civilization I (3)                        |
|           | HIST 303 | Themes in Western Civilization Before 1500 (3)    |
| <b>B.</b> | HIST 111 | World History since 1500 (3)                      |
|           | HIST 151 | Western Civilization II (3)                       |
|           | HIST 302 | Western Cultural Heritage, Modern Age (3)         |
|           | HIST 304 | Themes in Western Civilization After 1500 (3)     |
| <b>C.</b> | HIST 270 | The United States to 1865 (3)                     |
|           | HIST 370 | Problems in American History to 1865 (3)          |
| <b>D.</b> | HIST 271 | The United States Since 1865 (3)                  |
|           | HIST 371 | Problems in American History: 1865 to Present (3) |

- E. HIST 145 African Civilization to Modern Times (3)
- HIST 161 Survey of the History of Latin America (3)
- HIST 185 Civilization of the Middle East (3)
- HIST 191 History of Eastern Civilization I (3)
- HIST 192 History of Eastern Civilization II (3)

**2. Research Core Curriculum (9 units)**

- A. HIST 301 The Historian's Craft: Reading, Research and Writing History (3)

*(Must be taken in the first 75 units of the major's College program.)  
(Grade of "C" or better is required for graduation)*

- B. HIST 497 A-Z Proseminar (3)
- (Prerequisite 301; grade "C" or better is required for graduation)*

- C. HIST 498 Tutorial in History (3)
- (Grade C or better is required for graduation)*

**3. Upper Division Curriculum (24 units)**

All units in this section must be Upper Division. HIST 302, 303, 304, 370 or 371 may not be applied to satisfy these requirements. A minimum of 12 of these 24 Upper Division elective units must be at the 400- or 500-level.

- A. Upper Division European History (3)
- B. Upper Division U.S. or Canadian History (3)
- C. Upper Division Asian, African, Middle Eastern or Latin American History (3)
- D. 15 units from other Upper Division courses (15)

**General Education:** Some Title 5 courses also apply to the Major.

|   |              |
|---|--------------|
| <b>Total Units in the Major</b>             | <b>48</b>    |
| <b>General Education Units</b>              | <b>48</b>    |
| <b>Additional Units</b>                     | <b>14-17</b> |
| <b>Total Units Required for B.S. Degree</b> | <b>120</b>   |

**Second Bachelor of Arts Degree in History**

The second B.A. Degree is available to all students. Students admitted to the Program must obtain an evaluation of all previous work in History and fulfill the University guidelines that apply to those pursuing a second B.A. Degree. The second B.A. is especially attractive to students with a secondary Social Science Credential from CSUN or equivalent preparation from some other institution. Students who want to obtain a second B.A. in History while simultaneously completing the Social Science Subject Matter Program (SSSMP) that is a prerequisite for the Secondary Teaching Credential should consult with the SSSMP director. For more information see the Program's website at [ssmp@csun.edu](http://ssmp@csun.edu).

**Minor in History**

The History Minor consists of 24 units in History, no more than 12 of which may be in Lower Division. With an advisor, students work out a program to complement a major and fit their particular needs. Students will be able to choose a broad program that provides a background in several areas of history or they will be able to specialize in U.S., European, African, Asian, Latin American, topical or comparative history.

**Requirements for the Master of Arts Degree**

**A. Requirements for Admission**

1. A Baccalaureate Degree with a major or strong background in history, cumulative minimum undergraduate GPA of 3.0 and a cumulative minimum GPA of 3.3 in the last 60 semester (or 90 quarter) hours. Students who do not meet these criteria must demonstrate sufficient preparation or interest in history, as determined by the Department's Graduate Coordinator. This can be achieved by show-

ing a minimum GPA of 3.5 in at least three History courses at the 400- to 600-level (Upper Division or graduate), including HIST 601 (Theory and Historiography) or the equivalent and at least 1 course requiring a substantial research paper.

2. A Graduate Record Exam score in the 50th percentile or above on any one of the 3 sections of the exam (verbal, quantitative or analytical). The GRE requirement is waived for applicants whose cumulative undergraduate GPA is 3.0 or higher or who hold a Graduate Degree from an accredited institution.
3. 2 letters of recommendation from faculty under whom the applicant worked as an undergraduate or graduate student.
4. One or two-page statement of purpose describing the applicant's academic background, career goals, historical interests and anticipated field of study.
5. A writing sample, such as a research paper not to exceed 25 pages in length.
6. Acceptance by the History Department.

**B. Requirements for the Degree**

Courses: A minimum of 30 units of approved graduate work consisting of:

1. HIST 601 to be taken during the first 2 semesters in the Program.
2. 7 graduate-level History courses (21 units), including at least 2 courses in 2 different geographic areas (U.S., Europe, Latin America, World) and at least 1 course in a third area. At least 2 of these 7 courses must be 600-level research seminars.
3. 2 courses (6-9 units) at the 400-, 500- or 600-level in History or at the 500- or 600-level in related disciplines with approval of the Graduate Coordinator. (HIST 497 and 498 are not acceptable.)

**C. Foreign Language Requirement**

The History Department strongly recommends that all students learn a foreign language, especially those who are planning on pursuing a Ph.D., but leaves to the discretion of the student's area advisor the determination of what, if any, level of competency is required in a given foreign language.

**Grades**

All courses taken to meet any requirements of the Program must be completed with a grade of "B" or higher.

**Areas of Study**

In consultation with the Graduate Advisement Committee, the Departmental Graduate Coordinator and the student's faculty advisors, 2 areas of study are to be chosen from the following regions and eras: U.S.-Canada, Latin America, Western Europe, Eastern Europe, Medieval World, Ancient Mediterranean, East Asia, South Asia, Middle East or Australia.

A special focus may serve as a possible alternative to one of the foregoing areas. Such a focus would be developed between the student and the faculty advisors and would require the advisor's approval before it could be accepted as an area of study. The emphasis of a special focus will be on thematic, interdisciplinary or methodological approaches. Examples of a special focus might include the women's movement, slavery and antislavery movements, family history, gender analysis, oral history, colonialism, postmodern culture, archival studies, etc.

**Comprehensive Examination Option**

A Comprehensive Examination will be taken in 2 areas of history selected by the student in consultation with and upon approval by the Graduate Advisement Committee, the Graduate Coordinator and area advisors. In the semester in which all course work is completed, students may register in HIST 697 for the 2 written examinations that constitute the Comprehensive Examination.

### Thesis Option

After 18 units of study, students who secure a sponsor may, with permission of the sponsor, apply to write a thesis in one area of study. If such a contract is approved by the Departmental Graduate Coordinator and the Graduate Advisement Committee, a 3-person Faculty Thesis Committee will be established, as required by University regulations, with the sponsor as chair. Before registering in HIST 698 and commencing work on the thesis, students will be required to pass an oral examination in the thesis area of study. The examination will be administered by the Thesis Committee. Students in this option also must pass a written Area Proficiency Exam administered by the area advisor in the second area of study. The Thesis Option is not intended for every admitted student. It will be approved only for those students who are judged to be capable of doing original research, are adequately prepared and have a research problem that can be completed in the allowable time.

### Social Science Subject Matter Program for the Single Credential

The Social Science Subject Matter Program (SSSMP) for the Single Subject Credential is a Commission-approved set of courses designed to equip students for teaching at the secondary level in the social sciences. Students who successfully complete all requirements in the Program will be recommended to the California Commission on Teacher Credentialing (CCTC) as having demonstrated competence in the relevant social science subject matter (History, Anthropology, Economics, Geography, Political Science and Sociology). Completion of subject matter competency is one of the prerequisites for application to the Single Subject Preliminary Credential Program in the Social Sciences (Eisner School of Education). Additional information can be found under Secondary Education in the Catalog.

The SSSMP is not a major program leading to a B.A. Degree. It must be completed in addition to a major. Students from any CSUN-approved History or social science major may participate in this program.

Please consult the program's website for information and to make an advisement appointment if necessary.

### Course List

#### HIST 110. World History to 1500 (3)

Introduction to major developments in world history from the emergence of complex societies until 1500 c.e. Examines processes of social, cultural, political and economic change throughout this period and emphasizes comparisons of and interconnections between, major world civilizations in Europe, Asia, Africa and the Americas. (Available for General Education, Social Sciences.)

#### HIST 111. World History Since 1500 (3)

An introduction to the major developments in world history from 1500 to the present. The course examines the processes of social, cultural, economic and political change throughout this period and emphasizes the production of global cultures and reactions to them. (Available for General Education, Social Sciences.)

#### HIST 145. African Civilization to Modern Times (3)

Introduction to the history of the societies of sub-Saharan Africa. (Cross listed with PAS 171.)

#### HIST 150. Western Civilization I (3)

Roots of modern civilization in the West as revealed by a study of significant cultures and societies of the past from the earliest times to 1500. (Available for General Education, Arts and Humanities.)

#### HIST 151. Western Civilization II (3)

Modern civilization in the West since 1500, with emphasis on the historical development of basic elements of culture and problems of contemporary times. (Available for General Education, Arts and Humanities.)

#### HIST 161. Survey of the History of Latin America (3)

Study of certain aspects of the culture and society of Latin America and analysis of the relation of those aspects to the contemporary scene. (Available for General Education, Comparative Cultural Studies.) (IC)

#### HIST 185. Civilization of the Middle East (3)

Introduction to the history and culture of the Middle East from the rise of Islam in the 7th century to the present. (Available for General Education, Comparative Cultural Studies.)

#### HIST 191. History of Eastern Civilization I (3)

Survey of early Eastern civilization, from antiquity to the coming of the West.

#### HIST 192. History of Modern East Asia (3)

A survey of major developments in the history of East Asia from 1800 to the present. Focuses on political, economic, social and cultural transformations in China and Japan during this time period, with some attention to related developments in Korea and Vietnam. (Available for General Education: Subject Exploration, Comparative Cultural Studies.) (IC)

#### HIST 196. Experimental Topics Courses in History (3)

Selected topics in history with course content to be determined.

#### HIST 197. Why History? (3)

*Prerequisite: EPT score of 151 or better, or eligibility for freshman composition.* Seminar that introduces the discipline of History as a craft, and as one of the liberal arts and a social science. (Available for General Education, Social Sciences.)

#### HIST 210. A History of the Jewish People (3)

Study of the Jewish people from their beginnings in the ancient Near East to the establishment of the modern state of Israel. (Available for General Education, Comparative Cultural Studies.) (Cross listed with JS 210.)

#### HIST 270. The United States to 1865 (3)

Survey of the political and social development of the U.S. through the Civil War. (Meets Title 5 requirement in American History, Institutions and Ideals.)

#### HIST 271. The United States Since 1865 (3)

Survey of the political and social development of the U.S. since the Civil War. (Meets Title 5 requirement in American History, Institutions, and Ideals.)

#### HIST 296A-Z. Experimental Topics Courses in History (3)

Selected topics in History with course content to be determined.

### Upper Division

3 units of appropriate Lower Division History are required for all Upper Division courses. For further information, consult the course instructor.

#### HIST 301: The Historian's Craft: Reading, Research and Writing History (3)

Introduction to the search for and criticism of historical sources, the issues and controversies concerning the interpretation of these sources, "schools" of historical interpretation, organizing the materials and data of research, and the rewards and pitfalls of historical writing. Normally open only to History majors and Liberal Studies majors with a History concentration. History majors must pass this course with a grade of "C" or better in order to graduate.



**HIST 302. Western Cultural Heritage, Modern Age (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Major records of the modern age that have affected contemporary thought, activity and institutions. Discussion and critical writing supplemented by field trips to museums and performances, and by independent reading and class discussion of both primary and secondary literature. (Available for General Education, Comparative Cultural Studies.) 2 hours lecture, 2 hours field activity.

**HIST 303. Themes in Western Civilization Before 1500 (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Intended to introduce Upper Division students to the concepts and unresolved problems that have shaped the development of Western Civilization prior to 1500. (Available for General Education, Arts and Humanities.)

**HIST 304. Themes in Western Civilization After 1500 (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Themes in the institutional, political, socio-economic and cultural development of Western Civilization since 1500. (Available for General Education, Arts and Humanities.)

**HIST 305. Cultural History of the United States (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. American people's evolving patterns of life in such areas as religion, education, art, architecture and music, reading matter, sports, travel, family life, and, in recent times, motion pictures, radio and television. Emphasis is placed on the values and implications revealed by the range and popularity of cultural choices. (Available for General Education, Social Sciences.)

**HIST 341. Modern Europe Since 1815 (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Institutions, culture and political development of Europe from the Congress of Vienna to the present day. (Credit will not be given for 341 if credit has already been received for either 446 or 447) (Available for General Education, Social Sciences.)

**HIST 342. The World Since 1945 (3)**

This course examines the Cold War and its international aftermath, decolonization, revolutionary movements, national development across a variety of cases and trends in the global economy. (Available for General Education, Social Sciences.)

**HIST 345. War in History and Film (3)**

History of warfare since the Middle Ages as reflected in classic war films, literary sources and historical documents. Discusses effects of media on perception of historical events.

**HIST 349A. Women in American History Through 1848 (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of women's roles and status through 1848. (Available for General Education, Comparative Cultural Studies.) (IC)

**HIST 349B. Women in American History Since 1848 (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of women's roles and status since 1848. (Available for General Education, Comparative Cultural Studies.) (IC)

**HIST 350. History of Women (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Roles and contributions of women from ancient times to the present. Special emphasis is given to the development of women's movements from the 18th century to the present. (Available for General Education, Social Sciences.)

**HIST 351. History of Sexual Behavior (3)**

Historical study of sexual behavior from ancient times to the present.

**HIST 355. History of Slavery in the United States (3)**

Origin, nature and development of slavery in the U.S. and its effect on American life, politics and people. (Cross listed with PAS 376.)

**HIST 356. Anti-Semitism in Europe (3)**

Anti-Semitism encompasses attitudes, legal formulations, artistic references and actions toward the Jews in the context of European history and in relationship to the evolution of Jewish identity.

**HIST 357. History of the Holocaust (3)**

Examination of the Jewish experience under Hitler from its historical genesis to its final catastrophe.

**HIST 366. Popular Culture and Society in Latin America (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. This course will offer students the opportunity to explore and understand the complexities of Latin American societies in the 19th and 20th centuries through the historical analysis of different forms of popular culture, defined broadly as those religious, artistic, athletic and political expressions arising from different segments of society. (Available for General Education, Lifelong Learning credit.)

**HIST 369. History of American Indians (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Interaction of white and Indian, as well as Indian and Indian, in the U.S. from colonial times to the present. (Available for General Education, Comparative Cultural Studies.)

**HIST 370. Problems in American History to 1865 (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Exploration of the political, cultural and social themes of U.S. history prior to the Civil War, with emphasis given to examining conflicting ideas about such issues as the dynamics of colonial settlement, the origins of the Revolution, the ratification of the U.S. Constitution, the development of liberal capitalism, the nature of the American democratic political system, the impact of slavery and the causes of the Civil War. (Meets Title 5 requirement in American History, Institutions and Ideals.) (IC)

**HIST 371. Problems in American History: 1865 to Present (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Exploration of the political and social themes of the history of the U.S., with emphasis given to examining conflicting ideas about such issues as progressivism, the New Deal, workers in an industrial Age, the immigrant experience, the U.S. as a world power, and questions of gender, race and class over time. (Meets Title 5 requirement in American History, Institutions and Ideals.) (IC)

**HIST 374. Hollywood and History (3)**

Explores the relationship of classic Hollywood movies to the political, social and cultural history of 20th century America. By placing each film in its historical context and examining it as a primary source, students will learn to evaluate the extent to which American movies have expressed or challenged the dominant political themes and social and cultural values of a particular historical era.

**HIST 380. Los Angeles: Past, Present, Future (3)**

Multidisciplinary investigation of the Los Angeles urban area—its patterns of population and resources distribution; its historical, economic, social and cultural developments; and policies models designed to cope with its problems—and to develop its potential as an ethnically diverse metropolis on the Pacific Rim. Application of social science methodology. Series of faculty and guest speakers, weekly discussion sessions and field trips. (Available for General Education, Social Sciences.) (Cross listed with POLS and URBS 380.)

**HIST 396A-Z. Experimental Topics Courses in History (3)**

Selected topics in history with course content to be determined.

### Courses Acceptable for the Master's Degree

Note that 300-level courses in History do not carry graduate credit for a Master's Degree in history.

#### HIST 401. Oral History (3)

Study of the background literature, interviewing techniques and research applications of oral history.

#### HIST 402. Writing Family History (3)

Application of historical research techniques to the writing of one's own family history.

#### HIST 406. The Jews in the Ancient World (3)

Political and social history of the Jewish people, from their nomadic beginnings to the destruction of the Second Temple in 70 A.D.

#### HIST 409. History of the Jews in the Modern Era (3)

A history of the Jewish people from the 17th century to the present. Principal themes include the transformation of the traditional community, the changes in Jews' political status, the emergence of modern anti-Semitism, and ethnic and gender distinctions within Jewry. (Cross listed with JS 409.)

#### HIST 409A-Z. Historical Field-Study (3)

*Prerequisites: HIST 301; Completion of Lower Division survey courses.* Historical study conducted off-campus at historical locations in the U.S., Europe, Latin America and Asia. This course augments previous classroom work by immersing students in the topic's environment. Fee required.

#### HIST 410. The Ancient Greek World (3)

The Mediterranean world from the rise of Greek civilization to the conquest of Greece by Rome.

#### HIST 411. The Roman World (3)

The rise and decline of the Roman Republic and the Western Roman Empire.

#### HIST 415. The Byzantine World (3)

Byzantine history and civilization, from the founding of Constantinople in 324 A.D. to the Turkish conquest in 1453.

#### HIST 417. California for Educators (3)

*Prerequisite: Available to Liberal Studies, Pre-Credential and ITEP students.* Examination of California, focusing on its political, social and economic growth, its settlement, its population patterns, resource exploitation and human-environment interaction. Spatial and temporal variation of these factors is emphasized. (Cross listed with GEOG 417.)

#### HIST 420. Medieval Europe (3)

Political and institutional history of Europe in the Middle Ages. (Credit may not be received for both 420 and 320.)

#### HIST 424. A History of the Medieval Middle East, 600-1258 (3)

*Preparatory: History 185.* This course will trace the development of religion, government, culture and society in the Middle East in the Early Islamic period (600-1258 CE). This course will first focus on Islamic conceptions of religion, law and government. It will then examine the effect that these conceptions had on the Muslim community and on the communities of conquered peoples in the Middle East during this period. Available for Graduate Credit.

#### HIST 425. History of the Early Modern Middle East (3)

*Recommended Preparatory: HIST 185.* This course will trace the history of the Early Modern Middle East from the Mongol destruction of Baghdad in 1258 to the Napoleonic invasion of Egypt in 1798. It will focus on political events, but there also will be substantial discussions of cultural, economic and social history. The aftermath of the Mongol invasions and the rise and development of the Gunpowder Empires, including the

Mamluks, Ottomans, il-Khans and Safavids, will be emphasized. Special attention will be paid to the interaction of these empires and the cultures that developed under their control with each other and with non-Middle Eastern states and cultures. Available for Graduate Credit.

#### HIST 426 A History of the Modern Middle East 1798-1979 (3)

*Preparatory: HIST 185.* This course will trace the development of religion, government, culture and society in the Middle East in the modern period (1798-1979 CE). This course is designed to be an investigation of different perspectives on the history of the Middle East from 1789, the date of Napoleon's invasion of Egypt, until roughly the Iranian Revolution of 1979. The focus of this class will be on individual and collective reactions to the dramatic changes happening during this period. Available for Graduate Credit.

#### HIST 432. Urban History of the United States (3)

*Prerequisite: Completion of the Lower Division writing requirement.* Cities, as systems of human interaction and service exchange, permit close historical analysis of historical processes and human experience. Study of selected cities, 16th century to present, as illustrations of alternative social, economic, cultural and political patterns of cities in stages of formation; growth; response to industrialization, immigration, transportation technology and suburbanization; and decay and renewal.

#### HIST 433. Public History (3)

Introduction to the theory, history and practice of public history (the presentation and interpretation of history for the general public). Available for graduate credit.

#### HIST 434. European Colonialism (3)

*Prerequisite: Upper Division standing.* Examines the expansion, consolidation, management, disintegration and consequences of the modern European empires, focusing on the ambiguities of identity produced by the encounter between European, American, African and Middle Eastern and cultures. Topics include such cultural constructions as cannibalism, exoticism, orientalism, primitivism, racism and tourism.

#### HIST 435. African History to the 19th Century (3)

History of the societies of sub-Saharan Africa from the early Iron Age to the 19th century.

#### HIST 436. African History Since the 19th Century (3)

History of the societies of sub-Saharan Africa in the 19th and 20th centuries.

#### HIST 438. Traditional India from Antiquity to 1526 (3)

History and culture of the Indian sub-continent from antiquity to the establishment of the Mughal empire in 1526.

#### HIST 439. Modern India Since 1526 (3)

Study of the evolution of modern India and Pakistan, emphasizing themes of political and economic transformation, socio-religious reform, cultural dynamism, imperialism, nationalism and modernism.

#### HIST 440. History of War in the Modern World (3)

Selected topics analyzing the interactions of warfare with social and technological changes since the 17th century.

#### HIST 441. History of World War II (3)

Study of World War II as a watershed experience in modern history, with coverage of the European and Pacific theatres of war, diplomatic strategies, and the impact of the war on the domestic scene.

#### HIST 444. Renaissance and Reformation (3)

Europe from the Italian Renaissance through the religious schisms of the 16th century.

#### HIST 445. Absolutism and Revolution (3)

Europe in the age of colonial expansion and the rise of revolutionary doctrines through the fall of Napoleon.

**HIST 446. 19th Century Europe (3)**

Europe from the Congress of Vienna to the opening years of the 20th century.

**HIST 447. 20th Century Europe (3)**

Europe from the onset of World War I to the present day.

**HIST 449. Russia to 1917 (3)**

Russian History covering the beginnings during the Kievan period and Muscovy to the establishment of the Romanov dynasty, Imperial Russia and the October Revolution in 1917. Available for Graduate credit.

**HIST 450. Russia Since 1917 (3)**

Starting with the collapse of Imperial Russia and the 1917 Bolshevik Revolution, the course examines the Soviet period in Russian history, including industrialization, Stalinism, the Great Patriotic War, the USSR as a superpower and the demise of the Soviet Union in the late 1980s. Available for graduate credit.

**HIST 452. Medieval and Early Modern Britain (3)**

Analytical survey of the political, cultural, social and religious developments and upheavals in Britain during the turbulent period from the Norman Invasion in 1066 to the Glorious Revolution in 1688.

**HIST 453. Modern Britain (3)**

Chronological and thematic survey of social, political, cultural, economic and intellectual developments in Britain from 1688 to the present. From world power status to national decline, this course covers such topics as industrialization, political reform, sex and gender roles, the impact of war, and the tensions of a multi-ethnic, multi-cultural society.

**HIST 454. Hitler's Germany (3)**

Study of the evolution and nature of National Socialism in Germany. Reviews the ideological foundations and traces the rise of the Nazi Party and the Hitler cult in the Weimar Republic; the establishment of totalitarian power between 1933-45; the diplomatic patterns and military climax; and the question of national guilt.

**HIST 456. Modern France (3)**

Review of French social, cultural, economic, military and political history from the fall of Napoleon to end of the Cold War. Examines in detail the social turmoil caused by France's many revolutions and major wars during the period. Special emphasis on the effect of class and social conflict on its modern history.

**HIST 457. Modern Germany (3)**

German social and political development since the time of the French Revolution.

**HIST 460. Origins and Consequences of the Spanish Civil War (3)**

Analysis of the political, social, economic and religious conflicts engendered by Spain's delayed modernization and its reaction to crises and failures of the Second Republic, the origins of the Civil War, the emergence of Spanish fascism, and the character of the Franco Regime.

**HIST 461. Latin America: The Colonial Period (3)**

Formation of the Spanish and Portuguese empires in Latin America, tracing the development of society, government and culture.

**HIST 462. 19th Century Latin America (3)**

Examination of the struggle for independence and the social, political and economic development of Latin American nations from 1810 to 1914.

**HIST 463. 20th Century Latin America (3)**

Study of Latin American history since 1914, with emphasis on the impact of modernization upon the traditional order, efforts toward inter-American understanding, and greater interaction with the contemporary world.

**HIST 464A. History of Argentina (3)**

Examines Argentina's past to introduce students to the historical factors that have shaped the contours of modern Argentina's social, political, economic and cultural development. After looking into the colonial background, the course explores the 19th century and covers such relevant topics as caudillismo, the power struggle between Buenos Aires and the provinces, economic growth and the international economy and cultural and social legacies from the colonial past. The final part of the course covers the 20th century, including such themes as populism, labor movement, feminism, military rule and the transition to democracy.

**HIST 465. The Caribbean Area Since 1492 (3)**

Changing role of the Caribbean area in the affairs of Europe, Anglo-America and Latin America, and the development of the region as a unique political, social and economic community.

**HIST 466. Mexico (3)**

Internal development of Mexico and how it has affected hemispheric and world affairs. Special attention is devoted to Mexico's interaction with the U.S.

**HIST 468. Social and Intellectual History of Latin America (3)**

Study of the principal elements and trends in Latin American Civilization, with emphasis on society, the humanities and philosophy.

**HIST 469P. Pirates In the Atlantic World (3)**

Pirates were real historical actors on one of the world's most dramatic stages set against the backdrop of a waving Jolly Roger. In this course, students will explore the myths and realities of pirates to examine the social history of seafaring in the early modern Atlantic world. Why and how did people become pirates? Who became pirates? How did pirates really live and die? What impact did pirates have on history? Available for graduate credit with the professor's consent.

**HIST 469W. The Atlantic World (3)**

This course will expose students to the integration of the peoples and regions around the Atlantic Ocean beginning with Christopher Columbus' voyage of 1492 and ending with the global race for colonies in the mid-19th century. Readings and discussions will focus on the historical process responsible for connecting the four continents surrounding the Atlantic Ocean (Europe, Africa, North and South America) through the flow of diverse peoples, goods and ideas. Readings will encompass the 3 major types of Atlantic history—transnational, international and national. Available for graduate credit.

**HIST 470. The United States: The Colonial Period (3)**

Origins and development of the 13 American colonies, from the beginning of settlement to the end of the French and Indian War.

**HIST 471. American Revolution and Constitution, 1763-1800 (3)**

Development of an American nation, from the start of revolutionary activity to the end of Federalist control.

**HIST 472. The United States: The Era of Expansion, 1800-1848 (3)**

Growth of the nation from the election of Jefferson through the age of Jackson to the completion of continental expansion at the end of the Mexican War.

**HIST 473A. The United States: Civil War and Reconstruction (3)**

Social, economic and political origins of sectionalism; the Civil War and its legacy to later generations.

**HIST 473B. The United States: 1877-1920 (3)**

Interpretive survey of the political, cultural, diplomatic and social history of the U.S. during the Gilded Age and Progressive Era through World War I.

**HIST 474A. The United States: 1920-1960 (3)**

Interpretive survey of the political, cultural, diplomatic and social history of the U.S. from the end of World War I through the election of John F. Kennedy.

**HIST 474B. The United States: 1960-Present (3)**

Interpretive survey of the political, cultural, diplomatic and social history of the recent and contemporary U.S. from the election of John F. Kennedy to the present.

**HIST 475. Women in Modern United States History: 1920-Present (3)**

Study of the roles, status and contributions of women in the U.S. from 1920 to the present.

**HIST 476. Youth Culture in the 20th Century United States (3)**

Examines the phenomenon of “youth culture” as it evolved in the United States during the 20th century. In surveying the experiences of young people from a variety of racial, economic, regional and ethnic backgrounds, it will explore how America’s youth have helped shape both the nation’s political and popular cultures. The course also will focus on how adults have sought to keep various social forces from “corrupting” their children and how young people have responded to their elders’ efforts.

**HIST 477. The Popular Arts and American History (3)**

Explores 19th and 20th century U.S. history through the lens of the popular arts. By examining mass-produced novels and illustrations, theatrical productions, movies, songs, music, and radio and television programs, the course considers the power of the popular arts to influence politics, cultural developments, social movements and international relations. Instead of approaching these materials as idle diversions to be consumed and discarded, students consider them as works that can repay serious analysis and interpretation.

**HIST 478. Economic History of the United States (3)**

History of the economic growth and development of the U.S. from colonial times to the modern period, emphasizing the causes and nature of the growth, including analysis of its impact on American society.

**HIST 479A. United States Economic History to 1865 (3)**

Examines the growth and development of the U.S. economy from colonial times through the end of the Civil War. Among the themes to be considered are the regional variations in economic development; the emergence of a liberal capitalist economic order; the economic significance of new systems of production, transportation, banking and communication; and the impact of economic fluctuations on individuals and groups within the nation.

**HIST 479B. U.S. Economic History Since 1865 (3)**

*Prerequisite: Graduate students must have instructor’s consent. Recommended corequisite: ECON 300.* Examines the growth and development of the U.S. economy from the end of the Civil War to the present. Among the themes to be considered are the relationship between the state and the private sector in a free market economy; the rise of big business and corporate capitalism during the Gilded Age; efforts to come to terms with the new industrial economy on the part of government, individuals and such special interest groups as farmers, labor and small business; the origins, effects and economic legacy of the Great Depression and the New Deal; the impact of the Cold War on the U.S. economy; and the social and economic impact of deindustrialization and globalization. Available for graduate credit.

**HIST 479L. History of American Working People (3)**

A broad overview of U.S. history from the perspective of working people. The course will examine the development of working class cultures and communities; the rise and fall of craft and industrial unions; working peo-

ple’s contributions to and portrayal in U.S. popular culture; the effects of the industrial revolution and, later, de-industrialization on working men and women; working-class racism, patriotism and religious beliefs; the relationship between labor and the state; and the experiences of working-class immigrants. May be taken for graduate credit.

**HIST 481. The American West Since 1848 (3)**

Settlement of the last American frontiers from 1848 to 1890 and the evolution of the modern Far West as a distinctly important region during the 20th century.

**HIST 482. Constitutional History of the United States to 1877 (3)**

The Federal Constitution considered from the point of view of its origins and evolution to 1877.

**HIST 483. Constitutional History of the United States Since 1877 (3)**

The Federal Constitution and the changing nature of the Union from 1877 to the present time.

**HIST 485. Diplomatic History of the United States Since 1914 (3)**

Analysis of the U.S. foreign policies since 1914, with emphasis on the origins, nature and results of America’s involvement in the World Wars, the Cold War and global international affairs since the 1950s.

**HIST 485A. The United States and the Indochina Wars, 1940-1975 (3)**

Analysis of the wars in Vietnam, Laos and Cambodia, with emphasis on the U.S. involvement.

**HIST 485B. The United States and Latin America Since 1898 (3)**

Historical analysis of the U.S. involvement with Latin America since 1898, with emphasis on the origins, nature and results of the U.S. interacting with Latin American nations in the Caribbean and South America.

**HIST 486A. History of Los Angeles (3)**

Evolution of the metropolis of Los Angeles from pre-Spanish days to the present.

**HIST 486J. History of the Jews in the United States**

*Prerequisite: Graduate students must have instructor’s consent.* Explores the social, cultural, economic and political history of Jewish people in the U.S. from the colonial era to the present, and the relevance of this history to American culture today. Available for graduate credit. (Cross listed with JS 486J.)

**HIST 488. California (3)**

Political, economic, social and intellectual growth of California from Spanish times to the present, with emphasis on current characteristics and problems.

**HIST 489. A History of the African-American People in the United States (3)**

Examination of basic themes and issues in the history of the African-American people in the U.S. and the relevance of those themes and issues to the patterns of today.

**HIST 490. Traditional China (3)**

Study of political, economic and social history of China from antiquity to the fall of the Ming Dynasty in 1644.

**HIST 491A. Modern China (3)**

Survey of political, economic and social history of China from the fall of the Ming Dynasty in 1644 to the Republican Revolution of 1911, with special emphasis on early Manchu success, China’s response to the impact of the West and the Manchu decline.

**HIST 491B. The Rise of Communist China (3)**

Historical analysis of the Chinese Communist movement from its inception to the founding of the People’s Republic of China, with special emphasis on Mao Tse-tung’s early revolutionary thought and strategy.

**HIST 493: Modern Japan (3)**

Analysis of domestic and international political developments and cultural evolution from the last days of feudalism through the modern century of the Meiji, Taisho and Showa periods.

**HIST 494SOC. Internship Program (3)**

Pre-professional practicum in a history-based field, open to History major and minors with 3.0 GPA.

**HIST 495. The Philosophy of History (3)**

Role of selection, facts, theories, causation, explanation, science, art, morality, and the synthetic philosophies of history from Vico to the present.

**HIST 495SS. Capstone Seminar for Prospective History Teachers (3)**

*Prerequisites: ANTH, GEOG, PAS, POLS or SOC 396SS; Restricted to students in the Social Science Subject Matter Program.* Intended as a capstone experience, this seminar will expose students to the practices of historical thinking and guide them to develop the knowledge and skills needed to convey these practices to others. It is recommended that this course be taken in the last 12 units of the Social Science Subject Matter Program. Requires 10 hours of field observation in secondary social studies classrooms.

**HIST 496A-Z. Experimental Topics Courses in History (3)**

Selected topics in history with course content to be determined.

**HIST 497A-Z. Proseminar (3)**

General principles of historical research, with application to specific areas of history and historiography. Grade of "C" or better is required to receive credit for this course.

**HIST 498. Tutorial in History (1-3)**

Reading and discussion in a specific field or on a specific topic in a small group. May be repeated: 6 units maximum. Grade of "C" or better is required to receive credit for this course.

**HIST 499A-C. Independent Study (1-3)****Graduate**

Minimum prerequisite: A Bachelor's Degree with superior academic performance in History. Undergraduates with exceptional promise may enroll in 500-level classes with permission of the instructor.

**HIST 505. Archival Theory and Methods (3)**

*Prerequisite: Graduate standing or instructor consent.* Introductory course on the essentials of archival administration. Topics include archival theory, the history of archives in the U.S., the development of collecting policies, techniques for preserving historical materials and arrangement and description of collections.

**HIST 506. The Archival Profession (3)**

*Prerequisite: Graduate standing or instructor consent.* Topics include management of archival programs, automated archival systems, budgeting, space facilities planning, career opportunities, grant writing, and historic preservation and fundraising.

**HIST 508. Practicum in Archival Administration (3)**

*Prerequisites: HIST 505; Graduate standing or instructor consent.* Application of the theory of archival administration, including collection, preservation, arrangement and exhibition of historic materials. Students may complete the practicum at one of several sites, including the Urban and Old China Hands Archives at Oviatt Library, the Ronald Reagan Presidential Library and the Natchez Mississippi Courthouse Record Project.

**HIST 510. Colloquium in Greek and Hellenistic History (3)**

*Prerequisite: Graduate standing or instructor consent.* Covers historiographical writings on important developments in Greek and Hellenistic history from the Bronze Age through the Persian and Peloponnesian Wars and the trial of Socrates, and concludes with a discussion of Hellenistic Greece and the influence of Greek culture in the broader Mediterranean world.

**HIST 511. Colloquium in Roman History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed historiographical readings and discussion focusing on Roman history from the Republic through the fall of the Empire.

**HIST 530. Colloquium in Pre-Modern World History (3)**

*Prerequisite: Graduate standing or instructor consent.* Examination of major issues and themes in world history from ancient times to 1500. Possible topics include religion, empire, migration, trade and cultural contact. Readings include major scholarly works as well as primary sources in translation.

**HIST 531. Colloquium in Modern World History (3)**

*Prerequisite: Graduate standing or instructor consent.* Designed for students who will one day teach world history, as well as those who are interested in trans-national, trans-regional integrative history. Provides a practical and theoretical approach to world history since 1500 by exploring the vibrant and volatile debate over "The Rise of The West." Topics include industrialization, imperialism, global trade, environmental change, military technology, migration and slavery, and the role of culture in economic development.

**HIST 541. Colloquium in Modern European History (3)**

*Prerequisite: Graduate standing or instructor consent.* Survey of major historiographical debates in modern European history, including the French Revolution, the Industrial Revolution, the rise of bourgeois society, nationalism, imperialism and the First and Second World Wars.

**HIST 545. Colloquium in the History of the Middle East (3)**

*Prerequisite: HIST 185. Recommended preparatory: HIST 424 and 426.* This course is an examination of major themes in Middle Eastern history from the Arab/Islamic conquest to the present. Possible topics include examinations of cultural, economic, intellectual, religious and social history. The course will underscore historiography and the effect of modern political debates on the history of the region. Readings will include major scholarly works and primary sources in translation.

**HIST 546. The Holocaust and Genocide for Educators (3)**

An overview of the Holocaust and the concept of genocide, with a focus on the analysis and evaluation of varied resources for educators, including film, photographs, literature, art, music, documents and other primary source materials. (Cross listed with JS 546.)

**HIST 550. Colloquium in Environmental History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed readings exploring historical relationships between human societies and the natural world from the 15th century to the present, especially in North America.

**HIST 560. Colloquium in Latin American Historiography (3)**

*Prerequisite: Graduate standing or instructor consent.* Introduction to selected themes of historiographical relevance in Latin American history, with particular attention to the most recent scholarship. Familiarization with the main events, issues and subjects in the field. Surveys and samples important writings to understand both broad trends and specific developments. Exposure to Latin American history. Emphasis on critical reading, in-depth class discussions and the ability to present written analyses of the material covered. Major themes may include colonial economy and society, land and labor, slavery, abolition and assimilation, women and gender, international markets, and revolutions and popular rebellions.

**HIST 561. Colloquium in Latin American Cultural and Intellectual History (3)**

*Prerequisite: Graduate standing or instructor consent.* Exploration of the historical evolution of artistic, intellectual and popular cultural expressions in Mexico, Central and South America and the Caribbean. By the end of the semester, students will have achieved a critical understanding of the diversity and complexity that characterize Latin American culture. Emphasis on critical reading, in-depth class discussions and the ability to present written analyses of the covered material. Major themes may include native cultures, syncretism, millenarian movements, African culture, elite and “popular” cultures, mestizaje, machismo and marianismo.

**HIST 562. Colloquium in Latin American Social and Economic History (3)**

*Prerequisite: Graduate standing or instructor consent.* Focuses on the relationship between economic change and social structures in Mexico, Central and South America and the Caribbean. By the end of the semester, students will have achieved an understanding of the social and economic events that combined to produce the societies and nations that constitute Latin America today. Emphasis on critical reading, in-depth class discussions and the ability to present written analyses of the covered material. Major themes may include pre-Colombian civilizations, slavery, Latin America and the world economy, growth and development, inequality, import substitution industrialization, neo-liberalism and globalization.

**HIST 563. Colloquium in Latin American Political, Institutional and Military History (3)**

*Prerequisite: Graduate standing or instructor consent.* Examines the historical evolution of the political and institutional structure in Mexico, Central and South America and the Caribbean. By the end of the semester, students have achieved an understanding of the political development of the Latin American states within a broad social and economic context. Emphasis on critical reading, in-depth class discussions and the ability to present written analyses of the covered material. Major themes may include colonial institutions, caudillismo, oligarchic regimes, U.S. interventions, revolution and reform, populism, armed forces in politics, dictatorships and return to democracy, and political neo-liberalism.

**HIST 569. Atlantic History Readings Seminar (3)**

This reading-intensive course is designed to introduce graduate students to a new analytical framework. Students will study the historical processes responsible for the integration of the peoples and regions around Atlantic Ocean beginning with Christopher Columbus' voyage of 1492 and ending with the global race for colonies in the mid-19th century. There will be a diverse set of readings that focus on the transatlantic movement of peoples, goods and ideas that connected colonial America to the wider world. Readings may vary by instructor.

**HIST 570. The American Revolution (3)**

This course will help students come to terms with the late 18th century imperial crisis that brought about the rise of the independent U.S. Readings and discussions will focus on the origins, progress and results of the American Revolution. Available for graduate credit.

**HIST 572. Colloquium in 19th Century U.S. History (3)**

*Prerequisite: Graduate standing or instructor consent.* Examination of the major social, economic, political and cultural themes in the U.S. during the 19th century. Topics include the industrial, market and transportation revolutions; slavery; the Civil War and its aftermath; the rise of the (urban) middle class; the frontier and territorial expansion; and the cultural life of Victorian America.

**HIST 573. Colloquium in U.S. History: Gilded Age and Progressive Era (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed historiographical readings surveying major political, social, cultural and economic trends in the United States from 1877 to 1929. Topics include race relations, the rise of big business, immigration, urbanization, progressivism, the emergence of an American empire, the impact of war, nativism and gender relations.

**HIST 574. Colloquium in Recent U.S. History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed historiographical readings surveying major political, social, cultural and economic trends in the U.S. from 1832 to the present. Topics include the Great Depression, World War II, anti-communism, the origins of the Cold War, the Civil Rights movement, student unrest, Vietnam, and the Reagan years.

**HIST 575. Colloquium in the U.S. and the Cold War (3)**

*Prerequisite: Graduate standing or instructor consent.* Exploration of the effects of the Cold War on American intellectual, cultural and social life. Readings focus on the relationship between Cold War diplomacy and domestic politics; the impact of the Cold War on the everyday lives of American citizens; the Cold War's influence on American intellectuals and intellectual life; the Cold War's role in fostering conservative and progressive social movements; the Cold War's effect on American popular culture; and the impact of anti-communism on American political and cultural life.

**HIST 576. Colloquium in U.S. Foreign Policy and the Cold War (3)**

*Prerequisite: Graduate standing or instructor consent.* Discussion of major topics in the history of the U.S. and the Cold War, including the origins of the Cold War, the Korean Conflict, the Cuban Missile Crisis, Détente and the end of the Cold War, as well as such prominent figures as Stalin, Truman, Eisenhower, Nixon, Kissinger and Reagan. Emphasis is on the reading and discussion of secondary interpretations and historiography.

**HIST 577. Colloquium in U.S. Social and Intellectual History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed readings focusing on selected topics in the social and intellectual history of the U.S.

**HIST 578. Colloquium in U.S. Economic History (3)**

*Prerequisite: Graduate standing or instructor consent.* Readings in the institutions, ideas and character of the American economy from the colonial era to the present, with special emphasis on issues of economic growth and development, class conflicts, technological innovations and the strategies and structures of American enterprise.

**HIST 579. Colloquium in U.S. Cultural History (3)**

*Prerequisite: Graduate standing or instructor consent.* By examination of various aspects of 19th and 20th century U.S. cultural history, this course considers the ways in which different individuals and groups have exercised cultural influence in American life. Areas of focus include the role of race, gender, region, religion and class in shaping cultural production, and an exploration of the issue of cultural power (i.e., who defines “acceptable” and “authentic” culture?).

**HIST 581. Colloquium in the American West (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed readings focusing on American expansion into the trans-Mississippi West.

**HIST 583. Colloquium in U.S. Political History (3)**

*Prerequisite: Graduate standing or instructor consent.* Historiographical readings focusing on major themes in U.S. political history. Possible topics include U.S. reform movements, left- and right-wing radicalism, the politics of anti-communism and the presidency.

**HIST 584. Colloquium in the U.S. in the 1980s (3)**

*Prerequisite: Graduate standing or instructor consent.* Examination of major topics in U.S. history in the 1980s relating to the presidency of Ronald Reagan. Emphasis on reading and discussion of the available memoir literature, secondary interpretations and historiography and use of the exhibits, resources and conferences held at the Ronald Reagan Presidential Library in Simi Valley. Course is followed in the Spring semester by HIST 674, which involves the preparation of a research paper based in part on the use of the records of the Reagan Presidential library. Students wishing to take the Spring seminar devote some attention to the selection of a research topic while preparing the secondary reading for the course.

**HIST 585. Colloquium in U.S. Southern History (3)**

*Prerequisite: Graduate standing or instructor consent.* Readings in history of the American South from the colonial era through modern times, with special emphasis on issues of regional identity, class and race relations, slavery, popular culture, regional politics and the continuity of southern culture.

**HIST 586. Colloquium in U.S. Women and Gender History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed readings on selected topics in the history of women and gender in American society from colonial times to the present.

**HIST 588. Colloquium in California History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed readings focusing on selected topics in the history of California, from pre-European settlement to the present.

**HIST 590. Colloquium in the Asian History (3)**

*Prerequisite: Graduate standing or instructor consent.* Directed readings focusing on specific areas of Asia, from ancient times to the present.

**HIST 595A-Z. Experimental Topics Courses (3)****HIST 596A-Z. Selected Topics (3)****HIST 601. Theory and Historiography (3)**

*Prerequisite: Classified standing.* Sophisticated, graduate-level introduction to history as a discipline. Surveys the development of history as a discipline, examines the various genres of historical writing, explores issues and problems of historical interpretation, and considers the how historians use theoretical models from other disciplines to shape their work. Readings include seminal works by major historians.

**HIST 610. Research Seminar in Ancient Greek History (3)**

*Prerequisite: Classified standing.* Focus on ancient Greek history from Solon to Demosthenes. Topics include Athenian democracy, the Persian and Peloponnesian Wars, Sparta, social and intellectual history, Greek historians and modern historiography.

**HIST 611. Research Seminar in the Roman Republic (3)**

*Prerequisite: Classified standing.* Research seminar focusing on the late Roman Republic from the Gracchi to the victory and consolidation of power by Emperor Augustus. Topics include the dynamics of Roman politics, the role of the intellectual, private and public life; town and country; women; the Roman mob; whether there was a revolution in Rome; and the image and reality of leading Roman political figures.

**HIST 612. Research Seminar in the Roman Empire (3)**

*Prerequisite: Classified standing.* Seminar on the Roman Empire from the Julio-Claudians to the fall of the empire in the West. Topics include social, political and intellectual history, the rise of Christianity, the transformation of the empire, theories about the fall of Rome and studies of individual historians of the period.

**HIST 620. Research Seminar in the Middle Ages (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on selected topics in western European, Iberian, Byzantine, and/or Mediterranean history during the period between the fall of Rome and the Renaissance.

**HIST 630. Research Seminar in World History (3)**

*Prerequisite: Classified standing.* In addition to discussing the methodological issues involved in studying and researching world history, each student writes an original, primary source-based research paper on a topic in world history that is trans-national, regional or comparative in focus.

**HIST 640. Research Seminar in Early Modern European History (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on selected topics in European history from the Renaissance through the Napoleonic period.

**HIST 641. Research Seminar in Modern European History (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on selected topics in European history since the French Revolution.

**HIST 642. Research Seminar in Modern European Cultural and Intellectual History (3)**

*Prerequisite: Classified standing.* Research seminar dealing with cultural and intellectual trends in Europe since the Enlightenment, set in broad historical context. After some common readings by the entire class, each student makes a presentation on a chosen topic and writes a research paper that can be in the history of ideas, literature, the arts, or ideology in socio-political or cultural context (e.g., "The Roots of the Nazi Mind," "Hegel and the French Revolution," "Wagner and the Anti-Semitic Imagination," "Nietzsche and Postmodernism," "The Spanish Civil War as a Lab of Applied Ideology," "The Fall of the Berlin Wall: The End of History?," "The End of Humanism in an Age of Genetic Engineering and the Internet").

**HIST 645. Research Seminar in Nazi Culture (3)**

*Prerequisite: Classified standing.* Students write a research paper and make an oral presentation that examines Weimar Culture, especially its avant-garde expressions; Nazi ideology, organizations and cultural policy, focusing on the arts, literature, film, the media and education; and/or German culture in American exile. The class also considers the question of Nazi culture as reactive to modernism, or as an expression of modernism or post-modernism. Students should consider the availability of primary materials in local archives such as CSUN, the Archives of American Art, LACMA, the Getty Center, The Museum of Tolerance, UCLA Film Archives and the Library of the Academy of Motion Pictures.

**HIST 646. Research Seminar in Denazification and the Legacy of the Holocaust (3)**

*Prerequisite: Classified standing.* Research seminar focusing on the history of the Third Reich, efforts to change German culture in the wake of World War II and the implications and memories of the Holocaust for Germany and other countries. May include a research trip to archives in Washington, D.C., such as the National Archives, the Library of Congress and the National Holocaust Memorial Museum. Students who read German are guided into German records; others focus on American records relating to German topics, such as the OSS, denazification, the Nuremberg trials and the post-war occupation (OMGUS).

**HIST 660. Research Seminar in Latin American History (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on topics in the history of Mexico, Central and South America and the Caribbean. Students will conduct an in-depth examination employing original (primary) sources on a specific problem or issue in the history of Latin America.

**HIST 671. Research Seminar in Colonial American History (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on selected topics in American history prior to the American Revolution.

**HIST 672. Research Seminar in Early National U.S. History (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on selected topics in American history from the Revolution to the Civil War.

**HIST 673. Research Seminar in the Civil War and Reconstruction (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on selected topics in the history of the Civil War and its immediate aftermath.

**HIST 674. Research Seminar in Recent U.S. History (3)**

*Prerequisite: Classified standing.* Research seminar concentrating on the U.S. in the 1980s. Students focus on a specific topic within this period or closely related to it that is suitable for primary-source research that can be done at the Ronald Reagan Presidential Library in Simi Valley, the Oviatt Library or other local archives. The main requirement is the preparation of a seminar paper of approximately 25 pages in length.

**HIST 675. Research Seminar in Southern History (3)**

*Prerequisite: Classified Standing.* Students conduct an in-depth examination employing original (primary) sources relating to a problem or issue of Southern culture, economic, intellectual, or political history from the colonial era to modern times.

**HIST 676. Research Seminar in U.S. Economic History (3)**

*Prerequisite: Classified standing.* Students conduct an in-depth examination employing original (primary) sources relating to a problem or issue in American economic, business or labor history from the colonial era to modern times.

**HIST 681. Research Seminar in the U.S. West (3)**

*Prerequisite: Classified standing.* Students conduct an in-depth examination employing original (primary) sources relating to a problem or issue in the history of the U.S. West.

**HIST 690. Research Seminar in Asian History (3)**

*Prerequisite: Classified standing.* Research seminar dealing with specific areas of Asia, from ancient times to the present.

**HIST 693. Directed Research (3-3)****HIST 694. Practicum for Teaching Assistants (3)**

*Prerequisite: Classified standing.* Working under the close supervision of Departmental faculty and assigned to a specific undergraduate History course, students gain experience in creating assignments, grading papers and exams, leading discussion and review sessions, and giving lectures. Students have the opportunity to discuss issues and problems in teaching. May be repeated once for credit.

**HIST 695A-Z. Experimental Topics Courses (3)****HIST 697. Comprehensive Examinations (3)**

This course consists of 2 written examinations taken during or following the semester in which students complete all their other requirements for the Degree, including 30 units of course work. Students may register for this course only once.

**HIST 698. Thesis (3)**

Students may enroll after they have completed 30 units of course work and had their formal program approved. Students work on their thesis and take the written Proficiency Exam in their second area of study. Students have a 2-year limit in which to finish their thesis from the time they enroll in this course.

**HIST 699A-C. Independent Study (3)**



# Human Sexuality

College of Social and Behavioral Sciences

Sierra Tower (ST) 612

(818) 677-6898

[www.csun.edu/csbs](http://www.csun.edu/csbs)

*Coordinators:*

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*Program Committee*

Eli Bartle, (Social Work), James Bracy (Pan African Studies), Luciana Lagana (Psychology)

**Interdisciplinary Program**

**Minor in Human Sexuality**

## The Minor

The Interdisciplinary Minor in Human Sexuality is offered by the College of Social and Behavioral Sciences. The Minor serves students with a special interest in this area because of its relation to their career plans (in counseling, teaching, scholarly research, etc.) as well as those who wish to take courses in this area as part of their liberal arts education. The Minor also serves professionals who wish to augment present knowledge and skills in the area of human sexuality. Many courses in the program satisfy requirements or may be used as electives in several majors as well as in the Human Sexuality Minor.

Where individual Departments have prerequisites to Upper Division courses, students who have not fulfilled the prerequisites must gain consent of the instructor.

## Academic Advisement

Students declaring the Minor should consult with one of the Minor Coordinators.

## Requirements for the Minor

### 1. Lower Division (6 units)

|      |     |   |
|------|-----|---|
| BIOL | 241 | Human Pregnancy and Embryology (3)        |
| SOC  | 230 | Introduction to Human Sexual Behavior (3) |

### 2. Upper Division

*(Note: When and if experimental courses are offered, the Program*

*Coordinator will consider those appropriate for inclusion in the Minor.)*

### 5 of the following (15 units):

|        |      |   |
|--------|------|---|
| ANTH   | 308  | Women, Sex Roles and Culture (3)                                    |
| ENGL   | 372  | Eroticism in Literature (3)   |
| FCS    | 340  | Marriage and Family Relations (3)                                   |
| FCS    | 441  | Human Sexuality and Sexual Dysfunction (3)                          |
| HIST   | 351  | History of Sexual Behavior (3)                                      |
| PHIL   | 303  | Sexual Ethics (3)   |
| PSY    | 421J | Workshop in Development Sexuality (1)                               |
| PSY    | 421M | Conflict Resolution in Intimate Relations (1)                       |
| PSY    | 421N | Workshop in Human Sexuality   |
| PSY    | 452  | Contemporary Issues in Human Sexuality (3)                          |
| PSY    | 453  | Psychological Aspects of Human Sexuality (3)                        |
| SOC    | 324  | Sociology of Sex and Gender (3)                                     |
| SOC    | 456  | Proseminar on Sexual Disorders (3)                                  |
| SOC    | 451  | Sociological Aspects of Human Sexuality (3)                         |
| SOC    | 452  | Sociology of Lesbian, Gay, Bisexual and Transgender Communities (3) |
| PSY    | 498  | Practicum in Psychology (3)   |
| or SOC | 498  | Field Study (3)   |
| or FCS | 494  | Supervised Field Study (3)  |
|        |      | (See Department of Sociology for substitutions and waivers)         |

|  |           |
|--|-----------|
| <b>Total units Required for the Minor:</b> | <b>21</b> |
|--|-----------|

# Humanities Programs

## College of Humanities (Undergraduate)

**Coordinator:** Michael Neubauer

**Education (E) 100**

**(818) 677-3300**

[www.csun.edu/humanitiesprogram](http://www.csun.edu/humanitiesprogram)

### Interdisciplinary Programs

Undergraduate:

**B.A., Humanities**

**Minor in Humanities Interdisciplinary Studies**

### The Major

The B.A. Degree Program in the Humanities offers students the opportunity to study diverse strands of human thought and culture. In devising their own plan of study, Humanities majors, working in close consultation with faculty advisors, can prepare for graduate studies in the Humanities, in specific humanities-related disciplines or cultural studies, train for a career where a broad humanistic understanding is appropriate and/or desirable, or acquire self cultivation through interdisciplinary study.

### Mission Statement

The Humanities Interdisciplinary Program offers an individualized, interdisciplinary and integrated course of study that prepares students to become engaged global citizens. The Humanities Interdisciplinary Program enables students to develop a critical understanding of cultural studies as the articulation between culture, political economy, discourse and representation.

### Careers

“Humanities graduates are much less likely to be victims of technological unemployment than someone who has learned only specific skills”—Northrop Frye. A humanities graduate is a college-educated individual who can analyze and solve problems, write and speak well, learn new information quickly and work well with others on a team. Employers value graduates with critical-thinking skills and those who have learned not what to think, but how to think.

The flexibility to adapt in the constantly evolving career marketplace and to work successfully in a multicultural environment is valued in a wide range of career fields, including advertising, banking, education, foreign service, insurance, international commerce, journalism and labor relations, as well as social service fields like law, library science, literature, lobbying, public relations, publishing and editing, radio and TV journalism, sales, teaching, technical writing, tourism, and translation and interpretation. A humanities education also provides excellent preparation for graduate study in such fields as Area Studies, Law, Library Science, Literature, Cultural Studies, or Journalism.

### Academic Advisement

Humanities majors are urged to consult with an advisor each semester. Contact the Liberal Studies Office at (818) 677-3300. Contact the Tseng College of Extended Learning (818) 677-2786 or Sharon Klein (818) 677-0912 for information about the M.A. Degree Program.

### Student Learning Outcomes of the Undergraduate Program

At the end of their program of study, students will have achieved high levels of competence in the following areas:

1. Knowledge of the diversity of world cultures;
2. Ability to draw on the insights of various Humanities and Humanities-related disciplines;
3. Knowledge of and ability to apply cultural theory;
4. Ability to write effective analysis of multiple forms of cultural expression and creativity; and
5. Ability to define a precise research project, choose an appropriate methodology, articulate clear analytical goals and achieve those goals.

### Requirements for the B.A. Degree in Humanities

In the first semester of students' junior year, they will draw up a proposed course of study. This document, prepared in consultation with an advisor and kept on file in the Program Office, will describe a student's goals in the program and planned avenues for achieving them. This document also will represent the initial step toward the generation of a thesis proposal, which will be required during the first semester of the senior year. All Humanities majors must write an interdisciplinary thesis or develop a senior project as part of their course of study, usually in their final semester before graduation.

#### 1. Lower Division Required Courses (15 units)

|     |     |                                    |
|-----|-----|------------------------------------|
| ART | 112 | Survey of Non-Western Arts (3)     |
| HUM | 101 | Forms and Ideas in Humanities (3)  |
| HUM | 105 | Cultural Eras in Humanities I (3)  |
| HUM | 106 | Cultural Eras in Humanities II (3) |
| MUS | 105 | Music Appreciation (3)             |

#### 2. Upper Division Required Courses (9 units)

|     |     |   |
|-----|-----|---|
| HUM | 391 | Junior Seminar in Humanities (3)  |
| HUM | 491 | Senior Seminar in Humanities (3)  |
| HUM | 497 | Interdisciplinary Thesis (3) or substitution by a Liberal Studies advisor |

#### 3. Upper Division Electives (21 units)

##### A. History, Theory and Methodologies Courses (6 units)

Choose at least 2 of the following courses in intellectual history, cultural theory and critical methodologies. (Check the Catalog for prerequisites):

|      |     |   |
|------|-----|---|
| ART  | 315 | Perspectives in Art History (3)                         |
| CHS  | 351 | Survey of Mexican Philosophical Thought (3)             |
| COMS | 301 | Performance, Language and Cultural Studies (3)          |
| COMS | 356 | Intercultural Communication (3)                         |
| COMS | 360 | Communication and the Sexes (3)                         |
| ENGL | 436 | Major Critical Theories (3)                             |
| ENGL | 438 | Critical Approaches to Literature (3)                   |
| GWS  | 301 | Feminist Theories and Methods (3)                       |
| HIST | 303 | Themes in Western Civilization Before 1500 (3)          |
| HIST | 304 | Themes in Western Civilization After 1500 (3)           |
| JS   | 300 | Humanities in Jewish Society (3)                        |
| MUS  | 307 | Music from a Global Perspective (3)                     |
| MUS  | 310 | Understanding World Cultures Through Music (3)          |
| PAS  | 386 | African-American Philosophical Thought (3)              |
| PHIL | 301 | Moral Problems in Contemporary Society (3)              |
| PHIL | 343 | Indian Philosophy (3)                                   |
| PHIL | 344 | Chinese Philosophy (3)                                  |
| PHIL | 345 | Social Philosophy (3)                                   |
| RS   | 356 | Contemporary Religious Thought (3)                      |
| SPAN | 307 | Introduction to the Analysis of Hispanic Literature (3) |

**B. Individual Course of Study (15 units):** In fulfilling their proposed course of study and in consultation with an advisor, students must complete 15 Upper Division units, drawn from at least 3 of the following Departments (at least 1 of which must be AAS, CHS or PAS): Art, Asian American Studies, Chicana/o Studies, Cinema and Television Arts, English, Modern and Classical Languages and Literatures, History, Jewish Studies, Linguistics, Music, Pan African Studies, Philosophy, Religious Studies, Communication Studies, Theatre and Gender and Women's Studies. Up to 6 units of credit may be earned through Independent Study. HUM 391 and 491 may be repeated once each for credit. Only 1 Upper Division course used in fulfilling any aspect of the major may be double-counted for GE credit.

|  |    |
|--|----|
| Total Units Required for the B.A. Degree | 45 |
|--|----|

### Minor in Humanities

#### 1. Lower Division Required Courses (9 units)

|     |         |                                   |
|-----|---------|-----------------------------------|
| HUM | 101     | Forms and Ideas in Humanities (3) |
| HUM | 105/106 | Cultural Eras in Humanities (3/3) |

#### 2. Upper Division Required Courses (6 units)

|     |     |                                  |
|-----|-----|----------------------------------|
| HUM | 391 | Junior Seminar in Humanities (3) |
| HUM | 491 | Seminar in Humanities (3)        |

#### 3. Upper Division Electives (9 units)

One intellectual history, theory and methodologies course from the list above (3 units).

Two other courses from the Departments on the list above. HUM 391 and 491 also may be repeated once each for credit (6 units).

|                          |    |
|--------------------------|----|
| Total Units in the Minor | 24 |
|--------------------------|----|

### Course List

#### HUM 101. Forms and Ideas in Humanities (3)

*Prerequisite:* EPT score of 151 or higher or completion of the Lower Division writing requirement. Introductory course provides instruction in the interdisciplinary analysis and interpretation of meaning in art, music and literature, and in the understanding of philosophical ideas in their own right and as they influence styles and themes in works of art. (Available for General Education, Arts and Humanities.)

#### HUM 105. Cultural Eras in Humanities I (3)

*Prerequisite:* EPT score of 151 or higher or completion of the Lower Division writing requirement. Interdisciplinary study of major eras of humanistic development from the ancient world to the 15th century through representative works of visual art, architecture, music, philosophy, religion and oral and written literature. (Available for General Education, Arts and Humanities.)

#### HUM 106. Cultural Eras in Humanities II (3)

*Prerequisite:* EPT score of 151 or higher or completion of the Lower Division writing requirement. Interdisciplinary study of major eras of humanistic development from the 16th to 20th century through representative works of visual art, architecture, film, music, philosophy, religion and oral and written literature. (Available for General Education, Arts and Humanities.)

#### HUM 296A-Z. Experimental Topics Courses in Humanities (1-3)

#### Upper Division

#### HUM 391. Cultural Theories and Methodologies (3-3)

*Preparatory:* HUM 105 or 106. Intensive interdisciplinary study of an age, movement, problem or theme, with emphasis on the practices and methodologies of interdisciplinary study. The topic of the seminar varies. (Cross listed with FLIT 391.)

#### HUM 396A-Z. Experimental Topics Courses in Humanities (3)

#### HUM 491. Capstone Seminar (3)

*Preparatory:* HUM 391 or FLIT 391; At least one course in intellectual history, cultural theory or critical methodologies. Intensive interdisciplinary study of an age, movement, problem or theme, with emphasis on the application of cultural theory in interdisciplinary study. The topic of the seminar varies. (Cross listed with FLIT 491 and LRS 491.)

#### HUM 496A-Z. Experimental Topics Courses in Humanities (3)

#### HUM 497. Humanities Thesis (3)

*Prerequisites:* Senior standing; Permission of Humanities advisor. Writing of an interdisciplinary thesis or Senior Project on an approved topic under the supervision of a member of the faculty. Consult with the Humanities advisor as to form, length and other requirements.

#### HUM 498. Tutorial in Humanities (3-3)

Reading and discussion in a specific field or on a specific topic in a small group. May be repeated once for credit. Regular written assignments are required.

#### HUM 499ABC. Independent Study (1-3)

### College of Humanities in Collaboration with the Tseng College (Graduate)

#### Academic Lead: Sheena Malhotra

Jerome Richfield (JR) 340C

(818) 677-7217

<http://tsengcollege.csun.edu/programs/HUMA>

#### Interdisciplinary Programs

Graduate:

M.A., Humanities

#### Requirements for the M.A. in Humanities

The purpose of the Masters Program in Humanities is to provide reflective mid-career adults with the opportunity to deepen their understanding of the power and nature of the ideas that animate interaction between and among cultures in today's world, including clashes and collaborations. The program focuses not only on the nature and construction of these ideas and on their play in the world, but also both on the methods and components of critical reflection and the practical implications of such reflection and on the deeper understanding it can lead to in the everyday social, political and moral decisions of the participants. Importantly, this student cohort will discover and explicitly address the role(s) of language in representing and shaping our understanding of these ideas—even of the ideas themselves—and in representing and defining our individual and collective identities.

#### Student Learning Outcomes of the Graduate Program

1. Understand the origins and transformations of worldviews ("big ideas") as they move through different social, historical and cultural contexts.
2. Discover how ideas and values from the past inform our present expectations, practices and policies, both explicitly and implicitly.
3. Analyze and develop the skills to "step out of" one's worldview and question assumptions about self, society and others.
4. Refine skills in critical thinking, reading, speaking and writing across a variety of disciplines in the liberal arts.
5. Refine the skills of close, context-sensitive reading that makes visible the form, structure and rhetorical function of texts and artifacts in a variety of genres and media.

6. Develop the skills to apply the theory and methodology appropriate to the liberal arts.

### Required Courses

|      |     |  |
|------|-----|--|
| HUMA | 501 | Gateway Seminar (3)                            |
| HUMA | 510 | The Sacred (3)                                 |
| HUMA | 520 | The Self: Body and Mind (3)                    |
| HUMA | 530 | The Family and Ages of Life (3)                |
| HUMA | 600 | Identity, Meaning and Culture (3)              |
| HUMA | 610 | Mental Mapping: Space, Place and Geography (3) |
| HUMA | 620 | Science and Magic (3)                          |
| HUMA | 630 | Nation and Empire, Law and Government (3)      |
| HUMA | 640 | Norms and Knowledge (3)                        |
| HUMA | 650 | Capstone: The Good Life (3)                    |
| HUMA | 697 | Directed Comprehensive Studies (3)             |

|   |           |
|---|-----------|
| <b>Total Units Required for the M.A. Degree</b> | <b>33</b> |
|---|-----------|

### Course List

#### HUMA 501. Gateway to the Humanities (3)

This first course in the Humanities Masters Degree Program introduces students to the interdisciplinary area referred to as “the humanities.” Students will read and work in subfields, developing knowledge and overall understanding about the range of subject matter in the humanities—as well as the conversations about its traditions and evolution—and about the methods of inquiry that characterize it.

#### HUMA 510. The Sacred (3)

An examination and critique of the idea that there is a “sacred.” Exploring influential concepts of the sacred, the course analyzes some representative historical efforts to institutionalize the sacred in symbols, myths, rituals and spaces that influence people’s lives and choices. Finally, the course analyzes 2conflicting trends of the present day: on the one hand, efforts to recover a more authentic sacred by cutting loose from institutional religion; and, on the other hand, efforts to use institutional religion as a base for revolutionary social change.

#### HUMA 520. The Self: Body and Mind (3)

This is a course introducing students in the Humanities Master’s Program to the history of ideas focusing fundamentally on the study of ourselves, our bodies and our minds from a variety of perspectives. Students will consider conceptualizations of the body, conceptualizations of the mind (psyche, spirit, soul, animus/a), and conceptualizations of the relationship between body and mind.

#### HUMA 530. Family and Life Cycle (3)

Through the lenses of literature, art, philosophy and history, the fourth course explores the nature and place of family and the lifecycle in a human’s sense of self, identity, values and understanding of life’s purpose, understanding these in part as cultural constructions that vary according to historical time and geographic place.

#### HUMA 600. Identity, Meaning and Culture (3)

This course will address the manner in which culture creates meaning by examining texts from literature, film, philosophy, cultural studies and ethnic studies. The starting concept will be that culture produces ideas and that ideas are linked to power struggles. Culture is a field of contending ideas and historical contingencies, and the task will be to examine it in the arenas of its historical expression.

#### HUMA 610. Space, Place and Geography: Mental Mapping (3)

This course examines how the conceptualization of space and place have contributed to a variety of different cultural understandings of the human condition. The course looks at the conceptions underlying the creation and representation of space and the role of landscape in determining the human condition. The course attempts to assess

why differing conceptions of space have led to changes and conflicts in and between societies, whether through internal diachronic change or through contact between different cultures.

#### HUMA 620. Science and Magic (3)

In this course, the focus of the humanities lens is on the putative divisions between what is defined as “science” and what is seen as “magic” in studies of human inquiry and discovery. The present course foregrounds the old and continuing tensions between ideas referred to as magical on the one hand and scientific on the other and of how such divisions originate and operate both within and across cultures. At stake is our understanding of the question of how epistemic authority creates these categories—whether or not it favors such binary oppositions in general and why—and of how such boundaries shift both in individual and cultural realms. Because each contributes to the shaping of our inquiries and understanding about the world(s) around us, it seems critical to examine how the very categories themselves develop and what the function of such divisions are, within and across cultures.

#### HUMA 630. Nation and Empire, Law and Government (3)

This course examines the formation of the modern nation-state in 17th and 18th century Europe. Exploring the origins of nation-states in ethnic, linguistic, cultural and other identities and the principles that hold them together (e.g., moral, religious and legal systems), the course will focus in particular on how they are constructed or problematized textually through art, literature and philosophical critique. The course will include extensive analysis and critical evaluation of the impact of the modern state on other societies, with particular attention to colonialism, imperialism and globalization. The course will end with a discussion of precursors, successors and alternatives to the nation-state as a form of political organization.

#### HUMA 640. Norms and Knowledge (3)

This course will examine questions of knowledge, norms and values as they are represented in philosophy, literature, religion and cultural studies. It traces the development and transformation of these norms and considers the manner in which ideas and ways of knowing change with time and across cultures and different forms of representation. It examines how knowledge is defined and constructed by particular societies and cultures, as well as how knowledge is characterized, configured and reconfigured by social groups, institutions and individual thinkers and artists.

#### HUMA 650. Capstone: The Good Life (3)

The final course reflects on the programmatic theme, captured in Socrates’ dictum that “The unexamined life is not worth living.” HUMA 650 is an examination of and reflection on that which may matter in order to live a good life, with special emphasis on how particular worldviews (specially those the participants’ might identify as their own) may contribute to shape both what we perceive to be the good life and the means we should adopt in order to attain it. This is the Capstone course for the M.A. in the Humanities Program.

#### HUMA 697. Directed Comprehensive Studies (3)

*Prerequisite: Graduate standing.* Comprehensives are completed during or following the semester in which students complete all of the requirements for the Degree. Here, students will work toward the completion of the Comprehensive Experience, which will be developed with the teaching faculty. (Credit/No Credit only)

#### HUMA 699. Graduate Independent Study (3)

*Prerequisites: Consent of instructor; Consent of Director of the Graduate Program; Consent of Department Chair.* Maximum of 3 units may be applied to the student’s program. May be substituted for one course with Program Director’s permission.

# Jewish Studies

## College of Humanities

**Coordinator:** Jody Myers  
**Office of Interdisciplinary Studies**  
**Sierra Hall 194**  
**(818) 677-6762**  
**www.csun.edu/jewish.studies**

### Program Committee

Jeffrey Auerbach (History), Dorothy G. Clark (English), Terry Hatkoff (Sociology), Jody Myers, Coordinator (Religious Studies), Cheryl Spector (English)

### Programs

Undergraduate:

- B.A., Modern Jewish Studies**
- Minor in Jewish Studies**

### The Major

The Bachelor of Arts in Modern Jewish Studies provides an interdisciplinary examination of Jews and Judaism in terms of the interactions of culture, history and religion during the last 300 years. The courses in the Major explore the modern Jewish experience in multiple geographical settings and include language study.

### The Minor

The Minor in Jewish Studies offers courses in the culture and history of the Jewish people. The approach is interdisciplinary and examines Jewish literature, art, religious thought, history and social attitudes and behavior. Many courses in the program satisfy General Education requirements or may be used as electives in several majors.

### Scholarships and Awards

The Jewish Studies Major and Minor Awards, Matador Scholarships, and the Jewish Studies Essay Contest Prize.

### Careers

The Jewish Studies Major and Minor are particularly suitable for those preparing to enter the fields of education, administration, psychology or counseling. Completion of the Minor or Major will be advantageous for acceptance to graduate schools offering advanced academic training (Ph.D. programs in Jewish Studies and allied areas), as well as for acceptance to graduate programs offering professional degrees that are necessary for advanced positions in Jewish education, social-welfare agencies and administration. Completion of the Major or Minor will offer a hiring advantage for positions in the Jewish community in the area of teaching, administration and social-welfare agencies.

### Academic Advisement

Contact Program Coordinator Jody Myers at (818) 677-6762 to schedule an appointment.

### Student Learning Outcomes of the Undergraduate Program

Students majoring in Jewish Studies will have an appreciation and understanding of the major events and cultural features of Jewish life in different international settings from 1600 to the present. Students will be able to:

1. Define and analyze significant Jewish religious beliefs, ethics, religious practices, philosophies and cultural expressions;
2. Demonstrate an ability to speak, comprehend and write Modern Hebrew at an elementary level;
3. Identify the major events of modern Jewish history and articulate the internal (within the Jewish community) and external (outside of the Jewish community) forces that lead up to and shaped these events; and

4. Describe the principal social contours of modern Jewish communities and families and give examples of the complex and multifaceted forms of modern Jewish identity.

### Student Learning Outcomes of the Minor

Students Minor in Jewish Studies will be able to identify major themes, characters, literary works and events of Jewish life in different international settings and in different historical periods. A Jewish Studies Minor will be able to articulate the significant interactions between Jewish culture and the surrounding cultures over time, as well as the changes within the Jewish community and describe Jewish cultural developments as a function of a dynamic created by political, economic and cultural forces.

### Requirements for the Bachelor of Arts Degree

*A course may be used only once within the Major.*

#### 1. Required Courses

##### Introductory Course (3 units)

JS 200 Introduction to Judaism (3)

*This course will count toward 3 units of the General Education requirement in Arts and Humanities.*

##### Language Area (4 units)

HEBR 102 Elementary Hebrew II (4)

##### Culture and Society Area (9 units)

JS/GWS 330 Women in the Jewish Experience (3)

SOC 306 Jewish Communal and Family Structure (3)

SOC 335 Jewish Identity in America (3)

RS 476 Modern Jewish Thought (3)

##### History Area (9 units)

HIST/JS 210 History of the Jewish People (3)

HIST 356 Antisemitism in Europe (3)

HIST 357 History of the Holocaust (3)

HIST 406 Jews in the Ancient World (3)

HIST/JS 409 Jews in the Modern Era (3)

RS 378 American Jewish Experience (3)

##### Religion and Thought Area (9 units)

RS 377 The Holocaust: Religious Responses (3)

RS 379 Zionism: Religious and Secular (3)

RS 320 Hebrew Bible (3)

or RS 375 Classical Judaic Texts (3)

RS 476 Modern Jewish Thought (3)

RS 356 Contemporary Religious Thought (Jewish Studies section) (3)

##### Capstone Course (3 units)

JS 499C Independent Study (3)

#### 2. Electives (6 units)

Students may take courses on another campus only if they are not offered on the home campus.

ENGL 371 Issues in Jewish American Writing (3)

HEBR 101 Elementary Hebrew I (4)

JS/GWS 330 Women in the Jewish Experience (3)

JS 300 Humanities in Jewish Society: Ancient and Medieval (3)

JS 390CS Service Learning in the Jewish Community (3)

JS 499C Independent Study (3)

RS 310 Religion and Literature (Jewish Studies section) (3)

RS 320 Hebrew Bible (3)

RS 375 Classical Judaic Texts (3)

SOC 335 Jewish Identity in the U.S. (3)

**Total Units Required for the B.A. Degree**

**120**

**Minor in Jewish Studies****1. Required courses:****Judaism (3 units)**

JS 200 Introduction to Judaism (3)

**Ancient and Medieval Era (3 units)**

JS 300 Humanities in Jewish Society: Ancient and Medieval (3)

**Modern Era (3 units)**

RS 476 Modern Jewish Thought (3)

**American Jewish Life (3 units)****Choose 1 of the following courses:**

ENGL 371 Issues in Jewish-American Writing (3)  
 SOC 335 Jewish Identity in the United States (3)  
 RS 378 American Jewish Experience (3)

**2. Lower Division Elective (3 units)****Choose 1 of the following courses:**

HEBR 102 Elementary Hebrew II and Lab (4)  
 HIST/JS 210 History of the Jewish People (3)  
 RS 101 The Bible (3)

HEBR 101 is prerequisite to HEBR 102, but students with a background in Hebrew may be admitted to HEBR 102 with instructor consent.

**3. Upper Division Electives (6 units)****Choose 2 of the following courses:**

HIST 356 Antisemitism in Europe (3)  
 HIST 406 Jews in the Ancient World (3)  
 JS/GWS 330 Women in the Jewish Experience (3)  
 JS 390CS Service Learning in the Jewish Community (3)  
 RS 310 Religion and Literature (Jewish Studies section) (3)  
 RS 320 The Hebrew Bible (Old Testament) (3)  
 RS 375 Classical Judaic Texts (3)  
 RS 377 The Holocaust: Religious Responses (3)  
 RS 379 Zionism: Religious and Secular (3)  
 SOC 306 Jewish Family and Social Structure (3)

Independent study or another course with prior approval of Coordinator.

|                                 |              |
|---------------------------------|--------------|
| <b>Total Units in the Minor</b> | <b>21-22</b> |
|---------------------------------|--------------|

**Course List****JS 151. Natural Environment in Judaism (1)**

Corequisite: RTM 151F. An examination of teachings on the natural environment found in Jewish literature and oral teachings, with an emphasis on values and practices related to respect for natural life and environmental conservation. Arranged wilderness field trips are required.

**JS 200. Introduction to Judaism (3)**

*Preparatory: Completion of the Lower Division writing requirement.* Study of the elements of religion—especially myth, ritual, concepts of the sacred and profane, and types of religious authority—and how these are expressed within Judaism. Judaism's concepts and practices are examined historically, with a focus on their interaction with other religions and with the secular, pluralistic culture of the modern world. Regular written assignments are required. (Available for General Education, Arts and Humanities.)

**JS 210. History of the Jewish People (3)**

Study of the Jewish people from their beginning in the ancient Near East to the establishment of the modern state of Israel. (Cross listed with HIST 210) (Available for General Education, Comparative Cultural Studies.)

**JS 300. Humanities in Jewish Society: Ancient and Medieval (3)**

*Preparatory: Completion of Lower Division writing requirement.* Study of ancient and medieval Jewish culture examining literature, art and

architecture, law, music, philosophy and science. Their distinctive genres, styles, methods of inquiry and creative processes are examined, as are the links between these areas of Jewish culture and their contribution to and dependence on similar expressions in non-Jewish cultures. Regular written assignments are required. (Available for General Education, Arts and Humanities.) (IC)

**JS 318. Jewish Ethics and Society (3)**

*Prerequisite: Completion of lower-division writing requirement.* An investigation of Jewish social ethics using social-scientific methods from history and sociology. Students learn how ethical positions change over time and interact with their particular social, economic and cultural environments. Examples are taken from biblical, rabbinic, Ashkenazic and Sephardic sources. Topics include ethics of business, war and conflict, medical ethics, social welfare and philanthropy, and discrimination and the "other." (Available for General Education: Social Sciences.)

**JS 330. Women in the Jewish Experience (3)**

*Preparatory: Completion of Lower Division writing requirement.* Examines a minority culture—women in Jewish communities from antiquity to the present. Course perspective is international, with significant focus on Mediterranean, West Asian and African Jewish societies. Contemporary topics such as sexuality, creative ritual, Israeli/Palestinian politics, and body image also are discussed. (Cross listed with GWS 330.) (Available for General Education, Comparative Cultural Studies.)

**JS 390CS. Service Learning in the Jewish Community (3)**

*Prerequisite: Instructor consent. Preparatory: Completion of Lower Division writing requirement.* Work experience in Jewish schools, synagogues, social welfare or political organizations. Faculty supervisor assists students in obtaining appropriate work placements. Work experience is complemented by academic study and written assignments offers a community service opportunity with service learning activities relating to concepts and theories presented. Requires 100 hours of community-based field work. (Available for General Education, Lifelong Learning.)

**JS 409. History of the Jews in the Modern Era (3)**

A history of the Jewish people from the 17th century to the present. Principal themes include the transformation of the traditional community, the changes in Jews' political status, the emergence of modern antisemitism, and ethnic and gender distinctions within Jewry. (Cross listed with HIST 409.)

**JS 486J. History of the Jews in the United States (3)**

Explores the social, cultural, economic and political history of Jewish people in the U.S. from the colonial era to the present, and the relevance of this history to American culture today. Available for graduate credit. (Cross listed with HIST 486J.)

**JS 495A-Z. Selected Topics in Jewish Studies (3)**

In-depth study of a selected theme or issue in Jewish Studies. Topics will change from semester. Critical writing and reading is required. This course may serve as the capstone experience for the B.A. Degree in Modern Jewish Studies. Available for graduate credit.

**S 496A-Z. Experimental Topics in Jewish Studies (3)**

Experimental courses may be found in the Schedule of cClasses.

**JS 499A-C. Independent Study (1-3)****JS 546. The Holocaust and Genocide for Educators (3)**

An overview of the Holocaust and the concept of genocide, with a focus on the analysis and evaluation of varied resources for educators, including film, photographs, literature, art, music, documents and other primary source materials. (Cross listed with HIST 546.)

**JS 699A-C. Independent Study (1-3)**

Investigation of a significant problem in Jewish studies. Project selected in conference with faculty sponsor and with approval of the Program Coordinator.

# Journalism

Mike Curb College of Arts, Media, and Communication

**Chair: Linda Bowen**  
**Manzanita Hall (MZ) 210**  
**(818) 677-3135**  
[www.csun.edu/journalism/](http://www.csun.edu/journalism/)

## Staff

Virginia Avila, Blasco Felipe, Lincoln Harrison, Allen Lin, Heather Powell, Susie Torres

## Faculty

Lori Baker-Schena, José Luis Benavides, Stephanie Bluestein, David Blumenkrantz, Linda Bowen, Marcy De Veaux, Taehyun Kim, Jim Hill, Kent Kirkton, Rick Marks, Jéssica Retis-Rivas, Melissa Wall

## Faculty Emeritus

Susan Henry, Jerome Jacobs, DeWayne B. Johnson

## Programs

Undergraduate:

- B.A., Journalism**
- Minor in Journalism**
- Minor in Spanish-Language Journalism**

Graduate:

- M.A., Mass Communication**

## The Major

The B.A. in Journalism is designed for those who seek careers in print and online newspaper/magazine editorial work and photojournalism/ videography, television and radio news, or public relations.

## Accreditation

The Department is accredited by the National Accrediting Council on Education in Journalism and Mass Communications.

## Department Programs

The Department of Journalism is a member of the Association of Schools of Journalism and Mass Communication. Affiliated with the Department of Journalism are news operations of the campus-based FM radio station (KCSN), the Department magazine (*Scene*), the student newspapers (*Daily Sundial* and *El Nuevo Sol*), and television news shows ("Valley View" and "On Point").

Each Journalism major is required to complete a collateral field in another discipline such as history, political science or sociology. A foreign language is strongly recommended.

In addition to meeting the Core requirements in Journalism, students take courses from the following areas of emphasis:

**Broadcast Journalism:** JOUR 315; 325, 335, 415, 445, 395B, 410 or 435;

2 units of Upper Division electives.

**Magazine Journalism:** JOUR 310, 330, 331, 397B, 460, 410 or 495A-Z;

4 units of Upper Division electives.

**Newspaper Journalism:** JOUR 310, 330, 331, 397B, 410 or 494A-Z;

7 units of Upper Division electives.

**Photojournalism:** ART 250, 353 or 355 or 455A; JOUR 331, 350, 397B, 450, or 455.

**Public Relations:** JOUR 310, 331, 340, 341, 398B or 440;

3 units of Upper Division electives.

**General:** JOUR 310, 330, 395B or 397B or 398B;

12 units of Upper Division electives.

National accrediting standards require a major to take a minimum of 80 units of the 120 required for graduation outside of Journalism/ Mass Communication. Of these 80 units, 65 must be in the liberal arts, sciences or humanities. A minimum of 37 units in Journalism is required for the major. Transfer students may count 15 Lower Division units toward the 120-unit requirement.

## Academic Advisement

Journalism majors at both the undergraduate and graduate levels are assigned an advisor at the time of entry into the Department. Advisors have regularly scheduled office hours for advisement purposes. Advisement is required of all majors each semester.

## Student Learning Outcomes

The Department of Journalism strives to prepare its students to become well-educated, principled citizens who are capable of initiating careers as skilled journalists, public relations practitioners and other related communication professionals. The Department will help students to achieve the following objectives by the end of their program of study:

1. Attain competency in writing basics, such as grammar and punctuation, word usage and spelling, sentence and story structure, and journalistic style;
2. Attain competency in the gathering and critical analysis of information using such techniques as interviewing, observation and researching primary and secondary sources;
3. Acquire expertise in thinking critically and creatively, while exercising news judgment, and organizing and presenting information in multiple journalistic forms (i.e., print, visual and electronic, and public relations);
4. Develop an ethical basis for making journalistic and public relations decisions;
5. Develop flexibility in working in evolving mass communication media and environments using a variety of technologies and techniques; and
6. Understand the historical, theoretical, legal and societal contexts within which journalists and public relations practitioners work.

## Requirements for the Bachelor of Arts Degree in Journalism

### 1. Lower Division Required Courses (11 Units)

|      |     |                                      |
|------|-----|--------------------------------------|
| JOUR | 100 | Mass Communication (3)               |
| JOUR | 110 | Writing, Reporting and Ethics I (3)  |
| JOUR | 210 | Writing, Reporting and Ethics II (3) |
| JOUR | 250 | Visual Communication (2)             |

### 2. Upper Division Required Courses (7 Units)

|      |     |                                       |
|------|-----|---------------------------------------|
| JOUR | 400 | Mass Communication Law and Ethics (3) |
| JOUR | 498 | Tutorial in Mass Communication (1)    |

### Select at least 1 of the following (3 units)

|      |        |  |
|------|--------|--|
| JOUR | 371    | Women, Men and Media (3)                   |
| JOUR | 372    | Diversity and the Media (3)                |
| JOUR | 374SLJ | Spanish-Language News Environment          |
| JOUR | 465    | Mass Communication and Popular Culture (3) |
| JOUR | 478    | International News Media (3)               |
| JOUR | 480    | History of the American News Media (3)     |
| JOUR | 585    | Theory of Mass Communication (3)           |

### 3. Courses in Journalism (19 Units)

Depending on Area of Emphasis (see Department Programs), except repeats of JOUR 395AB, 397AB, 398AB or 498

**4. Collateral Units (15 Units)**

Upper Division courses in a collateral field approved in advance by advisor.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>37</b>  |
| <b>Collateral Field Units</b>                   | <b>15</b>  |
| <b>General Education</b>                        | <b>48</b>  |
| <b>Additional Units</b>                         | <b>20</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

**Credential Information**

Standard elementary and secondary teaching credentials can be obtained by completing a double major in a University-approved waiver program, such as English. For details on the Credential Program see the Credentials section of the Catalog or refer to the Index.

**Minor in Journalism****1 Lower Division Required Courses (6 units)**

- JOUR 100 Mass Communication (3)  
 JOUR 110 Writing, Reporting and Ethics I (3)

**2. Upper Division Required Courses (5 units)**

- JOUR 310 Writing, Reporting and Ethics III (3)  
 or JOUR 315 Reporting for Broadcast (3)  
 JOUR 330 Editing (2)

**3. Electives in Journalism (7 units)**

(Approved in advance by advisor) (7)

**Minor in Spanish-Language Journalism**

**Advisor: José Luis Benavides**

**Manzanita Hall 210**

**(818) 677-3135**

**Minor Program**

The Interdisciplinary Minor in Spanish-Language Journalism prepares students to report on Spanish-speaking and Latino communities, and to report on those communities for Spanish-language and English-language media. The minor helps students to better understand both Spanish-language and Latino media and Spanish-language and Latino communities.

**Requirements for the Minor**

The interdisciplinary minor in Spanish-Language Journalism consists of 24 units: 6 units of study designed specifically for the Program's Core and 18 units in the 4 participating Departments and Programs. All students who minor in this Program will take the 2 Core courses: JOUR 374SLJ and 474SLJ. Students majoring in either Chicana/o Studies or Central American Studies will take 9 units of Journalism and 9 units of Spanish. Spanish majors will take 9 units in either Chicano Studies or Central American Studies and 9 units in Journalism. Journalism majors will take 9 units in either Chicano Studies or Central American Studies and 9 units in Spanish. Students who come to the Program from other majors will be required to take the 2 Core courses and 6 units in Journalism, 6 units in Spanish, and 6 units in either Chicana/o Studies or Central American Studies.

**1. Lower Division Required Courses (15 units)**

- JOUR 110 Writing, Reporting and Ethics I (3)  
 JOUR 210 Writing, Reporting and Ethics II (3)  
 SPAN 220A Intermediate Spanish I (3)  
 SPAN 220B Intermediate Spanish II (3)

**Select 1e of the following:**

- CHS 100 Chicana/o Culture (3)  
 CAS 100 Introduction to Central American Studies (3)

**2. Upper Division Required Courses (6 units)**

- JOUR 374SLJ News Environment (3)  
 JOUR 474SLJ Media Writing (3)

**3. Upper Division Electives (9 units)\***

*\*Note: Journalism majors who are also minors must complete 15 Upper Division units in a combination of SPAN, CHS or CAS to fulfill the major's collateral field requirement.*

**Select up to 9 units from the following****(for non-journalism majors):**

- JOUR 310 Writing, Reporting and Ethics III (3)  
 JOUR 315 Reporting for Broadcast (3)  
 JOUR 325 TV News Techniques (1)  
 JOUR 330 Editing (2)  
 JOUR 335 Writing, Producing and Editing Television News (2)  
 JOUR 340 Principles of PR (3)  
 JOUR 395A Broadcast News Practicum (1)  
 JOUR 397A Newspaper Practicum (1)  
 (for non-Spanish majors)  
 SPAN 306 Advanced Composition (3)

**Select up to 2 of the following****(for non-Chicano Studies majors):**

- CHS 345 History of Mexican Peoples (3)  
 CHS 360 Political Organizations of the Barrio (3)  
 CHS 361 Urbanization and the Chicana/o (3)  
 CHS 445 History of the Chicana/o (3)  
 CHS 460 Politics of the Chicana/o (3)  
 CHS 470 Cultural Differences and the Chicana/o (3)

**Or select up to 2 of the following****(for non-Central American Studies majors):**

- CAS 310 Modern History of the Central American People (3)  
 CAS 311 The Central American Diaspora (3)  
 CAS 365 Changing Roles of Central American Women (3)  
 CAS 369 Contemporary Social and Religious Movements of the Central American Peoples (3)

**The Graduate Program**

The Graduate Program in Mass Communication presupposes strong undergraduate preparation or equivalent professional experience in the mass media. The Master's Program calls for more intensive study, allows for development of individual professional skills and interests, focuses on evaluation of media performance and uses analytic and research techniques culminating in a Thesis, Graduate Project or Comprehensive Written Examination. Please see additional information regarding Classification standing under Graduate Programs.

**Requirements for the Master of Arts Degree****A. For Admission to Classified Graduate Status in the Program**

1. Bachelor's Degree with a major or minor in Journalism, Cinema or Television Arts, or completion of undergraduate courses assigned by the Graduate Admissions Advisor to complement other majors or professional experience.
2. 3.0 ("B") GPA in an undergraduate major and in all journalism courses taken. Candidates with outstanding professional records may seek, with substantial justification, an exception to this condition.
3. 3.0 ("B") GPA for all undergraduate work and an above-average score on the verbal portion of the Graduate Record Examination (GRE).
4. Completion of general requirements for Classified Graduate Status.
5. Presentation of an autobiographical statement or resume containing a review of past educational and professional experience and comments about educational objectives and purposes.
6. 2 or 3 letters of recommendation.



**B. For the Degree**

A minimum of 30 units of approved graduate work is required for the Degree. University regulations require that at least 18 units of the Program shall be 600-level courses. Students applying more than 36 units of course work to their Graduate Program must take at least 50 percent of their courses in 600-level classes. The 30 minimum units are comprised of the following:

**1. Required Seminars (9 units)**

|      |     |  |
|------|-----|--|
| MCOM | 600 | Seminar in Research Methods (3)              |
| MCOM | 630 | Seminar in Analysis of Media Performance (3) |
| MCOM | 690 | Research Practicum (3)                       |

**Select at least two of the following (6 units):**

|      |        |                                      |
|------|--------|--------------------------------------|
| MCOM | 610    | Seminar in Specialized Reporting (3) |
| MCOM | 620    | Seminar in Media Criticism (3)       |
| MCOM | 693A-Z | Selected Topics (3)                  |
| MCOM | 694    | Media Internship (1-6)               |
| MCOM | 699    | Independent Study (1-6)              |

**2. Required Courses (6 units)**

|      |     |                                       |
|------|-----|---------------------------------------|
| JOUR | 400 | Mass Communication Law and Ethics (3) |
|------|-----|---------------------------------------|

**Plus 1 of the following:**

|      |     |  |
|------|-----|--|
| JOUR | 480 | History of the American News Media (3) |
| JOUR | 585 | Theory of Mass Communication (3)       |

**3. Electives (3 to 6 units)**

Courses in the Journalism Department at the 400- to 600-level not used to satisfy any of the requirements above or courses in related Departments as approved in advance by the Graduate Program Advisor.

|      |     |                        |
|------|-----|------------------------|
| JOUR | 100 | Mass Communication (3) |
|------|-----|------------------------|

MCOM 698 Thesis or Graduate Professional Project (3-6)  
Projects may include professionally oriented studies, video or audio tape documentaries of significance, or publishable works, such as investigative or in-depth articles. A thesis may probe historical, legal, ethical or practical questions through surveys, library studies, or through original investigation.

or

MCOM 697 Comprehensive Written Exam (1)  
Written and oral examination in the major field (Mass Communication) and 2 specified fields selected with the approval of the Graduate Committee. One of those specialized fields may be outside the Department of Journalism.

**Course List****JOUR 100. Mass Communication (3)**

Not open to students with credit in CTVA 100. Survey and analysis of newspapers, books, magazines, radio, television, popular music, movies, advertising, public relations, the Internet and emerging technologies. Examines media history and economics, as well as their roles, rights and impact in contemporary society. Particular emphasis on media literacy, critical thinking, research and writing. (Available for General Education, Lifelong Learning.)

**JOUR 110. Writing, Reporting and Ethics I (3)**

*Prerequisite: TGrade of "C" or better in ENGL 115 or equivalent; yping proficiency.* Basic news gathering and writing. Includes interviewing, speech/meeting coverage, preparing news copy, and traditional- and electronic-information gathering as applied to news decision making. Introduces ethics as part of developing news judgment and learning the values practiced by professional journalists. 6 hours of classroom and lab activity.

**JOUR 210. Writing, Reporting and Ethics II (3)**

*Prerequisite: Grade of "C" or better in JOUR 110 or its equivalent.* Continuation of news reporting, with coverage of public affairs beats, including police, courts and government. Writing primarily in print, but also in broadcast news, online news and public relations formats. Ethics emphasized. Off-campus reporting and statistical journalism included. 6 hours of classroom and lab activity.

**JOUR 250. Visual Communication (2)**

Survey of the most significant techniques and examples of visual communication as employed by the mass media, including newspapers, magazines, television and advertising. Discussion and demonstration of the tools used in analyzing visual communication. Illustrated lectures and experiences.

**JOUR 310. Writing, Reporting and Ethics III (3)**

*Prerequisite: Grade of "C" or better in JOUR 210.* Reporting in-depth on social and political issues. Analysis and application of both classic and newer forms of explanatory storytelling, with an emphasis on ethics. Feature and human interest writing. Using the Internet as a reporting tool.

**JOUR 315. Reporting for Broadcast (3)**

*Prerequisite: Grade of "C" or better in JOUR 210 or its equivalent.* Gathering, reporting, writing, editing and presentation of news for broadcast. Out-of-class assignments, writing stories and editing newscasts for radio and television. 6 hours of classroom and lab activity.

**JOUR 325. Television News Techniques (1)**

*Prerequisite: Grade of "C" or better in JOUR 110 or its equivalent.* Shooting and editing of video for television news stories. Coverage and editing of interviews, speeches, news conferences, hard news and features. Operation of cameras and editing equipment. 2 hours of classroom and lab activity.

**JOUR 330. Editing (2)**

*Prerequisite: Grade of "C" or better in JOUR 310.* Copy and news editing, handling wire service stories, news evaluation and ethics. 4 hours of classroom and lab activity.

**JOUR 331. Graphics (2)**

*Prerequisite: Grade of "C" or better in JOUR 250.* Principles of design and production techniques for print and on-line media. Uses of layout, typography and images for journalism and public relations. 4 hours of classroom and lab activity.

**JOUR 335. Writing, Producing and Editing Television News (2)**

*Prerequisite: Grade of "C" or better in JOUR 315 and 325.* Television news writing, editing and producing. Developing news judgment, ethics and newsroom skills. Editing and writing to video, anchoring. Students produce weekly newscasts, followed by discussion and critique. 4 hours of classroom and lab activity.

**JOUR 340. Principles of Public Relations (3)**

*Prerequisite: Grade of "C" or better in ENGL 115 or its equivalent.* Survey of public relations. Comparative studies of organization and function, techniques and public relations problems. The use of public relations in various organizations, educational institutions, government, corporations, financial institutions, public utilities, entertainment and labor. Regular written assignments are required.

**JOUR 341. Writing and Editing for Public Relations (3)**

*Prerequisite: Grade of "C" or better in JOUR 110 or its equivalent; JOUR 340.* Provides students with an intensive experience writing for public relations. Students learn and employ a variety of public relations writing techniques for print, broadcast and new technologies. Examines and analyzes writing effectiveness in relevant public relations cases and current issues.

**JOUR 350. Photojournalism (3)**

*Prerequisite:* Grade of “C” or better in ART 250; Students are required to have their own cameras. Instruction in the production of black-and-white images for publication and in picture editing. Emphasis on the techniques and ethics involved in working with single images. 6 hours of classroom and lab activity.

**JOUR 371. Women, Men and Media (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Analysis of portrayals of women and men in the mass media and how media shape gender roles, expectations and stereotypes. Special attention to historical and contemporary contributions and responsibilities of women media professionals. Particular emphasis on applying critical thinking, research and writing skills to analyze media policies and practices, and on developing strategies that empower gender equality. (Available for General Education, Comparative Cultural Studies.) (IC)

**JOUR 372. Diversity and the Media (3)**

*Prerequisite:* Completion of lower division writing requirement. Analysis of media portrayals and audience perceptions of racial, ethnic and sociopolitical groups, and the roles and responsibilities of mainstream and specialty media in a democratic society. Particular emphasis on applying critical thinking, research and writing skills to analyze media policies and practices and on developing strategies for multiculturalism. (Available for General Education, Comparative Cultural Studies.) (IC)

**JOUR SLJ 374. Spanish-Language News Environment (3)**

The course is a survey of Latino-oriented and Spanish-language news media and of the news coverage of Latinos and Spanish-language communities. The course provides students with a general understanding of contemporary Spanish-speaking and Latino communities. Conducted in English.

**JOUR SLJ 474. Spanish-Language Media Writing (3)**

*Prerequisite:* Upper Division level of Spanish-language; JOUR 210 or instructor approval. The course will guide students in the methods and styles of reporting and writing in Spanish for print and broadcast. It will prepare students to take part in the Journalism Department’s media practica. Conducted in Spanish.

**JOUR 390. Freedom of the Press (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Not available for those with credit in JOUR 400. Designed for non-journalism majors. Legal rights and privileges of the mass media under the Constitution. Censorship and control of the press. (Available for General Education, Lifelong Learning.)

**JOUR 393. Special Projects (3)**

*Prerequisite:* Senior status and approval of project by department chair. Independent work with faculty supervision.

**JOUR 395A, B. Broadcast News Practicum (1-4)**

*Prerequisite:* Grade of “C” or better in JOUR 315. Supervised work on KCSN in news and documentary programs. Students work as writers, reporters and editors. Critiques of student work. 3 hours of activity per unit per week required.

**JOUR 397A, B. Newspaper Practicum (1-4)**

*Prerequisite:* Grade of “C” or better in JOUR 310 for writers and reporters and in JOUR 330 for editors. Supervised work on the department daily newspaper. Students work as writers, reporters, photographers and editors. Three hours of activity per unit per week.

**JOUR 398A, B. Public Relations Practicum (1-4)**

*Prerequisites:* Grade of “C” or better in JOUR 340 and 341. Hands-on experience designing and implementing public relations campaigns on behalf of non-profit clients, both on- and off-campus. Supervised work on a broad range of public relations activities and documents, with heavy emphasis on writing. Creates professional setting in which students initiate, launch, sustain and carry through public relations campaigns of their own design. 3 hours of activity per unit per week.

**JOUR 400. Mass Communication Law and Ethics (3)**

*Not available for students with credit in JOUR 390.* Examination of the ethics and laws that protect the privileges and define the responsibility of the mass media. Topics include the First Amendment, legal access to information, plagiarism, newsgathering, public access to the media, libel, right of privacy, fair trial/free press, obscenity and censorship.

**JOUR 410. Investigative Reporting (3)**

*Prerequisites:* Grade of “C” or better in JOUR 310 or 315. Researching, reporting, writing and producing investigative stories on societal, governmental and scientific issues for print, broadcast or online media. Ethical issues, problems, traditional techniques and technological approaches to investigative journalism.

**JOUR 415. Reporting for Television News (3)**

*Prerequisite:* Grade of “C” or better in JOUR 315 and 325. Reporting, writing, editing and producing for television news. Fundamentals of television news field reporting, writing, researching, interviewing and editing complete narrative packages. 6 hours of classroom and lab activity.

**JOUR 435. Broadcast News Documentary (3)**

*Prerequisite:* Grade of “C” or better in JOUR 415. Study of documentaries. Development and production of news and public affairs documentaries. Six hours of classroom and lab activity.

**JOUR 440. Public Relations Techniques (3)**

*Prerequisites:* Grade of “C” or better in JOUR 340 and 341. Focus on strategic planning, critical thinking, management and problem solving through the use of case studies. Builds on previously acquired public relations tools and techniques. Includes campaign strategies, research strategies, client relations, creating website content, internal communications, media relations, crisis communication, media training and budgeting.

**JOUR 445. Advanced Television News (3)**

*Prerequisites:* Grade of “C” or better in JOUR 335 and 415. Reporting, writing, editing, anchoring and producing television newscasts for airing on cable or television. Students produce weekly newscasts in a professional environment, followed by critique and discussion. 6 hours of classroom and lab activity.

**JOUR 450. Advanced Photojournalism (3)**

*Prerequisite:* Grade of “C” or better in JOUR 350. Advanced instruction in the techniques and ethics of photojournalism. Emphasis on reporting and narrative construction for the photojournalist. Includes the production of picture stories, photo essays and the preparation of a professional portfolio. 6 hours of classroom and lab activity.

**JOUR 455. Documentary Photojournalism (3)**

*Prerequisites:* Grade of “C” or better in JOUR 350. Production course that guides the student to a discovery and use of the principles of investigation and reporting on a subject in depth. Production of photographic images are supported by a survey of the major journalistic documentary projects in still photography. 6 hours of classroom and lab activity.

**JOUR 460. Magazine Journalism (3)**

*Prerequisite:* Grade of "C" or better in JOUR 330. Principles, problems and techniques of magazine editing and design; production of department magazine; and nonfiction article research and writing. 6 hours of scheduled classroom and lab activity required.

**JOUR 465. Mass Communication and Popular Culture (3)**

Study of the social, political and economic influences that shape popular culture and its effects on audiences. Examines media's roles as storytellers. Particular emphasis on applying critical thinking, research and writing skills to analyze media policies and practices and on developing strategies that empower consumers in the media.

**JOUR 478. International News Media (3)**

Study of news media systems and the influence of government, economics, culture and propaganda on international news practices. Examines the role of multinational media organizations.

**JOUR 480. History of the American News Media (3)**

Study of the development and influence of the news media in the U.S. from colonial times to the present. Examines social, economic, cultural, technological and political influences on news media development. Special attention to dominant media personalities.

**JOUR 494ABC. Internship (1-3)**

*Prerequisite:* Grade of "C" or better in JOUR 315 or 330 or 335 or 341. Supervised employment and field study on newspaper and magazines, in public relations, or in radio and television news. (Credit/No Credit only)

**JOUR 495A-Z. Selected Topics in Journalism (3)**

*Prerequisites:* Grade of "C" or better in JOUR 310 or 315. Advanced research, writing and reporting of selected journalistic styles and/or subject matter. Ethical issues, problems, traditional techniques and technological approaches are integral segments of each selected topic. Subject content will change from semester to semester.

**JOUR 496A-Z. Experimental Topics Courses in Journalism (1-3)**

*Prerequisite:* 1 year of appropriate course work in Journalism. Experimental courses in journalism, with course content to be determined.

**JOUR 498. Tutorial in Mass Communication (1)**

*Prerequisite:* Senior standing; Course work appropriate to the tutorial subject. Individual, supervised study in selected areas of the student's interest.

**JOUR 499. Independent Study (1-3)****JOUR 585. Theory of Mass Communication (3)**

*Prerequisite:* Senior or graduate status. Extended analysis of the theories which inform the study of mass communication. The course focus is on contemporary theories but is grounded in a historical understanding of the development of theory in the field.

**Graduate Courses In Mass Communication**

Only courses at the 400-, 500- or 600-level carry credit toward the Master's Degree in Mass Communication. Admission to the graduate seminars is restricted to those who have been granted Classified status in the Mass Communication Program.

**MCOM 600. Seminar in Research Methods (3)**

*Prerequisite:* *Classifwus*. Scope and methods of research in mass communication, including review of literature, statement of research problem, research design, collection and analysis of data and information, and writing the research report.

**MCOM 610. Seminar in Specialized Reporting (3)**

*Prerequisites:* *Classified graduate status, JOUR 110*. Professionally-oriented course in the use of reporting and writing skills and knowledge with a focus on individual areas of student interest.

**MCOM 620. Seminar in Media Criticism (3)**

*Prerequisite:* *Classified graduate status*. Analysis of books, journal articles and other reviews that deal with contemporary mass communication.

**MCOM 630. Seminar in Analysis of Media Performance (3)**

*Prerequisite:* *MCOM 600*. Extended application of research and evaluation techniques as used in mass communication research to describe the quality of news media performance.

**MCOM 690. Research Practicum (3)**

*Prerequisite:* *MCOM 600*. Instruction and individualized guidance in the preparation of thesis or project proposals, including introduction, literature review and methodology.

**MCOM 693A-Z. Selected Topics in Journalism and Mass Comm (3)**

*Prerequisites:* *Classified status; Approval of sponsor*. Advanced examination of selected topics in journalism and mass communication, with course content to be determined by Department faculty.

**MCOM 694. Internship (1-6)**

*Prerequisites:* *MCOM 600; Approval of sponsor*.

**MCOM 696. Directed Graduate Research (3)****MCOM 697A. Comprehensive Written Exam (1)**

Written and oral examination in the major field (Mass Communication) and 2 specified fields selected with the approval of the Graduate Committee. One of those specialized fields may be outside the Department of Journalism.

**MCOM 698. Thesis or Graduate Project (1-6)**

*Prerequisites:* *MCOM 690; Approval of sponsor*.

**MCOM 699. Independent Study (1-6)**

*Prerequisites:* *MCOM 600; Approval of sponsor*.

# Kinesiology

## College of Health and Human Development

**Chair: Shane Frehlich**  
**Redwood Hall (RE) 250**  
**(818) 677-3205**  
**www.csun.edu/hhd/kin**

### Staff

Steven Paredes, Marina Sanchez, Iris Toledo, Sue Young

### Faculty

Tami Abourezk, Hooshang Bagheri, Sean Flanagan, Shane Frehlich, Nick Galli, Kimberly Henige, Sharon Hsu, Victoria Jaque, Taeyou Jung, Steven Loy, Douglas McLaughlin, Melissa Montgomery, Jennifer Romack, Ashley Samson, Mary Jo Sariscsany, Shane Stecyk, Belinda Stillwell, Terry Sweeting, Paula Thomson, Konstantinos Vrongistinos, William Whiting, Benedict Yaspelkis III

### Emeritus Faculty

Adran Adams, Carolyn Barbian, David Benson, Don Bethe, Muriel Bower, Judith Brame, Nicolas Breit, Samuel Britten, Pete Cassidy, Barry Devine, Darrel Guthrie, Merrill Hardy, Robert Hiebert, George Holland, Alva Johanson, Felix Jumonville, Phil Monroe, John Ramsey, George Rich, Paulette Shafranski, Richard Streid, Ann Stutts, Barbara Swerkes, William Vincent, Earl Wallis, Eleanor Walsh, Tommie Lee White, Sam Winningham

### Programs

Undergraduate:

**B.S., Kinesiology with Options in:**

**Option I Physical Education**

**Option II Exercise Science**

**Option III Dance**

**Option IV General Studies**

**Option V Applied Fitness and Active Lifestyle Development**

**B.S., Athletic Training**

**Minor in Dance**

Graduate:

**M.S., Kinesiology**

### The Major

The word kinesiology comes from the Greek word *kinesis*, which means “to move.” Kinesiology is the study of the art and science of human movement. At CSUN, the discipline of kinesiology is dedicated to the study of human movement and physical activity as it relates to sport, dance and exercise.

### Careers

Kinesiology has many practical applications and leads to a variety of rewarding careers such as teaching physical education or dance, coaching, serving as a consultant in the commercial health and fitness industry, working in a clinical health setting, athletic training or working independently as a personal trainer. Many Kinesiology majors become involved in scientific research or go on to advanced study in medicine, chiropractic, physical therapy, nursing, exercise physiology, biomechanics, motor learning and behavior, motor programs for special populations, sport psychology or pedagogy. Some graduates become coaches for professional teams or work in business environments dealing with sport management and marketing. Others pursue careers in dance therapy or professional dance, or physical activities for individuals with disabilities.

The current societal interest in wellness and fitness has led both individuals and corporations to stress preventive and interventive care. Because Kinesiology students understand the critical role of movement in foster-

ing an individual's well-being, they are important leaders and innovators in regards to improving societal health and wellness levels. Graduates of the Kinesiology Programs work with people in all stages of life—with children and with seniors, with the able bodied and those with disabilities, with elite performers and those of ordinary capability.

### Academic Advisement

Students are required to obtain advisement each semester to be cleared to register for the following semester. Additional advisement is available by appointment throughout the semester. Individual advisors are assigned to all majors; it is recommended that during the first semester as a major, each student request assignment to an advisor. This request should be initiated in the Department Office. Contact Konstantinos Vrongistinos for undergraduate advisement. Contact Victoria Jaque for graduate advisement. Contact Belinda Stillwell for questions about Credential Programs.

### Student Learning Outcomes of the Undergraduate Program

The Department of Kinesiology is a learning-centered community that educates and inspires its students to understand and appreciate human movement for personal expression and wellness throughout the lifespan. In doing so, students and faculty work together to improve quality of life for themselves and their community. The Department values and respects the spectrum of human diversity. An integrated approach to the teaching, learning and application of human movement provides opportunities and experiences to achieve the following learning outcomes:

1. Apply an integrated kinesiological approach to encourage the adoption of healthy and physically active lifestyles, across diverse populations;
2. Apply evidence-based practices to enhance the study of human movement;
3. Demonstrate competent problem solving strategies through intentional practices; and
4. Demonstrate knowledge of kinesthetic forms, processes and structures as they apply to the personal expression and culture of human movement.

### International Experience

The Department of Kinesiology supports the concept of international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Department of Kinesiology and may be used to fulfill some of the requirements for Degree Options offered by the Department and/or certain General Education requirements. Students should consult the International Programs Bulletin available in the Office of International and Exchange Programs, a Departmental advisor or the campus International Programs Advisor for more information.

### Requirements for Bachelor of Science Degree in Kinesiology

#### Lower Division Prerequisite Courses (20 units)

##### Lower Division Science and Math Requirements (14 units):

*Note: 8 of the 14 units double count in General Education and the major.*

|      |         |   |
|------|---------|---|
| BIOL | 101/L   | General Biology and Lab (3/1)                           |
| BIOL | 211/212 | Human Anatomy/Laboratory Studies in Human Anatomy (2/1) |
| BIOL | 281     | Human Physiology (3)                                    |
| MATH | 140     | Introductory Statistics (4)                             |

*Note: Completion of BIOL 211 and 212 is prerequisite to enrollment in KIN 300. Completion of BIOL 281 is prerequisite to enrollment in KIN 346/L.*

**Lower Division Core (6 units)**

|     |       |  |
|-----|-------|--|
| KIN | 200   | Foundations of Kinesiology (3)                         |
| KIN | 201/L | Movement Forms—Sport, Dance and Exercise and Lab (2/1) |

**Upper Division Core (22 units)**

|     |       |   |
|-----|-------|---|
| KIN | 300   | Foundations and Analysis of Human Movement (3)        |
| KIN | 305   | Historical and Philosophical Bases of Kinesiology (4) |
| KIN | 306   | Socio-Psychological Aspects of Physical Activity (3)  |
| KIN | 329/L | Motor Learning and Control and Lab (3/1)              |
| KIN | 345/L | Biomechanics and Lab (3/1)                            |
| KIN | 346/L | Physiology of Exercise and Lab (3/1)                  |

**Options**

Students should confer with an advisor and must follow the prescribed Program for one of the Options outlined below:

**Option I: Physical Education (34 units)**

This Option provides the subject matter preparation required to earn a Credential for teaching Physical Education in California public schools. Students seeking the Teaching Credential are advised to apply to the Credential Program as first-semester seniors. This is done through the Credential Office on campus. Completion of the Kinesiology Major with Physical Education Option, plus 31 units of professional education (including student teaching) are required for the Preliminary Credential. For details on the Single Subject Credential Program, see the Credentials and Department of Secondary Education sections in the Catalog.

**1. Lower Division Required Courses (12 units)**

|     |                 |  |
|-----|-----------------|--|
| KIN | 130A-133A, 151A | Martial Arts Course (1)                                    |
| KIN | 242             | Movement Forms: Basic Dance (1)                            |
| KIN | 250SW           | Professional Activities: Swimming (1)                      |
| KIN | 271/L           | Fundamental Movement, Gymnastics and Rhythms and Lab (2/1) |
| KIN | 272/L           | Non-Traditional Games and Activities and Lab (2/1)         |
| KIN | 273/L           | Analysis and Application of Games and Sport and Lab (2/1)  |

**2. Upper Division Required Courses (22 units)**

|     |       |   |
|-----|-------|---|
| KIN | 315/L | Analysis and Application of Multi-Cultural Dance Forms for Children and Adolescents and Lab (2/1) |
| KIN | 325/L | Motor Development and Lab (3/1)   |
| KIN | 335/L | Health Related Fitness in K-12 Physical Education and Lab (2/1)                                   |
| KIN | 347   | Introduction to Adapted Physical Education (3)  |
| KIN | 371/L | Physical Education Content Development for Children and Lab (2/1)                                 |
| KIN | 462/L | Physical Education Content Development for Adolescents and Lab (2/1)                              |
| KIN | 472/L | Learner Assessment and Technology in K-12 Physical Education and Lab (2/1)                        |

*Note: In the proposed Program, students who wish to complete the California Adapted Physical Education Added Authorization must complete an additional 21 units (KIN 347, 511, 512, 513/L, 514, 608 and 694). Most students will complete the majority of the remaining courses Post-Baccalaureate.*

**Option II: Exercise Science (36-39 units)**

This Option is designed to prepare the student with the necessary knowledge and skills to analyze movement and to conduct and administer physical fitness programs. The Option is particularly valuable for the student interested in employment in fitness assessment labs or fitness centers, as well as those intending to pursue graduate study. In addition, this option prepares students to pursue further study in such allied health programs as physical therapy, occupational therapy, physical assistant and chiropractic.

**1. Lower Division Required Courses\* (8-9 units)**

\* Students may take these courses to satisfy up to 8 units of G.E.: Natural Sciences.

|      |        |   |
|------|--------|---|
| PHYS | 100A/L | General Physics and Lab (3/1)<br>(Satisfies G.E., Natural Sciences) |
|------|--------|---|

**Select 1 of the following:**

|         |       |   |
|---------|-------|---|
| CHEM    | 101/L | General Chemistry and Lab (4/1)<br>(Satisfies G.E., Natural Sciences) |
| or CHEM | 103   | Introductory Chemistry I (4)<br>(Satisfies G.E., Natural Sciences)    |

(CHEM 101/L recommended for students planning a career in Physical Therapy.)

**2. Upper Division Required Courses (10 units)**

|     |       |   |
|-----|-------|---|
| KIN | 325/L | Motor Development and Lab (3/1)               |
| KIN | 445** | Quantitative Biomechanics (3)                 |
| KIN | 446/L | Research in Exercise Physiology and Lab (2/1) |

\*\* Completion of either MATH 104 or 105 (GE Basic Skills, Mathematics) or equivalent is a prerequisite to KIN 445.

**3. Electives (15 units)****Select 15 units with approval of advisor:**

|     |        |  |
|-----|--------|--|
| KIN | 311/L  | Adapted Therapeutic Exercise Principles and Applications and Lab (2/1) |
| KIN | 313/L  | Adapted and Therapeutic Aquatic Exercise and Lab (2/1)                 |
| KIN | 337/L  | Introduction to Athletic Training and Lab (3/1)                        |
| KIN | 402/L  | Computer Applications in Kinesiology and Lab (2/1)                     |
| KIN | 415    | Medical Aspects of Sport and Related Injuries (3)                      |
| KIN | 436    | Applied Exercise and Sports Physiology (3)                             |
| KIN | 456    | Adult Exercise Program Design (3)                                      |
| KIN | 476    | Musculoskeletal Biomechanics and Injury (3)                            |
| KIN | 479    | Perception and Movement (3)  |
| KIN | 494A-C | Academic Internship in Kinesiology (1-3)                               |
| KIN | 499A-C | Independent Study (1-3)  |
| KIN | 560    | Clinical EKG and Exercise Stress Testing (3)                           |
| KIN | 575/L  | Biomechanical Analysis Techniques and Lab (2/1)                        |

Elective: Alternative Upper Division KIN elective may be taken with prior approval of advisor (1-3)

**Option III: Dance (25 units)**

This Option is designed to provide a basis for dance experience and potential employment opportunities in the field of performance, choreography and teaching.

**Select 25 units with advisor's approval. It is recommended that students take dance technique courses along with theoretical courses.****Theory Courses**

|     |       |   |
|-----|-------|---|
| KIN | 314/L | Creative Dance for Children and Lab (2/1)   |
| KIN | 315/L | Analysis and Application of Multi-Cultural Dance Forms for Children and Adolescents and Lab (2/1) |
| KIN | 316/L | Choreographic Form and Lab (2/1)  |

|     |         |   |
|-----|---------|---|
| KIN | 317     | Advance Analysis of Dance Forms: Ballet, Jazz, Modern (3) |
| KIN | 380/L   | Perspectives of Dance (2/1)                               |
| KIN | 426     | Choreography (3)  |
| KIN | 427     | Dance Production (3)                                      |
| KIN | 494A-C  | Academic Internship in Kinesiology (1-3)                  |
| KIN | 498WA-C | Dance Concert Modes (1-3)                                 |
| KIN | 499A-C  | Independent Study (1-3)                                   |

**Technique Courses**

|     |     |  |
|-----|-----|--|
| KIN | 318 | Intermediate Classical and Contemporary Ballet (3-3) |
| KIN | 319 | Intermediate Modern Dance (3-3)                      |
| KIN | 418 | Advanced Classical and Contemporary Ballet (3-3)     |
| KIN | 419 | Advanced Modern Dance (3-3)                          |

**Option IV: General Studies (25 units)**

This Option is designed to meet the needs of students who seek a general program in Kinesiology or who have special interests in areas not represented in the other Options. Students completing this Option have the opportunity to explore both the subdisciplinary and the applied areas of the field of study.

**1. Select at least 3 units from each of the following areas:****Biological/Mechanical**

|     |       |   |
|-----|-------|---|
| KIN | 325/L | Motor Development and Lab (3/1)               |
| KIN | 445   | Quantitative Biomechanics (3)                 |
| KIN | 446/L | Research in Exercise Physiology and Lab (2/1) |

**Arts/Humanities/History**

|     |       |                                     |
|-----|-------|-------------------------------------|
| KIN | 380/L | Perspectives of Dance and Lab (2/1) |
| KIN | 426   | Choreography (3)                    |
| KIN | 427   | Dance Production (3)                |
| KIN | 428   | Aesthetics of Human Movement (3)    |

**Social/Cultural**

|     |     |                                |
|-----|-----|--------------------------------|
| KIN | 385 | Women in Sport (3)             |
| KIN | 407 | Sport, Culture and Society (3) |
| KIN | 408 | The Olympic Games (3)          |

**Clinical**

|     |       |  |
|-----|-------|--|
| KIN | 311/L | Adapted Therapeutic Exercise Principles and Applications and Lab (2/1) |
| KIN | 313/L | Adapted and Therapeutic Aquatic Exercise and Lab (2/1)                 |
| KIN | 337/L | Introduction to Athletic Training and Lab (3/1)                        |
| KIN | 347   | Introduction to Adapted Physical Education (3)                         |
| KIN | 429   | Perceptual Motor Problems of the Atypical Student (3)                  |
| KIN | 436   | Applied Exercise and Sports Physiology (3)                             |
| KIN | 456   | Exercise Program Design (3)  |

**Teaching/Coaching**

|     |       |   |
|-----|-------|---|
| KIN | 310   | Visualization and Sport (3)   |
| KIN | 315/L | Analysis and Application of Multi-Cultural Dance Forms for Children and Adolescents and Lab (2/1) |
| KIN | 317   | Advanced Analysis of Dance Forms: Ballet, Jazz, Modern (3)  |
| KIN | 420   | Coaching Competitive Sports (3)   |

**2. Select a minimum of 10 additional Upper Division units in Kinesiology courses with approval of an advisor.****Option V: Applied Fitness and Active Lifestyle Development (36 units)**

This Option is designed to prepare the student with the necessary knowledge and skills to analyze movement and to conduct and administer physical fitness programs. The Option is particularly valuable for the student interested in employment in fitness assessment labs or fitness centers.

**1. Lower Division Required Courses (6 units)**

|   |     |                                  |
|---|-----|----------------------------------|
| FCS   | 207 | Nutrition for Life (3)           |
| <i>(Satisfies G.E. Lifelong Learning, Information Competence)</i> |     |                                  |
| <i>or</i> HSCI 337 Nutrition and Health (3)                       |     |                                  |
| <i>(Satisfies Upper Division G.E. Lifelong Learning)</i>          |     |                                  |
| PSY   | 150 | Principles of Human Behavior (3) |
| <i>(Satisfies G.E., Social Science)</i>                           |     |                                  |

**2. Upper Division Required Courses (21 units)**

|   |       |   |
|---|-------|---|
| KIN   | 325/L | Motor Development and Lab (3/1)   |
| KIN   | 337/L | Introduction to Athletic Training (3/1)                                       |
| KIN   | 417/L | Theoretical and Technical Considerations of Resistance Exercise and Lab (2/1) |
| KIN   | 446/L | Research in Exercise Physiology and Lab (2/1)                                 |
| KIN   | 436   | Applied Exercise and Sports Physiology (3)                                    |
| <i>or</i> KIN 456 Exercise Program Design (3)           |       |   |
| KIN   | 494A  | Academic Internship in Kinesiology (1)  |
| PSY   | 352   | Motivation (3)  |
| <i>(Satisfies Upper Division G.E., Social Sciences)</i> |       |   |

**3. Electives (9 units)****Select 9 units with approval of advisor:**

|     |        |   |
|-----|--------|---|
| KIN | 311/L  | Adapted Therapeutic Exercise Principles and Applications and Lab (2/1)                        |
| KIN | 313/L  | Adapted and Therapeutic Aquatic Exercise/ Lab (2/1)   |
| KIN | 415    | Medical Aspects of Sport and Related Injuries (3)   |
| KIN | 436    | Applied Exercise and Sports Physiology (3)  |
| KIN | 445    | Quantitative Biomechanics (3)   |
| KIN | 448/L  | Adapted Therapeutic Exercise: Assessment and Program Design and Lab (2/1)                     |
| KIN | 456    | Exercise Program Design (3)   |
| KIN | 451/L  | Adapted Aquatic Therapeutic Exercise: Assessment, Evaluation and Program Design and Lab (2/1) |
| KIN | 476    | Musculoskeletal Biomechanics and Injury (3)   |
| KIN | 479    | Perception and Movement (3)   |
| KIN | 494A-C | Academic Internship in Kinesiology (1-3)  |
| KIN | 499A-C | Independent Study (1-3)   |
| KIN | 560    | Clinical EKG and Stress Testing (3)   |
| KIN | 575/L  | Biomechanical Analysis Techniques and Lab (2/1)   |

Elective: Alternative Upper Division KIN elective may be taken with prior approval of advisor (1-3).

**General Education (48 units):** Undergraduate students must complete 48 units of General Education as described in the Catalog.

When students select BIOL 101/L (3/1) that is required in the major to satisfy 4 units of GE: Natural Sciences and MATH 140 (4) that is required to satisfy 4 units of GE: Basic Skills-Mathematics, the GE total is reduced to 40 units. In selected Options, there are additional "overlap" units for courses that count in meeting both major requirements and General Education requirements. Students should meet with a Department advisor before selecting General Education courses. Failure to select overlapping courses may result in additional units in the major for selected Options.

|   |
|---|
| <b>Total units Required for the B.S. Degree</b> |
|---|

|            |
|------------|
| <b>120</b> |
|------------|

## Requirements for the Bachelor of Science Degree in Athletic Training

The Athletic Training Education Program (ATEP) has a separate application from the CSUN admissions process. Admission criteria include GPA, observation hours, letters of recommendation and a personal interview with the selection committee. For further information, please go to the ATEP section of the Kinesiology Department website ([www.csun.edu/hhd/kin](http://www.csun.edu/hhd/kin)). The ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The 2-year (5 semester) ATEP provides students with academic and clinical experiences designed to prepare them for the Board of Certification (BOC) examination and a successful career in the field.

### 1. Athletic Training Prerequisite Coursework (24 units)

All prerequisite course work must be completed by the end of the Spring semester in which the student intends to apply to the ATEP.

|      |       |  |
|------|-------|--|
| BIOL | 101/L | General Biology and Lab (3/1)<br><i>(Satisfies GE, Natural Sciences)</i>   |
| BIOL | 211   | Human Anatomy (2)  |
| BIOL | 212   | Laboratory Studies in Human Anatomy (1)                                    |
| BIOL | 281   | Human Physiology (3)   |
| FCS  | 207   | Nutrition for Life (3)<br><i>(Satisfies GE, Lifelong Learning)</i>         |
| MATH | 140   | Introductory Statistics (4)  |
| PSY  | 150   | Principles of Human Behavior (3)<br><i>(Satisfies GE, Social Sciences)</i> |
| KIN  | 337/L | Prevention and Care of Athletic Injuries and Lab (3/1)                     |

### 2. Lower Division Kinesiology Core (6 units)

|     |       |  |
|-----|-------|--|
| KIN | 200   | Foundations of Kinesiology (3)                 |
| KIN | 201/L | Movement Forms—Sport, Dance and Exercise (2/1) |

### 3. Upper Division Kinesiology Core Courses (22 units)

|     |       |   |
|-----|-------|---|
| KIN | 300   | Foundations and Analysis of Human Movement (3)        |
| KIN | 305   | Historical and Philosophical Bases of Kinesiology (4) |
| KIN | 306   | Socio-Psychological Aspects of Physical Activity (3)  |
| KIN | 329/L | Motor Learning and Control and Lab (3/1)              |
| KIN | 345/L | Biomechanics and Lab (3/1)                            |
| KIN | 346/L | Physiology of Exercise and Lab (3/1)<br>Sciences (3)  |

### 4. Upper Division Athletic Training Required Courses (40 units)

|      |       |  |
|------|-------|--|
| HSCI | 336   | Health Aspects of Drug Use (3)<br><i>(Satisfies GE, Lifelong Learning)</i> |
| HSCI | 345   | Public Health Issues (3)<br><i>(Satisfies GE, Social Sciences)</i>         |
| KIN  | 333   | Injury Prevention Clinical Reasoning (2)                                   |
| KIN  | 334   | Evaluation and Rehabilitation Clinical Reasoning (2)                       |
| KIN  | 338/L | Lower Extremity Injury Evaluation Techniques and Lab (2/1)                 |
| KIN  | 339/L | Upper Extremity Injury Evaluation and Lab (2/1)                            |
| KIN  | 340   | Medical Documentation (1)  |
| KIN  | 341   | Prevention and Evaluation Clinical Experience (1)                          |
| KIN  | 342   | Rehabilitation and Evaluation Clinical Experience (1)                      |
| KIN  | 349   | General Medical Conditions (3)   |
| KIN  | 415   | Medical Aspects of Athletic Injuries (3)                                   |
| KIN  | 437   | Athletic Training Administration (3)                                       |

|     |       |   |
|-----|-------|---|
| KIN | 441   | Administration and Treatment Clinical Experience (1)    |
| KIN | 442   | Advanced Clinical Experience Techniques (1)             |
| KIN | 443   | Advanced Activities Clinical Reasoning (2)              |
| KIN | 444   | Professional Preparation (2)                            |
| KIN | 457/L | Therapeutic Modalities in Sports Medicine and Lab (2/1) |
| KIN | 467/L | Therapeutic Exercise Techniques and Lab (2/1)           |

|   |            |
|---|------------|
| <b>Total Units Required for the B.S. Degree</b> | <b>123</b> |
|---|------------|

## Minor in Dance

The Minor in Dance is designed to provide a basis for dance experience and potential employment opportunities in the field of performance, choreography and teaching. Two Minor Options are available. The Dance Pedagogy Option focuses on acquiring the necessary skills needed to teach dance within school and community settings. The Dance Performance Option focuses on acquiring the necessary skills to enhance technical facility as a dancer and to choreograph and mount new works for stage, film and/or television.

Courses relevant to dance taken in the Departments of Theater or Music also may count toward a Minor in Dance. Advisors in the Department of Kinesiology are available for student consultation.

### A. Option I. Dance Pedagogy (21 units):

**Select 9 units from the following dance technique courses:**

|     |      |  |
|-----|------|--|
| KIN | 137  | Dance, Ballroom I (1)  |
| KIN | 139A | Ballet I (1)   |
| KIN | 139B | Ballet II (1)  |
| KIN | 140A | Dance, Folk I (1)  |
| KIN | 140B | Dance, Folk II (1)   |
| KIN | 141A | Jazz Dance (1)   |
| KIN | 141B | Jazz Dance II (1)  |
| KIN | 142A | Dance, Latin America I (1)                                   |
| KIN | 142B | Dance, Latin America II (1)                                  |
| KIN | 143  | Urban Street Dance (1)                                       |
| KIN | 144A | Modern Dance (1)   |
| KIN | 145A | Dance, Square and Round (1)                                  |
| KIN | 148  | Dance Conditioning and Somatic Practices (1)                 |
| KIN | 318  | Intermediate Classical and Contemporary Ballet Technique (3) |
| KIN | 319  | Intermediate Modern Dance (3)                                |
| KIN | 418  | Advanced Classical and Contemporary Ballet (3)               |
| KIN | 419  | Advanced Modern Dance (3)                                    |

**Select 12 units from the following dance theory/laboratory courses:**

*Note: The following courses include enrollment by instructor consent as a prerequisite.*

|     |       |   |
|-----|-------|---|
| KIN | 236/L | Introduction to Choreography and Lab (2/1)  |
| KIN | 314/L | Creative Dance for Children and Lab (2/1)   |
| KIN | 315/L | Analysis and Application of Multi-Cultural Dance Forms for Children and Adolescents and Lab (2/1) |
| KIN | 317   | Advanced Analysis of Dance Forms: Ballet, Jazz, Modern (3)  |
| KIN | 325/L | Motor Development and Lab (3/1)   |
| KIN | 371/L | Physical Education Content Development for Children and Lab (2/1)                                 |
| KIN | 380/L | Perspectives of Dance and Lab (2/1)   |
| KIN | 428   | Aesthetics of Human Movement (3)  |

**B. Option II. Dance Performance (21 units):****Select 12 units from the following dance technique courses:**

|     |      |  |
|-----|------|--|
| KIN | 137  | Dance, Ballroom I (1)  |
| KIN | 139A | Ballet I (1)   |
| KIN | 139B | Ballet II (1)  |
| KIN | 140A | Dance, Folk I (1)  |
| KIN | 140B | Dance, Folk II (1)   |
| KIN | 141A | Jazz Dance (1)   |
| KIN | 141B | Jazz Dance II (1)  |
| KIN | 142A | Dance, Latin America (1)                                       |
| KIN | 143  | Urban Street Dance (1)   |
| KIN | 144A | Modern Dance (1)   |
| KIN | 145A | Dance, Square and Round (1)                                    |
| KIN | 148  | Dance Conditioning and Somatic Practices (1)                   |
| KIN | 318  | Intermediate Classical and Contemporary Ballet Technique (3-3) |
| KIN | 319  | Intermediate Modern Dance (3-3)                                |
| KIN | 418  | Advanced Classical and Contemporary Ballet Technique (3-3)     |
| KIN | 419  | Advanced Modern Dance (3-3)                                    |

**Select 9 units from the following dance theory/laboratory courses:**

*Note: The following courses include enrollment by instructor consent as a prerequisite.*

|     |         |  |
|-----|---------|--|
| KIN | 236/L   | Introduction to Choreography and Lab (2/1) |
| KIN | 316/L   | Choreographic Forms and Lab (3)            |
| KIN | 380/L   | Perspectives of Dance and Lab (2/1)        |
| KIN | 426     | Choreography (3)                           |
| KIN | 427     | Dance Production (3)                       |
| KIN | 498WA-C | Dance Concert Modes (1-3)                  |
| TH  | 342     | Intermediate Stage Movement (2)            |
| TH  | 442     | Advanced Stage Movement (2)                |

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>21</b> |
|---|-----------|

**Requirements for the Masters of Science Degree**

The graduate program provides for advanced professional preparation and for introduction to research in an area of specialization.

**A. Department Requirements**

In addition to University requirements, the Department of Kinesiology requires:

1. GPA of 2.75 in the last 60 units of undergraduate work (with a 3.0 GPA preferred).
2. Completion of the Graduate Record Examination (GRE) with scores submitted as part of the application (i.e., prior to admission).
3. Submission of the following, addressed to the Department's Graduate Coordinator:
  - a. 3 letters of recommendation
  - b. Statement of intent discussing the applicant's interests and goals as they relate to a Graduate Degree in Kinesiology.

**B. Admission to Classified Status**

Students must be admitted to Classified status prior to completion of more than 12 units of graduate course work. Admission to Classified graduate status in the Program requires:

1. Undergraduate degree in Kinesiology or a related field, or completion of Department course prerequisite requirements. In satisfying the course prerequisite requirements, each course must be completed with a grade of "B" or higher.
2. Passing score (8 or above) on the Upper Division Writing Proficiency Exam.

3. For students with overall undergraduate GPA below 3.0, a score at or above the 50th percentile on at least 1 of the 3 sections of the Graduate Record Examination (GRE).

4. Submission of Request for Classification form approved by the Department Graduate Coordinator.

In addition to maintaining an overall GPA of 3.0 or higher in all courses taken toward the Master's Degree, students must complete KIN 605 (Research Methods and Design) and either KIN 610 (Quantitative Analysis of Research in Kinesiology) or KIN 612 (Qualitative Research Design) with a grade of "B" or higher in each.

**1. Required Courses (18 units)**

KIN 605 Research Methods and Design (3)

**Select 1 of the following:**

KIN 610 Quantitative Analysis of Research in Kinesiology (3)

KIN 612 Qualitative Research Design (3)

**Select 2 courses from the following with approval of advisor:**

KIN 603 Seminar in Pedagogy of Kinesiology (3)

KIN 606 Seminar in Social Psychology of Sport (3)

KIN 607 Seminar in Sport History (3)

KIN 619 Seminar in Dance Science (3)

KIN 645 Seminar in Biomechanics (3)

KIN 646 Seminar in Exercise Physiology (3)

KIN 647 Seminar in Adapted Physical Activity (3)

KIN 679 Seminar in Motor Behavior (3)

**2. Thesis/Graduate Project:**

KIN 698 Thesis or Graduate Project (6)

**3. Electives (12 units)**

Select from the following with approval of an advisor or Thesis Chair:

**400-level:** KIN 407, 408, 409, 426, 427, 428, 429, 436, 437, 445, 446/L, 447/L, 448/L, 449, 451/L, 456, 476, 479, 496SP or 498A-Z

**500-level:** KIN 503, 520, 526/L, 547, 560, 566, 575/L or 579

**600-level:** KIN 600, 602, 603, 606, 607, 618, 626, 642, 645, 646, 647, 652, 654, 656, 679, 695A-Z, 696 A-C or 699A-C

*Note: Of the total 30 units required for the Degree, at least 21 must be in 500- or 600-level courses.*

**Student Learning Outcomes of the Graduate Program**

The Department of Kinesiology is a learning-centered community that educates and inspires its students to understand and appreciate human movement for personal expression and wellness throughout the lifespan. In doing so, students and faculty work together to improve quality of life for themselves and their community. The Department values and respects the spectrum of human diversity. An integrated approach to the teaching, learning and application of human movement provides opportunities and experiences to achieve the following learning outcomes:

1. Demonstrate a comprehensive and theoretical understanding of kinesiology through oral and written expression.
2. Synthesize and apply theoretical concepts from the kinesiology research literature to the student's chosen area of study.
3. Conceptualize, plan and conduct a scholarly research or professional project based on a review of appropriate literature and utilizing appropriate methodologies.

|   |           |
|---|-----------|
| <b>Total units Required for the M.S. Degree</b> | <b>30</b> |
|---|-----------|



## Course List

For Varsity Athletics courses, see Intercollegiate Athletics Program.

### **KIN 115A. Adapted and Therapeutic Exercise (1-1-1-1)**

Special course designed for men and women unable to participate in regular activity classes. Classification is made by University physician. Course may be repeated for 4 units of credit. (Available for General Education, Lifelong Learning.)

### **KIN 116A. Adapted Sports I (1-1)**

Designed for students whose physical condition requires adaptation of aquatics, sports and rhythms. Course may be repeated for credit. (Available for General Education, Lifelong Learning.)

### **KIN 117. Adapted Aquatic Exercise (1-1-1)**

*Prerequisite: Medical release with doctor's approval.* Provides an aquatic exercise program designed for students with physical disabilities. Students develop strength, flexibility, cardiovascular endurance, posture, balance and improved ambulation through the application of adapted and therapeutic aquatic exercise. Concepts of water safety, physics of aquatic activity and specific movement skills are addressed. Course may be repeated for credit. (Available for General Education, Lifelong Learning.)

### **KIN 118. Adapted Self-Defense (1-1-1)**

This course is designed to provide instruction and practice in the basic techniques of attack prevention and personal defense skills for individuals with specialized needs. Each student will develop a personalized program to discover and fortify those skills that fall within her/his range. (Available for General Education, Lifelong Learning.)

### **KIN 120/L. Arts Immersion: Dance and Lab (1/1)**

*Prerequisite: Restricted to students in ITEP Freshman Option. Corequisite: KIN 120L.* Introductory course in study of dance as an art form. Concepts of dance are explored as a means of personal expression. Students engage in creative dance activities and multicultural and international dance forms. Students extend and integrate their knowledge of dance to all the visual and performing arts. 1 hour lecture, 2 hours lab per week.

### **KIN 122A. Badminton I (1)**

Development of skill in playing badminton, including rules, etiquette and techniques. (Available for General Education, Lifelong Learning.)

### **KIN 124A. Basketball I (1)**

Development of understanding of rules, strategies and basic skills in competitive basketball. (Available for General Education, Lifelong Learning.)

### **KIN 125A. Fitness for Life (1)**

Introductory course offering a wide variety of conditioning activities (i.e. general aerobics, jogging, weight training, stretching) designed to increase the individual's understanding of conditioning principles and level of fitness necessary for participation in sports or other conditioning activity courses. (Available for General Education, Lifelong Learning.)

### **KIN 126A. Strength Training (1)**

Designed to emphasize physical fitness, with special emphasis on muscular strength. Evaluation of individual needs and fitness programming are included. (Available for General Education, Lifelong Learning.)

### **KIN 128. Fitness Walking (1)**

Introduction to the performance of fitness walking as a lifelong activity that maintains and enhances well-being. Develop proficiency and increased knowledge about fitness walking as well as understand and implement a physical fitness program that features walking as a primary activity. (Available for General Education, Lifelong Learning.)

### **KIN 129A. Running Conditioning I (1)**

Development of skill and training methodology for intermediate, distance and cross country running. (Available for General Education, Lifelong Learning.)

### **KIN 129B. Running Conditioning II (1)**

*Prerequisite: KIN 129A.* Development of advanced skills and training methodology for intermediate to long-distance and cross-country running.

### **KIN 130A. Karate I (1)**

Development of skill in basic techniques of Japanese karate, including self defense and an examination of karate history, philosophy and traditions. (Available for General Education, Lifelong Learning.)

### **KIN 130B. Karate II (1)**

*Prerequisite: KIN 130A.* Continuing development of skill in intermediate and advanced techniques of Japanese karate, including further knowledge of history and traditions of the activity.

### **KIN 130C. Karate III (2)**

*Prerequisite: KIN 130B.* Prepares students for tournament-level performance. Students refine abilities to react to situations and appropriately combine skills. Students develop the power and speed of movement required in competitive situations.

### **KIN 131A. Taekwondo (1)**

Development of skill in basic techniques of Korean martial art, including self-defense and an examination of Taekwondo history, philosophy and traditions. (Available for General Education, Lifelong Learning.)

### **KIN 132A. Aikido (1)**

Study of the techniques and philosophy of Aikido, a Japanese martial art. Focus on control techniques, and is based on a blending of movement and intention so that what appears as a combative situation can be resolved without conflict. (Available for General Education, Lifelong Learning.)

### **KIN 133A. Tai Chi Ch'uan (1)**

Study of the philosophy and basic techniques of Tai Chi Ch'uan, with special focus on breathing, fluidity of movement and the application of the techniques to other physical disciplines. (Available for General Education, Lifelong Learning.)

### **KIN 134. Shaolin Kung Fu (1)**

Study of the philosophy and basic techniques of Kung Fu, with special focus on breathing, fluidity of motion and the application of the techniques to other physical disciplines. (Available for General Education, Lifelong Learning.)

### **KIN 135A. Aerobic Dance I (1)**

Exercises designed specifically for improving cardiovascular function and physical fitness through the mode of dynamic rhythmic dance movements. (Available for General Education, Lifelong Learning.)

### **KIN 136A. Aqua Aerobics (1)**

For swimmers and non-swimmers designed specifically to improve cardiovascular endurance, strength, agility and flexibility through the mode of free dynamic movement in the water. The water provides resistance and buoyancy that promotes a workout virtually free of orthopedic stress. (Available for General Education, Lifelong Learning.)

### **KIN 137A. Dance, Ballroom I (1)**

Survey, analysis, practice and development of social dance etiquette and of proficiency in the fundamental skills of ballroom dancing.

### **KIN 139A. Ballet I (1)**

Development of proficiency in basic ballet skills and development of understanding and appreciation for ballet as an art form. (Available for General Education, Arts and Humanities.)

**KIN 139B. Ballet II (1)**

*Prerequisite:* KIN 139A. Continued study of ballet techniques with emphasis on combinations of basic skills.

**KIN 140A. Dance, Folk I (1)**

Development of proficiency in folk dance skills and development of understanding and appreciation for folk dancing.

**KIN 140B. Dance, Folk II (1)**

*Prerequisite:* KIN 140A. Development of intermediate folk dance skills, with emphasis on style and rhythm, as well as an understanding and appreciation of the cultural background of folk dancing.

**KIN 141A. Jazz Dance I (1)**

Development of proficiency in jazz dance techniques, skill and development of an understanding and appreciation of jazz dance as an art form.

**KIN 141B. Jazz Dance II (1)**

Development of intermediate jazz dance techniques, skill and development of an understanding and appreciation for jazz dance as an art form.

**KIN 142A. Dance, Latin America I (1)**

Development of proficiency in Latin American folk dance skills, in choreography and in performance of group dances based upon the traditional forms. Introduction to historical background of music.

**KIN 142B. Dance, Latin America II (1)**

*Prerequisite:* KIN 142A or instructor consent. Latin America II develops proficiency in Latin American popular dance skills. It focuses on typical dances from Latin American cultures, with emphasis on acquisition of intermediate level dance skills. (1 unit/1.7 hours) (Available for General Education, Lifelong Learning.)

**KIN 143. Urban Street Dance (1)**

Development of proficiency in urban street dance styles, including the most current forms found in popular urban youth culture and understanding its socio-ethnic origins and aesthetics.

**KIN 144A. Dance, Modern I (1)**

Development of proficiency in modern dance technique skills and development of an understanding and appreciation for modern dance as an art form. (Available for General Education, Arts and Humanities.)

**KIN 145A. Dance, Square and Round I (1)**

Development of square and round dance skills, etiquette, understanding and appreciation.

**KIN 147. Pilates (1)**

An introduction to the Pilates method—a mind-body movement program designed to stretch, strengthen and balance the body. Exercises focus on postural symmetry, breath control, abdominal strength, spine, pelvis and shoulder stabilization, muscular flexibility, joint mobility and strengthening through the complete range of motion of all joints. (Available for General Education, Lifelong Learning.)

**KIN 148 Dance Conditioning and Somatic Practices (1)**

Develop proficiency and increased knowledge about dance conditioning practices, with the goal to improve stability, strength and awareness. (Available for General Education, Lifelong Learning.)

**KIN 149. Yoga (1)**

Philosophy and basic techniques of yoga. Through asanas (postures), stretches and deep breathing, flexibility and strength are developed and all systems of the body are revitalized. Deep breathing, relaxation and meditation techniques enhance overall health and improve ability to handle stress. (Available for General Education, Lifelong Learning.)

**KIN 151A. Personal Defense (1)**

Instruction and practice in the basic techniques of anticipating, avoiding and, when necessary, protecting oneself from attack. Emphasis is on the avoidance of physical confrontation and the discouragement of an attacker. (Available for General Education, Lifelong Learning.)

**KIN 152A. Soccer I (1)**

Designed to practice performance techniques, analyze strategies and promote team play and sportsmanship in soccer. (Available for General Education, Lifelong Learning.)

**KIN 153. Sexual Assault Defense for Women (1)**

A women's self defense course against sexual assault. Course topics include awareness, risk reduction, avoidance, basic physical defense, aerosol defense and keychain defense. (Available for General Education, Lifelong Learning.)

**KIN 154. Sexual Assault Defense for Men (1)**

Men's self defense course against sexual assault. Course topics include awareness, risk reduction, avoidance, basic physical defense, aerosol defense and keychain defense. (Available for General Education, Lifelong Learning.)

**KIN 155A. Golf I (1)**

Development of basic skill in playing golf, including rules, etiquette and background. (Available for General Education, Lifelong Learning.)

**KIN 155B. Golf II (1)**

*Prerequisite:* KIN 155A. Development of proficiency in performance of golf skills beyond the elementary level, with special emphasis on the short game, game techniques and links play.

**KIN 160A. Gymnastics Apparatus—Men I (1)**

Development of proficiency in intermediate tumbling and gymnastics skills, including use of trampoline, mats and heavy apparatus. (Available for General Education, Lifelong Learning.)

**KIN 161A. Gymnastics Apparatus—Women I (1)**

Development of skills, appreciation and techniques for the balance beam, uneven parallel bars, side horse and floor exercise. (Available for General Education, Lifelong Learning.)

**KIN 164A. Handball I (1)**

Development of proficiency in handball skills, including rules, etiquette and techniques of playing handball. (Available for General Education, Lifelong Learning.)

**KIN 167A. Racquetball I (1)**

Development of proficiency in racquetball skills, knowledge of rules and techniques and basic strategy. (Available for General Education, Lifelong Learning.)

**KIN 171A. Softball I (1)**

Development of proficiency in softball skills, including strategy, officiating rules and appreciations. (Available for General Education, Lifelong Learning.)

**KIN 172. Ultimate Frisbee (1)**

Development of proficiency in and increased knowledge of disc sports, with emphasis on Ultimate Frisbee, with the goal of improving physical skills, physical conditioning, agility and teamwork. (Available for General Education, Lifelong Learning.)

**KIN 176A. Springboard Diving I (1)**

*Prerequisite:* KIN 178A. Development of proficiency in basic diving skills and in performance of specialized diving in the various classified categories.

**KIN 177A. Swimming for Non-swimmers (1)**

Introduction for the non-swimmer, which includes fundamental skills for basic swimming strokes, safety and survival techniques. (Available for General Education, Lifelong Learning.)

**KIN 178A. Swimming I (1)**

Practice in performance and analysis of swimming, diving and other aquatic skills at the elementary level. (Available for General Education, Lifelong Learning.)

**KIN 179A. Swimming Conditioning (1)**

Survey of various training methods and development of physical fitness utilizing aquatic activity. (Available for General Education, Lifelong Learning.)

**KIN 185A. Tennis I (1)**

Development of skill in playing tennis, inclusion of etiquette, rules and techniques. (Available for General Education, Lifelong Learning.)

**KIN 185B. Tennis II (1)**

*Prerequisite:* KIN 185A. Development of higher proficiency in performance of tennis skills, with special emphasis on game strategy.

**KIN 191A. Track and Field I (1)**

Introduction to and development of basic skills in selected running, jumping and throwing events. (Available for General Education, Lifelong Learning.)

**KIN 195A. Volleyball I (1)**

Development of proficiency in volleyball skills, including background, rules and strategy. (Available for General Education, Lifelong Learning.)

**KIN 195B. Volleyball II (1)**

*Prerequisite:* KIN 195A. Development of a high degree of skill performance, with special emphasis on team strategy.

**KIN 196A-Z. Experimental Topics Courses (1-2)**

Selected activity courses with content to be determined.

**KIN 200. Foundations of Kinesiology (3)**

Using a holistic and integrated approach, students will actively explore the multi-faceted field of Kinesiology. Course/student outcomes will include exposure to and development of liberal learning skills, professional development, a working definition and appreciation for the field, and the initiation of a portfolio.

**KIN 201/L. Movement Forms—Sport, Dance and Exercise and Lab (2/1)**

*Corequisite:* KIN 201L. Introduction for the major student to various movement forms (sport, dance, exercise) from the perspective of performer, practitioner and researcher. A Core course that serves as a base for continued study of the knowledge and applications of kinesiology.

**KIN 236. Introduction to Choreography (2)**

*Prerequisite:* Instructor consent. Principles of dance composition—movement sources, rhythmic, spatial and dynamic techniques of organization, and thematic development. Composition of solo and small group dances. (Available for General Education, Arts and Humanities.)

**KIN 236L. Introduction to Choreography and Lab (1)**

Lab practice in choreography. (Available for General Education, Arts and Humanities.)

**KIN 240. Conceptual Basis of Kinesiology (1)**

Introduction to the study and application of the body of knowledge in kinesiology.

**KIN 241/L. Movement Forms: Exercise and Lab (1/1)**

*Corequisite:* KIN 241L. Development of elementary physiological, biomechanical and behavioral concepts and skills in movement fundamentals and body conditioning. Application of these principles to different populations for the development and maintenance of lifelong physical conditioning. 1 unit activity, 1 unit lab.

**KIN 242. Movement Forms: Basic Dance (1)**

Introduction for the major student to the study of stylized dance (social, ethnic, ballet, jazz) as a human movement form. Serves as a base for continued study of the knowledge and applications of kinesiology.

**KIN 243/L. Movement Forms: Sport and Lab (1/1)**

*Corequisite:* KIN 243L. Introduction for the major student to the study of sport as a human movement form. Serves as a base for continued study of the knowledge and applications of kinesiology.

**KIN 244. Movement Forms: Dance (1)**

Introduction for the major student to the study of dance as a human movement form. Serves as a base for continued study of the knowledge and applications of kinesiology.

**KIN 250BD. Professional Activities: Badminton (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of badminton.

**KIN 250BS. Professional Activities: Baseball/Softball (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sports of baseball and softball.

**KIN 250BK. Professional Activities: Basketball (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of basketball.

**KIN 250DB. Professional Activities Dance: Ballet (1)**

*Prerequisite:* Kinesiology Major. Development of proficiency in basic and intermediate ballet skills. Appreciation and understanding of ballet as an art form.

**KIN 250DJ. Professional Activities Dance: Jazz (1)**

*Prerequisite:* Kinesiology Major. Development of proficiency in basic and intermediate skills of jazz dance, and an appreciation and understanding of jazz dance as an art form.

**KIN 250DS. Professional Activities Dance: Social (1)**

*Prerequisite:* Kinesiology Major. Development of proficiency in social dance skills, including ballroom, contra, ethnic and square. Appreciation and understanding of these dance forms and their place in contemporary, multi-ethnic society.

**KIN 250FB. Professional Activities: Football (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of football.

**KIN 250GO. Professional Activities: Golf (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of golf.

**KIN 250GY. Professional Activities: Gymnastics (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of gymnastics.

**KIN 250RQ. Professional Activities: Racquetball (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of racquetball.

**KIN 250SO. Professional Activities: Soccer (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of soccer.

**KIN 250SW. Professional Activities: Swimming (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of swimming.

**KIN 250TN. Professional Activities: Tennis (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of tennis.

**KIN 250TF. Professional Activities: Track and Field (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the various sports of track and field.

**KIN 250VB. Professional Activities: Volleyball (1)**

*Prerequisite:* Kinesiology Major. Development of skills and knowledge of concepts, rules and strategy in the sport of volleyball.

**KIN 271/L. Fundamental Movement, Gymnastics and Rhythms and Lab (3)**

*Prerequisite:* KIN 200 or 240. An introductory course in the fundamental movement patterns appropriate for the developing child in elementary physical education. This course is designed to develop competency in these fundamental movement patterns. Students will develop competency in knowledge and understanding of ways in which motor skills can be organized into developmentally appropriate progressions in a variety of movement settings, including educational games, gymnastics, rhythms and dance. Systematic observations of children during field experiences will be provided.

**KIN 272/L. Non-traditional Games and Activities and Lab (2/1)**

*Prerequisite:* KIN 200 or 240. *Recommended Preparatory:* KIN 201/L. Students will be introduced to a variety of non-traditional games and activities that include team challenges, problem-solving activities and cooperative games. Students will actively explore the impact of non-traditional games and activities for the K-12 setting.

**KIN 273/L. Analysis and Application of Games and Sport and Lab (2/1)**

*Prerequisites:* KIN 200 or 240. *Recommended Preparatory:* KIN 201/L. This course is designed to facilitate enhanced performance and analysis of sport/game skills through a tactical understanding of a variety of invasion (e.g., basketball, soccer, lacrosse, football, speedball, ultimate Frisbee, hockey), net ball (e.g., volleyball, badminton, pickleball) and target games (e.g., bocce, golf, Frisbee golf).

**KIN 275. Musculoskeletal Foundations of Human Movement (3)**

*Prerequisite:* BIOL 101. Comprehensive introduction to the human skeletal, muscular, nervous and cardiorespiratory systems, with emphasis on how these systems are involved in the production, control and modification of human movement.

**KIN 296A-Z. Experimental Topics Courses in Kinesiology (1-3)**

Selected topics in kinesiology with course content to be determined.

**Upper Division****KIN 300. Foundations and Analysis of Human Movement (3)**

*Prerequisites:* BIOL 211, 212. Examination of anatomical and neuromechanical concepts relevant to human movement analysis and muscular control of movement. Application of functional anatomy to fundamental movements and select movement forms in exercise, sport and dance, emphasizing movement analysis across the lifespan and across a full range of abilities.

**KIN 302. Measurement and Evaluation in Kinesiology (3)**

Study of measurement and statistical theory applied to data from tests common to exercise, sport and dance.

**KIN 304. Dance and the Child (1)**

*Prerequisites:* KIN 120/L; *Restricted to students in the ITEP Freshman Option.* Provides students the opportunity to revisit dance (creative, multi-cultural and international dance forms) and apply their knowledge of this area to working with children. Students extend and integrate their knowledge of dance to all of the visual and performing arts. Experiences include planning, teaching and assessing dance lessons in field-based settings. Students also engage in critical analysis and reflection to discover ways to guide children in 3 unique roles—as creators, performers and observers of dance as an art form.

**KIN 305. Historical and Philosophical Bases of Kinesiology (4)**

*Prerequisite:* KIN 200 or 240. Survey of the historical and philosophical bases of kinesiology.

**KIN 306. Socio-Psychological Aspects of Physical Activity (3)**

Examination of the socio-psychological setting for physical activity with an emphasis on social values, individual and collective behavior, and group interaction.

**KIN 310. Visualization and Sport (3)**

Examination of approaches for helping athletes understand, develop, and/or refine visual skills, mental skills and strategies essential for maximizing athletic performance.

**KIN 311/L. Adapted Therapeutic Exercise Principles and Applications and Lab (2/1)**

*Prerequisite:* KIN 201/L or 241. *Corequisite:* KIN 311L. Lecture and laboratory courses designed to introduce principles and applications in adapted therapeutic exercise. Lab: Hands-on experiences in working with individuals with various physical disabilities are provided under clinical supervision at the Center of Achievement.

**KIN 313/L. Adapted and Therapeutic Aquatic Exercise and Lab (2/1)**

*Prerequisite:* KIN 201/L or 241. *Corequisite:* KIN 313L. Lecture and lab courses designed to introduce a theoretical overview of the benefits of adapted and therapeutic aquatic exercise for individuals with physical limitations. Lab: Hands-on experiences in working with individuals with various physical disabilities are provided under clinical supervision at the Center of Achievement.

**KIN 314/L. Creative Dance for Children and Lab (2/1)**

*Corequisite:* KIN 314L. Study of the elements of time, space and energy as related to children's dance as an art form. Principles, techniques and exploration of directions of teaching dance to children. 2 hours lecture, 2 hours lab.

**KIN 315/L. Analysis and Application of Multi-Cultural Dance Forms for Children and Adolescents and Lab (2/1)**

*Prerequisites:* KIN 201/L, 242. *Corequisite:* 315/L. Analysis of basic to intermediate skills of multi-cultural dance, including ballroom, contra, ethnic, round and square. Students develop performance analysis skills and the ability to plan and conduct instructional activities in multi-cultural dance.

**KIN 316/L. Choreographic Forms and Lab (2/1)**

*Prerequisite:* KIN 236. *Corequisite:* KIN 316L. Study of preclassical, classic, modern, dramatic and group forms, with practical application in composition of solo and group dances. Lecture and lab taken concurrently. 2 hours lecture, 2 hours lab.

**KIN 317. Advanced Analysis of Dance Forms—Ballet, Jazz, Modern (3)**

*Prerequisite:* KIN 242. Analysis of basic to intermediate skills of ballet, jazz and modern dance. Organizing and conducting of dance classes, demonstrations, concerts and other special dance activities in a school setting. Students develop performance analysis skills and ability to plan and conduct instructional activities in ballet, jazz and modern dance.

**KIN 318. Intermediate Classical and Contemporary Ballet Technique (3-3)**

*Prerequisite:* KIN 139B or 141 or 144 or 244 or 496BAL or instructor consent. *Recommended Preparatory:* Previous formal dance training. An intermediate course for undergraduate dance specialists in classical and contemporary ballet technique. May be repeated to a maximum of 6 units in different semesters. 6 studio hours.

**KIN 319. Intermediate Modern Dance (3-3)**

*Prerequisite:* KIN 139A or 144A or instructor consent. An intermediate course for undergraduate dance specialists in modern dance technique. May be repeated to a maximum of 6 units in different semesters. 6 studio hours.

**KIN 325/L. Motor Development and Lab (3/1)**

*Prerequisites:* KIN 200, 201/L. *Corequisite:* KIN 325L. Study of age-related changes in motor skills, the processes that underlie these changes, and the factors that influence them.

**KIN 329/L. Motor Learning and Control and Lab (3/1)**

*Corequisite:* KIN 329L. Theoretical foundation for the learning and control of motor skills, with specific emphasis on the interpretation of this knowledge for the structuring of the learning environment. Lab experiences in the basic concepts of motor learning/control and an introduction to motor behavior research.

**KIN 333. Injury Prevention Clinical Reasoning (2)**

*Prerequisites:* KIN 338/L; *Open to Athletic Training students only.* *Corequisite:* KIN 341. Athletic Training students will practice clinical reasoning and differential diagnosis skills via case studies while integrating knowledge and skills from injury prevention, lower extremity evaluation and rehabilitation domains.

**KIN 334. Evaluation and Rehabilitation Clinical Reasoning (2)**

*Prerequisites:* KIN 333; *Open to Athletic Training students only.* *Corequisite:* KIN 342. Athletic Training students will practice clinical reasoning and differential diagnosis skills via case studies while integrating knowledge and skills from previous course work. Advanced functional activities/patterns also will be analyzed.

**KIN 335/L. Health Related Fitness in K-12 Physical Education and Lab (2/1)**

*Prerequisites:* KIN 272, KIN 273. *Corequisite:* KIN 335L. Course to facilitate physical education students' knowledge, skills, appreciation and confidence needed to lead school-aged children in the development of active, healthy lives.

**KIN 337/L. Prevention and Care of Athletic Injuries and Lab (3/1)**

*Prerequisites:* BIOL 211, 212. *Corequisite:* KIN 337L. An introductory course to the field of athletic training. The history of the athletic training profession, the role of the athletic trainer as part of the sports medicine team, pharmacology, nutrition, emergency management, risk management and injury assessment domains will be introduced. Lab: Injury-prevention principles and techniques for the application of protective taping/bracing, stretching, therapeutic exercise and testing and environmental conditions/illnesses.

**KIN 338/L. Lower Extremity Injury Evaluation Techniques and Lab (2/1)**

*Prerequisite:* KIN 337/L. *Corequisite:* KIN 338L. Athletic Training students will learn how to assess various lower extremity musculoskeletal injuries and conditions. Injury nomenclature, the injury evaluation process and specific body parts and injuries will be covered. Lab: Athletic Training students will develop proficiency in the individual lower extremity injury assessment techniques. Related topics that will be discussed will include protective, treatment and transportation techniques.

**KIN 339/L. Upper Extremity Injury Evaluation and Lab (2/1)**

*Prerequisite:* KIN 338/L. *Corequisite:* KIN 339L. Lecture course designed to develop Athletic Training students' upper extremity evaluation techniques. Lab: Athletic training students will develop proficiency in the individual upper extremity injury assessment techniques.

**KIN 340. Medical Documentation (1)**

*Prerequisites:* KIN 337/L; *Open to Athletic Training students only.* *Corequisite:* KIN 338/L. Introduction to injury evaluation documentation via classroom instruction and observation of physicians and allied health professionals. Documentation and assessment of risk management/ injury evaluation proficiencies through practical examination.

**KIN 341. Prevention and Evaluation Clinical Experience (1)**

*Prerequisites:* KIN 338/L; *Open to Athletic Training students only.* *Corequisite:* KIN 333. Prevention and lower extremity evaluation clinical experience. Athletic Training students practice, apply and synthesize knowledge and skills from the injury prevention and lower extremity injury evaluation domains with a physically active population, under the supervision of a certified athletic trainer. The required 10 hours per week assimilates Athletic Training students into the profession.

**KIN 342. Rehabilitation and Evaluation Clinical Experience (1)**

*Prerequisites:* KIN 341; *Open to Athletic Training students only.* *Corequisite:* KIN 334. Rehabilitation and upper extremity injury evaluation clinical experience. Athletic Training students practice, apply and synthesize knowledge and skills from the rehabilitation and upper extremity injury evaluation domains with a physically active population, under the supervision of a certified athletic trainer. The required 10 hours per week assimilates Athletic Training students into the profession. Open to Athletic Training students only.

**KIN 345/L. Biomechanics and Lab (3/1)**

*Prerequisite:* KIN 300. *Corequisite:* KIN 345L. Analysis of the ways in which anatomical makeup and mechanical laws govern the mechanics of human motion. Lab experiments designed to provide practical demonstration of mechanical laws and structured learning of qualitative and quantitative procedures for analyzing human motion.

**KIN 346/L. Physiology of Exercise and Lab (3/1)**

*Prerequisite:* BIOL 281; KIN 201/L or 241. *Corequisite:* KIN 346L. Effects of physical activity on the human physiological processes and of the physiological aspects of skill, endurance, fatigue, training and other phenomena related to physical performance.

**KIN 347. Introduction to Adapted Physical Education (3)**

Study of common disabilities and deviations in growth, development and motor function in students, including the role played by all physical educators in accommodating special needs students.

**KIN 349. General Medical Conditions (3)**

*Prerequisites:* KIN 337/L; *Open to Athletic Training students only.* Will provide students with the knowledge and skills to assess sensory and motor function related to spine injuries, handle crisis situations, and recognize systemic diseases in patients who are physically active. Pathology of the systems of the body will be covered.

**KIN 371/L. Physical Education Content Development for Children and Lab (2/1)**

*Prerequisite:* KIN 271/L. *Not available for credit to students who have completed KIN 470/L.* Content, methodology, materials and equipment central to the planning, implementation and evaluation of developmental physical activity programs for children. Lab provides observation, active participation and practical experiences in activity programs for children, with emphasis on elementary-school physical education.

**KIN 380/L. Perspectives of Dance and Lab (2/1)**

*Corequisite:* KIN 380L. History, aesthetics, performance forms, musical forms, cultural and racial heritages, and contemporary directions of dance in education and art. Dance is examined as a performing art, ritual, social/recreational activity and subject for scholarly investigation and analysis. Students participate in dance techniques related to content presented in the classroom. (Available for General Education, Arts and Humanities.)

**KIN 385. Women in Sport (3)**

Survey of women's past and present involvement with sport. Examines the social, cultural and developmental implications of sport participation. (Available for General Education, Comparative Cultural Studies.)

**KIN 396A-Z. Experimental Topics Courses in Kinesiology (1-3)**

Experimental courses in kinesiology with course content to be determined.

**KIN 402/L. Computer Applications in Kinesiology and Lab (2/1)**

*Prerequisite:* KIN 302. *Corequisite:* KIN 402L. Significance of the computer in kinesiology. Examination and analysis of various types of software written for exercise science, physical education and athletics. Application of computer uses for skill and fitness testing in both lab and school settings. Lab: Practical application of micro-computer programs in kinesiology.

**KIN 403. Measurement and Evaluation Lab (1)**

*Prerequisite:* KIN 302. Application of measurement techniques for exercise sports, games and dance.

**KIN 407. Sport, Culture and Society (3)**

*Prerequisite:* KIN 306. Study of the role, meaning and use of American sports, from colonial times to the present. Examination of the effects of forces that influence sports in this society and the status of international sports, including the role of U.S. factors affecting sport at the international level and future directions.

**KIN 408. The Olympic Games (3)**

*Prerequisite:* KIN 305. Study of sport through the perspective of the ancient and modern Olympic Games from a historical and philosophical point of view.

**KIN 409. Advanced Sport Psychology (3)**

*Prerequisites:* Score of 8 or better on Upper Division Writing Proficiency Exam; Not available to students who have taken PSY 409. *Recommended Preparatory:* KIN 306 and/or PSY 150. Addresses the evolution of sport psychology as a science, including the psychological variables associated with successful performance in sport and physical activity settings. Available for graduate credit with consent of student's graduate advisor. KIN Majors receive Upper Division elective credit toward KIN Degree in Options that allow electives. (Cross listed with PSY 409.)

**KIN 415. Medical Aspects of Sport and Related Injuries (3)**

*Prerequisite:* KIN 345. Review of selected medical aspects of sport taught by guest medical experts from community hospitals and private practice.

**KIN 417. Theoretical and Technical Aspects of Resistance Exercise (2)**

*Prerequisites:* KIN 345/L, 346/L. *Corequisite:* KIN 417L. A course designed to prepare students to plan, develop and implement resistance-training programs. Topics included will pertain to muscular strength and endurance conditioning, physiology of strength conditioning, muscular strength, testing and evaluation and organization/administration of strength-training programs. Students who complete this course are prepared to sit for the Certified Strength and Conditioning Specialist Examination.

**KIN 417L. Theoretical and Technical Aspects of Resistance Training Laboratory (1)**

*Prerequisites:* KIN 345/L, 346/L. *Corequisite:* KIN 417. A hands-on lab in which students will perform various resistance-training techniques that will pertain to muscular strength and endurance conditioning, physiology of strength conditioning, muscular strength testing and evaluation and organization/administration of strength-training programs. Students who complete this course are prepared to sit for the Certified Strength and Conditioning Specialist Examination.

**KIN 418. Advanced Classical and Contemporary Ballet Technique (3-3)**

*Prerequisite:* KIN 318 or 496BAL or instructor consent. *Recommended Preparatory:* Previous formal dance training. A course for students interested in a dance specialty. Class is designed at the advanced-skill level in ballet technique. May be repeated for a maximum of 6 units in different semesters. 6 studio hours per week.

**KIN 419. Advanced Modern Dance (3-3)**

An advanced course for undergraduate dance specialists in modern dance technique. May be repeated to a maximum of 6 units in different semesters. 6 studio hours per week.

**KIN 420. Coaching Competitive Sports (3)**

*Prerequisite:* Upper Division standing. Psychological, sociological and philosophical perspectives of coaching are examined as these relate to motivation, discipline and interpersonal relations in competitive sports programs.

**KIN 426. Choreography (3)**

*KIN 316 or instructor consent.* View of dance composition, including movement sources, rhythmic spatial and dynamic techniques of organization; thematic development and dramatic intent. Composition of solo and small-group dances.

**KIN 427. Dance Production (3)**

*KIN 316 or instructor consent.* Study of techniques and materials in dance as applied to music analysis and advanced individual and group choreography for performance.

**KIN 428. Aesthetics of Human Movement (3)**

Examines historical and contemporary physical activity movement forms (such as sport, dance and exercise) and the human body as aesthetic expressions and culturally symbolic representations.

**KIN 429. Perceptual Motor Problems of the Atypical Student (3)**

*Prerequisites:* KIN 329, 347. Descriptive analysis of motor characteristics of the atypical student, including theories of specialized instruction, evaluation and prescribing and implementing instruction in remedial programs. Practicum included.

**KIN 436. Applied Exercise and Sports Physiology (3)**

*Prerequisite:* KIN 346 with a grade of "C-" or better. Physiological conditioning concepts, including the effects of acute and chronic bouts of exercise training, for the enhancement of health objectives and improvement of sports performance. Regular written assignments required.

**KIN 437. Athletic Training Administration (3)**

*Prerequisite:* KIN 339/L. Athletic Training students will learn techniques and strategies required to manage athletic training programs in the professional world. Professional development and acute care of injuries also will be addressed.

**KIN 441. Administration and Treatment Clinical Experience (1)**

*Prerequisites:* KIN 342; Open to Athletic Training students only. *Corequisite:* KIN 443. Athletic Training students practice, apply and synthesize knowledge and skills from the administrative, modalities and general medical domains with a physically active population under the supervision of a certified athletic trainer. The required 20 hours per week will assimilate Athletic Training students into the profession.

**KIN 442. Advanced Clinical Experience Techniques (1)**

*Prerequisites:* KIN 441; Open to Athletic Training students only. *Corequisite:* KIN 444. Athletic Training students practice, apply and synthesize knowledge and skills from the pharmacology and acute-care domains with a physically active population, under the supervision of a certified athletic trainer. The required 15 hours per week assimilates Athletic Training students into the profession.

**KIN 443. Advanced Activities Clinical Reasoning (2)**

*Prerequisites:* KIN 334; Open to Athletic Training students only. *Corequisite:* KIN 441. Athletic Training students will develop clinical reasoning and differential diagnosis skills via case studies, while integrating knowledge and skills from injury prevention, injury evaluation, general medical, rehabilitation, modalities and administrative domains.

**KIN 444. Professional Preparation (2)**

*Prerequisites:* KIN 443; *Open to Athletic Training students only. Corequisite:* KIN 442. Athletic Training students will prepare for the Board of Certification Examination, become involved in the community and promote the athletic training profession through directed activities.

**KIN 445. Quantitative Biomechanics (3)**

*Prerequisites:* KIN 345 with a grade of "C-" or better; MATH 104 or 105. Evaluation and interpretation of motor skill performance on the basis of applied mechanics.

**KIN 446/L. Research in Exercise Physiology and Lab (2/1)**

*Prerequisite:* KIN 346 with a grade of "C-" or better. *Corequisite:* KIN 446L. Explores advanced theory of exercise physiology, as well as concepts and techniques of research. Lab experience provides competency in the application of biomedical instrumentation to exercise physiology research.

**KIN 447. Implementation and Instruction of Adapted Physical Education Programs (3)**

*Prerequisite:* KIN 347. Study of the principles used in assessment of students with disability and organizing, implementing and instructing Adapted Physical Education Programs.

**KIN 448. Adapted Therapeutic Exercise: Assessment and Design (2)**

*Prerequisite:* KIN 311/L. *Corequisite:* KIN 448L. Advanced study of adapted physical activity and therapeutic exercise, with emphases on assessment, program designing and functional motor skill training. Concurrent laboratory class is designed to provide clinical experiences in Adapted Therapeutic Exercise Program working with individuals with various physical disabilities under clinical supervision at the Center of Achievement.

**KIN 448L. Adapted Therapeutic Exercise: Assessment and Design Lab (1)**

*Prerequisite:* KIN 311/L. *Corequisite:* KIN 448. Designed to provide clinical experiences in Adapted Therapeutic Exercise Program working with individuals with various physical disabilities under clinical supervision at the Center of Achievement. Clinical lab experience has emphases on assessment, program design and functional motor skill training.

**KIN 449. Physical Education for Students with Physical Disability (3)**

*Prerequisite:* KIN 347. Comprehensive study of the etiology of physically disabling conditions, including learning characteristics, assessment, designing and instruction of appropriate physical education experiences. Practicum experience.

**KIN 451. Adapted Aquatic Therapeutic Exercise: Assessment, Evaluation and Program Design (2)**

*Recommended Preparatory:* KIN 311/L, 313/L. *Corequisite:* KIN 451L. This course is designed to introduce intermediate/advanced knowledge in adapted aquatic therapeutic exercise. Assessment and evaluation processes to be learned include observations, screenings and various measurement instruments for the purpose of designing exercise programs for individuals and groups with special needs.

**KIN 451L. Adapted Aquatic Therapeutic Exercise: Assessment, Evaluation and Program Design Lab (1)**

*Corequisite:* KIN 451. *Recommended Preparatory:* KIN 311/L, 313/L. This course is designed to introduce intermediate/advanced knowledge in adapted aquatic therapeutic exercise. Assessment and evaluation processes to be learned include observations, screenings and various measurement instruments for the purpose of designing exercise programs for individuals and groups with special needs.

**KIN 456. Exercise Program Design (3)**

*Prerequisite:* KIN 346 with a grade of "C-" or better. This course will examine the application of exercise guidelines for adults and children based on the standards of the American Heart Association and the American

College of Sports Medicine. Additionally, this course will review field tests for determination of muscular strength and endurance, flexibility, body composition and aerobic endurance. This course will include formal lectures, group discussions and presentations. Available for graduate credit.

**KIN 457/L. Therapeutic Modalities for Sports Medicine and Lab (2/1)**

*Prerequisite:* KIN 338/L. *Corequisite:* KIN 457. Laboratory experiences designed to provide competency in the application of selected therapeutic agents.

**KIN 462/L. Physical Education Content Development for Adolescents and Lab (2/1)**

*Prerequisite:* KIN 472/L. *Corequisite:* KIN 462L. Course provides Physical Education Option students with early field and university-based experiences required to develop and apply a variety of physical education content for adolescents in team, individual and activity settings.

**KIN 467/L. Therapeutic Exercise Techniques and Lab (2/1)**

*Prerequisite:* KIN 337/L. *Corequisite:* KIN 467L. Students will develop therapeutic exercise techniques and begin to formulate rehabilitation plans. Lab: Laboratory experiences designed to provide proficiency in selecting appropriate therapeutic exercises to design rehabilitation programs for various orthopedic injuries.

**KIN 470/L. Physical Education for Children and Lab (2/1)**

*Corequisite:* KIN 470L. *Not available for credit for Kinesiology majors.* Focuses on the growing/moving/learning elementary-age child and on purposes, content, procedures, materials and equipment central to elementary school physical education. Lab: Observation and lab experience in elementary school physical education.

**KIN 472/L. Learner Assessment and Technology in K-12 Physical Education and Lab (2/1)**

*Prerequisite:* KIN 335/L. *Corequisite:* KIN 472L. A conceptual and practical understanding of alternative and traditional assessment of student learning in school physical education. Emphasis will be on formal and informal assessment and technological strategies that enhance learning, assess performance, provide feedback and communicate progress.

**KIN 476. Musculoskeletal Biomechanics and Injury (3)**

*Prerequisite:* KIN 345 or *instructor consent.* Anatomical, physiological and mechanical characteristics of human musculoskeletal tissues and their responses to mechanical loading. Detailed examination of injury mechanisms and their mechanical correlates.

**KIN 479. Perception and Movement (3)**

*Prerequisite:* KIN 325/L or 329/L. Integrated approach into the nature of human movement across the lifespan, with special emphasis on examining the relation between perception and movement as a function of the environment in which one lives.

**KIN 494A-C. Academic Internship in Kinesiology (1-3)**

Academic internship course. On- and off-campus study and research in selected areas of kinesiology with course content to be determined. (See subtitle in appropriate Schedule of Classes.) (Credit/No Credit only)

**KIN 496A-Z. Experimental Topics Courses in Kinesiology (1-3)**

Experimental courses in kinesiology with course content to be determined.

**KIN 498A-Z. Supervised Individual Projects (1-3)**

Off-campus study and research in selected areas of kinesiology with course content to be determined. (Credit/No Credit only)

**KIN 498LS. Field Experience in Physical Education for Elementary School Age Children (2)**

*Prerequisites:* KIN 314, 470/L. *Restricted to Liberal Studies majors with a Physical Education Concentration.* Field experience giving the prospec-

tive elementary school teacher an opportunity to develop understanding and skills in observing children's motor skill behavior and in evaluating a comprehensive elementary school physical education program. Requires completion of 45 hours of observation/participation in assigned schools. Regular class meetings provide guidance and the opportunity to discuss the off-campus experiences. (Credit/No Credit only)

**KIN 498WC. Dance Concert Modes (3)**

*Prerequisite: KIN 316 or instructor consent.* Analysis and application of advanced choreographic structures to compose individual or group choreography for dance concert productions Available to graduate students.

**KIN 499A-C. Independent Study (1-3)**

## Graduate

**KIN 503. Program Planning in Physical Education (3)**

*Prerequisite: Graduate standing.* Study of theory of physical education curriculum development. Analysis of the foundations, background, philosophy and current types of physical education instructional programs at all school levels, as well as methods of planning functional physical education curricula.

**KIN 511. Perceptual-Motor Development of Students with Disabilities (3)**

*Prerequisite: KIN 347 or instructor consent.* Descriptive analysis of motor characteristics of students with disabilities, including theories of specialized instruction, evaluation, and prescribing and implementing instruction in adapted physical education/activity programs.

**KIN 512. Curriculum Development and Instruction in Adapted Physical Education (3)**

*Prerequisite: KIN 347 or instructor consent.* Study of curriculum development and instructional principles used in organizing, implementing and instructing students with disabilities in various physical education instructional settings.

**KIN 513/L. Adapted Therapeutic Exercise: Assessment and Design and Lab (2/1)**

*Prerequisite: KIN 311 or admission to APE Added-Authorization Program or instructor consent. Corequisite: KIN 513L.* This course is designed to teach advanced knowledge and techniques in adapted therapeutic exercise. The course provides opportunities for students to integrate various aspects of kinesiology, including anatomical, physiological, biomechanical, pedagogical and socio-psychological knowledge as related to adapted exercise programs. Students will learn specific clinical assessment techniques, such as manual muscle test, goniometry, gait analysis and balance assessment. Students also will learn how to design individualized exercise programs for individuals with disabilities. In addition to the lecture class, all students will have hands-on experiences performing clinical assessment and designing a program for a participant with a physical disability in the lab class.

**KIN 514. Physical Education and Sports for Students with Physical Disabilities (3)**

*Prerequisite: KIN 347 or instructor consent.* Comprehensive study of etiology of orthopedic impairments; learning characteristics; and assessment, design and instruction of appropriate physical education and athletics experiences for students with physical disabilities.

**KIN 520. Seminar in Coaching the Modern Athlete (3)**

*Prerequisite: KIN 420.* Examines different teaching and coaching personalities, styles and communication processes as they relate to interpersonal relations, motivation, discipline, self expression, competition, cooperation and problems associated with athletic coaching for different age groups and levels of competition.

**KIN 526/L. Teaching Effectiveness in Kinesiology and Lab (2/1)**

*Prerequisite: KIN 329, 345, 346 or instructor consent. Corequisite: KIN 526L.* Seminar that develops knowledge and skills of teaching in kinesiology-based disciplines in higher education. Study of the research literature in pedagogy, with a primary focus on the teaching of motor activities and lab courses. Students examine instructional strategies and develop skill in the use of systematic observation. 2 hours seminar, 2 hours lab (arranged) per week.

**KIN 547. Physical Education for Students with Mental Retardation and Multiple Disabilities (3)**

*Prerequisites: KIN 347, 429.* Design and instruction of physical education programs for students with mental retardation and multiple disabilities. Includes etiology, assessment, motor learning and instructional principles and curriculum models applicable to the design of these programs.

**KIN 560. Clinical EKG and Exercise Stress Testing (3)**

*Prerequisite: KIN 446/L.* Course in electrocardiography that includes detailed evaluation of basic EKG arrhythmias and their relationship to exercise testing and training.

**KIN 566. Seminar in Aging and Environmental Aspects of Exercise (3)**

Advanced study of physiological responses to exercise as a function of aging and environmental processes.

**KIN 575/L. Biomechanical Analysis Techniques and Lab (2/1)**

*Prerequisites: KIN 345 or instructor consent. Corequisite: KIN 575L.* Techniques for collecting and analyzing quantitative human movement data from high-speed film, video, dynamography and electromyography, including theories supporting 3-dimensional analysis and data-smoothing methodologies. Regular writing assignments required. Lab experience provides competency in the collection and interpretation of both kinematic and kinetic data for human movement research applications.

**KIN 579. Advanced Studies in Human Motor Behavior (3)**

*Prerequisites: KIN 325 or 329; Acceptance into the Kinesiology M.S. Program or consent of instructor.* An in-depth investigation into the theories, principles and research in motor development, motor learning and motor control, with emphasis on describing and explaining changes in movement patterns across the lifespan.

**KIN 600. Administration and Supervision of Physical Education (3)**

Study of the history, philosophy, principles and techniques of the administration and supervision of physical education on all school and college levels.

**KIN 602. Seminar in Current Issues in Kinesiology (3)**

Intensive study of current issues and problems in physical education through philosophical examination and analysis of literature and research findings.

**KIN 603. Seminar in Pedagogy in Kinesiology (3)**

Seminar in current issues and developments in physical education pedagogy through examination and analysis of literature and research findings.

**KIN 605. Research Methods and Design (3)**

*Prerequisite: KIN 302 or MATH 140.* Study of various types of research used in kinesiology and techniques employed in collecting, classifying, interpreting and presenting data.



**KIN 606. Seminar in Social Psychology of Sport (3)**

*Prerequisite:* KIN 306. Advanced study of the influence of social-psychological variables as they relate to motor performance. Topics may include aggression, attitude formation and change, arousal and anxiety, achievement motivation, attribution theory, social facilitation, social reinforcement, observational learning and the competition process.

**KIN 607. Seminar in Sport History (3)**

*Prerequisite:* KIN 305. Significant trends and problems that affected the growth and present structure of sport from the primitive through the modern period.

**KIN 608. Seminar in Adapted Physical Education (3)**

*Prerequisite:* KIN 347 or instructor consent. This course is designed to study contemporary issues related to adapted physical education and research best practice models to provide physical education services to students with intellectual disabilities, autism spectrum disorder, emotional and behavioral disorders, severe disabilities and/or multiple disabilities.

**KIN 610. Quantitative Analysis of Research in Kinesiology (3)**

*Prerequisite:* KIN 302. Study of advanced statistical methods for quantitative analysis of research data in kinesiology, including computer analysis.

**KIN 612. Qualitative Research Design (3)**

This course will provide an intensive study of qualitative research designs through critical examination of the research literature. The course content includes an intensive review of the issues surrounding measurement, data analysis, interpretation and ethical aspects of conducting qualitative research.

**KIN 618. Seminar in Instructional Design in Physical Education (3)**

Seminar that develops the knowledge and skills of instructional design as it relates to physical education. Study of the theories of curriculum, instruction and assessment in the design cycle. Students develop multimedia and hypermedia learning materials.

**KIN 619. Seminar in Dance Science (3)**

Graduate seminar in dance science, with particular focus on the application of functional anatomy, motor learning and prevention of dance injuries as it applies to the training of dancers.

**KIN 626. Philosophic Development of Physical Education (3)**

*Prerequisite:* KIN 401. Analysis and synthesis of the knowledge and interpretation of the development of philosophic schools and variants in the thought and practice of physical education.

**KIN 642A-C. Directed Research, Physiology of Exercise (1-3)**

*Prerequisite:* KIN 446. Library and lab research techniques employed in the assessment of human performance capacity. Emphasis primarily on physiological measurements of metabolic functions in humans.

**KIN 643. Dance Performance Analysis (3)**

*Prerequisite:* Acceptance into Kinesiology M.S. Program or instructor consent. Dance performance analysis incorporates a Graduate Concert of new choreographic works, plus active scientific research involving kinesiology as it applies to dance performance. During the course students will acquire, develop and incorporate skills necessary for creating a new work to be produced and performed in a theatre setting plus acquire knowledge and understanding about how to design and conduct research focused on dance performance. (3 units/3 hours)

**KIN 645. Seminar in Biomechanics (3)**

*Prerequisite:* KIN 345 or instructor consent. Analysis of current and classical research literature related to human biomechanics. Emphasis on sport and ergonomic applications.

**KIN 646. Seminar in Exercise Physiology (3)**

*Prerequisite:* KIN 446 or instructor consent. Advanced human physiological variability, and potentialities and requirements for muscular activity.

**KIN 647. Seminar in Adapted Physical Activity (3)**

*Prerequisites:* KIN 605, 610. An advanced study of theory and literature regarding adapted physical activity for individuals with disabilities. This course is designed to develop in-depth knowledge by integrating the sub-disciplines of kinesiology as they relate to adapted physical activity on land and in the water. Specific topics include pedagogical, psycho-social, physiological and biomechanical aspects of adapted physical activity.

**KIN 652. Seminar in Exercise Physiology of Skeletal Muscle (3)**

*Prerequisites:* KIN 446/L; CHEM 235. Study of the physiological, anatomical, morphological and biochemical adaptations of skeletal muscle to exercise training.

**KIN 654. Exercise Tolerance Testing and Prescription (3)**

*Prerequisites:* KIN 456, 446/L. Modern concepts of wellness and the application of exercise prescription principles to healthy and at-risk populations in accordance with the guidelines of American College of Sports Medicine and the American Heart Association.

**KIN 656. Exercise Bases of Cardiac Rehabilitation (3)**

*Prerequisites:* KIN 446. Study of exercise and related program components in rehabilitation of coronary heart disease. Emphasis on role of the exercise physiologist in the integrated clinical team approach.

**KIN 679. Seminar in Motor Behavior (3)**

*Prerequisites:* KIN 325 or 329 and acceptance into the Kinesiology M.S. program or consent of instructor. Study and seminar discussion of selected topics in motor behavior.

**KIN 694. Advanced Internship in Adapted Physical Education (3)**

*Prerequisites:* Preliminary Education Specialist Credential, Preliminary Multiple Subject Credential, or Preliminary Single Subject Physical Education Credential; KIN 511, 512, 513/L, 514; APE Program Director consent. Advanced teaching internship for candidates in the Adapted Physical Education Added-Authorization Program. Clinical supervision is provided through credentialed cooperating teachers/site supervisors and through analysis of videos by University supervisor and online reflections. Completion of Adapted Physical Education Professional Portfolio is required to receive credit.

**KIN 695A-Z. Experimental Topics Courses (1-3)**

*Prerequisite:* Advisor or instructor consent. Specialized topics from a concentrated field of current interest presented at an advanced level.

**KIN 696A-C. Directed Graduate Research (1-3)**

*Prerequisites:* Classified status; Graduate Coordinator consent. Special graduate studies in kinesiology.

**KIN 698A-C. Thesis or Graduate Project (1-3)**

*Prerequisites:* Classified status; Thesis/Project Chair consent. May be repeated, but not more than 6 units may be included among the 30 total units required for the M.S. Degree.

**KIN 699A-C. Independent Study (1-3)**

*Prerequisite:* Graduate coordinator consent. Consists of a project designed to meet a highly specialized graduate need. Project selected in conference with a faculty sponsor. Progress meetings are held regularly until the end of the semester.

# Knowledge Management

Tseng College

**Director:** Jennifer L. Kalfsbeek-Goetz

**Manager:** Barbra L. Frye

**Faculty Coordinators:** Allan Crawford and Tracey Wik

**Bookstore Complex (BC) 202**

**(818)-677-6404**

**tsengcollege.csun.edu/kmdl**

## Faculty

Cynthia Cheng-Correia, Allan G. Crawford, Abe Feinberg, Kent A. Greenes, JR Growney, Karen K. Johnson, Paul Krivonos, Mike Prevou, Kiho Sohn, Tracey Wik, Melanie Stallings Williams, Mary S. Woodley

## Program

Graduate:

**Master of Knowledge Management (MKM)\***

*\*Mode of instruction for this program is online distance learning only.*

## Careers

Graduates from our MKM Program will be very successful in securing choice knowledge-management roles. A significant percentage of the initial cohort students are being sponsored by their employers in order to prepare them for more advanced work. The sponsoring organizations are from a variety of industries, including aerospace, biotechnology, financial services, energy production, engineering and manufacturing, as well as from branches of the U.S. government.

Career opportunities for MKM graduates are similarly broad. As companies deal with breakthroughs in technology, accelerating retirements of senior employees and the increased challenge of globalization—all of which change the nature of organizations—knowledge management becomes ever more crucial to developing new and effective processes. Because knowledge management is an interdisciplinary field, the MKM Degree Program prepares students to work across traditional departmental boundaries to collaborate with a variety of important stakeholders in organizational settings.

## Academic Advisement

Initial application advisement is carried out by the Program Manager. Once admitted into the MKM Program, student advisement is carried out by the Program's Faculty Coordinator and is available throughout the year online.

## Student Learning Outcomes of the Graduate Program

Graduates of the CSUN Master of Knowledge Management Program will:

1. Acquire an in-depth understanding of past and present knowledge-management practices in the organizational context and have an ability to anticipate future trends in the KM field.
2. Acquire an understanding of how knowledge is distinguished from information.
3. Understand how people and organizations use and interpret knowledge.
4. Understand how organizations effectively identify, acquire, capture, organize, share, use, reuse and leverage (tacit and explicit) knowledge to achieve goals.
5. Demonstrate how to develop and implement knowledge-management strategies, systems and communities of practice in the organizational context.
6. Demonstrate an understanding of how knowledge-management technologies are applied in an organizational context.

7. Understand how the commitment to the creation, preservation, retention, access and advancement of knowledge is critical to an organization's success and longevity.
8. Acquire and demonstrate the analytical, strategic-thinking and communication skills that are essential to creating and maintaining a successful KM program.

## Requirements for Admission to the Program

*Students must provide verification of the following:*

1. At least 1 of 3 degree requirements:
  - a. A Bachelor's Degree from an accredited college or university with a GPA of 3.0 or higher; or
  - b. A Bachelor's Degree from an accredited college or university with a GPA of 2.5-2.99 and a passing score (50th percentile or higher) in the verbal section of the Graduate Record Examination (GRE); or
  - c. A Master's Degree from an accredited college or university.
2. Successful completion of a university-level course in Statistical Probability and Interpretation, or comparable on-the-job training.
3. 2 to 5 years (or more) work experience in an organizational setting.
4. Appropriate computer equipment and software that meets or exceeds the minimum technical requirements listed on the program site at <http://tsengcollege.csun.edu/kmdl/requirements.htm>
5. For International Students: If you do not have a Bachelor's Degree from a post-secondary institution where English is the principal language of instruction, you will need to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper exam or 213 on the computer-based exam is required for application.
6. A short phone interview may be conducted with each applicant to clarify application information.

## Special requirements

All students in the MKM Program must attain Classified status. Students must apply for Departmental Classification by filing a formal program. This must be accomplished prior to completing 12 units of credit. All students must obtain a passing score on the Upper Division Writing Proficiency Exam (UDWPE). The Program Manager will serve as a resource to assist all admitted students in completing their classification forms and the UDWPE.

## Graduation Requirements

To earn a Masters of Knowledge Management, students must:

1. Maintain a GPA of 3.0 or better throughout the Program;
2. Attain a passing score on the Upper Division Writing Proficiency Exam;
3. Complete each required course with a grade of "B" or higher; and
4. Apply to graduate by submitting the Master's Degree and Diploma Application to Admissions and Records (students will receive assistance with this from the Program Manager).

To see the full list of requirements for applying to the Program, visit [http://tsengcollege.csun.edu/kmdl/apply\\_now.htm](http://tsengcollege.csun.edu/kmdl/apply_now.htm)

## Requirements for the Master of Knowledge Management Degree

|    |     |   |
|----|-----|---|
| KM | 610 | The Information and Knowledge Professional in the Information World (3) |
| KM | 611 | Policy, Law and Economics of Knowledge Management (3)                   |
| KM | 620 | Information Organization in the Knowledge Management Environment (3)    |
| KM | 630 | Information Needs and Learning for Knowledge Workers (3)                |

|    |     |  |
|----|-----|--|
| KM | 631 | Management of Information and Knowledge Services (3) |
| KM | 632 | The Knowledge Management Business (3)                |
| KM | 633 | Communication in the Knowledge Environment (3)       |
| KM | 641 | Information Access and Online Searching (3)          |
| KM | 642 | Knowledge Management (3)                             |
| KM | 643 | Competitive Intelligence (3)                         |
| KM | 650 | Knowledge Management Technologies (3)                |
| KM | 690 | The Capstone Experience (3)                          |

|                                     |    |
|-------------------------------------|----|
| Total Units Required for the Degree | 36 |
|-------------------------------------|----|

## Course List

### **KM 610. The Information and Knowledge Professional in the Information World (3)**

This course provides an introduction to knowledge management (KM) as practiced today. Real-world situations will be used wherever practical. The topics covered will include KM uses and challenges, history of KM, KM components, KM collaboration techniques, KM benefits and success measurements, and the capture, preservation and use of explicit knowledge. Students will be organized into virtual teams to accomplish several tasks. Weekly chats will be held and regular electronic interaction with the instructor, the teams and the class will enable an enriching group experience. The culminating class effort will be the design of a successful KM system using the material covered in the course.

### **KM 611. Policy, Law and Economics of Knowledge Management (3)**

How can you manage the collection, storage and effective use of information? The legal and economic environment governing the acquisition and use of data is essential knowledge for any manager. Learn how to identify the key issues affecting the acquisition and use of information. The course will outline the legal rules governing intellectual property and the use of information along with ethical and public policy aspects of managing knowledge. Students will develop their abilities to identify and analyze issues while improving research and communication skills, and will have access to the premier databases of legal, economic and scholarly information. This course will give students the foundation you need to work with service providers, experts, clients and the public.

### **KM 620. Information Organization in the Knowledge Management Environment (3)**

This course studies the constitution, structure and form of information and knowledge, including traditional principles of information and knowledge organization, as well as special metadata standards for non-traditional materials, data mining, storage and retrieval, formats, strategies and software. All media types will be covered, including audio, video, electronic and print.

### **KM 630. Information Needs and Learning for Knowledge Workers (3)**

Designed from the point-of-view of the practitioner, this course will explore what is required to be viewed as a strategic partner in creating a collaborative environment where knowledge is shared and created. The course will offer knowledge managers the tools, concepts, principles and techniques needed to create a learning organization. Students will discuss the potential roadblocks and unintended consequences of designing and implementing a knowledge-management strategy within an organization and what the organization can learn along the way. The course also explores the theoretical and practical sides of knowledge and how its creation, access and protection is critical to an organization's success and longevity. In addition, students will discuss adult learning theory and how to structure learning so that it sticks and has impact.

### **KM 631. Management of Information and Knowledge Services (3)**

This course builds on what students have learned in your previous courses, helping develop the knowledge and skills needed to become an effective leader and manager in a knowledge-based organization. Emphasis will be placed on aligning with corporate strategy, business planning, leading and motivating staff, developing and using metrics, delivering quality products through effective project management, and managing in times of change. Students will use and apply knowledge management tools and techniques to help you accomplish those tasks more effectively.

### **KM 632. The Knowledge Management Business (3)**

This course will provide a practical hands-on approach to setting up a KM business or KM internal consulting practice. Students will discuss the value, creation and execution of a knowledge-management business (such as an internal knowledge management team in an organizational department, or an external commercial KM business). Students will acquire, practice and demonstrate the skills necessary to start up a KM practice, determine the knowledge management needs of organizations, and develop and implement a successful KM program as a service to internal or external clients. Emphasis is placed on practical methods and the importance of culture and behavior in delivering meaningful business results. This course also addresses at a high level the structural and legal issues relating to business formation. Through case studies, business development exercises and the exploration of potential service offerings, students will be able to develop a unique KM business model.

### **KM 633. Communication in the Knowledge Environment (3)**

This course explores the fundamentals of effective communication in knowledge environments, particularly in organizational settings. The curriculum examines collaboration, team-building, leadership, knowledge transfer, information overload, organizational culture and storytelling, and provides an overview of communication networks to enable students to gain skills in the transfer of knowledge. Students will gain expertise in how information and knowledge flow in the organizational context and an understanding of the dynamics involved in creating, changing and managing the sharing of knowledge.

### **KM 641. Information Access and Online Searching (3)**

The course explores the principles of information retrieval and introduces key sources for information navigation and display concepts. The course explains search strategies and skills for using both print and electronic sources, including algorithms for retrieval and mediated searching.

### **KM 642. Knowledge Management (3)**

This course continues the introduction to knowledge management (KM) following KM 610. Topics covered include KM uses and challenges, KM in systems thinking perspective, role of KM in organization, development of KM programs, tacit knowledge transfer techniques, and the relationship between KM and innovation. Students will be organized into virtual teams to accomplish several tasks. The culminating class effort will be the improvement of the KM system developed in KM 610, using the material covered in the course.

### **KM 643. Competitive Intelligence (3)**

This course presents both theoretical and practical coverage of the relationship between knowledge management and competitive intelligence (CI), and builds foundational skills for enhancing intelligence and competitiveness through KM. Topics and issues include KM functions and purposes throughout the intelligence business process, KM practices for key intelligence models, and KM in strategic and tactical intelligence support, as well as tools, ethics, cultures, management and other key considerations. Course content also encompasses protecting an organization's knowledge assets from vulnerabilities and threats from competition. Students will develop vital understanding and skills in KM

and CI through lectures, readings, case studies, practical exercises and class discussions. Within the focus of the course, students will have the opportunity to explore issues of individual professional interest and/or related to their current/recent work environments.

**KM 650. Knowledge Management Technologies (3)**

This course introduces the conceptual and practical elements for enabling knowledge management practices with technologies. This is not an IT course nor is it focused on information technology, but rather it is a course that helps knowledge management leaders understand what technology tools are available and how to select and apply specific technology tools to the practice of knowledge acquisition, organization, dissemination and collaboration. During KM 650, students also will become familiar with the capability and processes of “digital story telling” as a means of tacit knowledge transfer and professional development.

**KM 690. Capstone Experience (3)**

This course focuses on professional and career development for the new knowledge management professional. As part of the course, students will create a portfolio that includes a major project and report, a career plan and a professional resume. The project may be undertaken in cooperation with a KM-related organizational unit.

# Liberal Studies Program

## College of Humanities

Director: Michael Neubauer

Education (E) 100

(818) 677-3300

[www.csun.edu/liberalstudies](http://www.csun.edu/liberalstudies)

### Interdisciplinary Program

B.A., Liberal Studies

Minor in Russian

### The Major

The Liberal Studies Program is a broad undergraduate liberal arts major leading to the B.A. Degree. It is an interdisciplinary major with a balance of studies in the language arts, natural sciences, mathematics, social sciences, humanities, visual arts and performing arts. Courses are drawn from various Academic Departments throughout the University. The Liberal Studies major can prepare a student in the subject matter required for a Teaching Credential in elementary or special education (Teacher Preparation Options) or it can provide a general liberal arts degree (General Studies Option).

### Student Learning Outcomes of the Undergraduate Program

1. Students will acquire a breadth of knowledge across the range of disciplines included in the major and will pursue greater depth in their area of specialization.
2. Students will explore how knowledge across multiple disciplines can be connected.
3. Students will develop the ability to formulate their own goals for continued learning and inquiry based on a foundation of intellectual curiosity.
4. Students will understand and appreciate the positive value and essential role of diversity.
5. Students will be able to think critically and creatively.
6. Students will be able to write and speak clearly, coherently and thoughtfully.
7. Students will be able to read, understand and evaluate all forms of text. In addition, as described in the California Standards for the Teaching Profession, Liberal Studies ITEP teacher candidates working with K-12 students will be able to:
  1. Make subject matter comprehensible to students.
  2. Assess student learning.
  3. Engage and support students in learning.
  4. Plan instruction and design learning experiences for students.
  5. Create and maintain effective environments for student learning.
  6. Develop as professional educators.

### Teacher Preparation Options

Students interested in careers as elementary or special education teachers should select one of the Liberal Studies Teacher Preparation Option Programs. All provide a B.A. Degree in Liberal Studies, including preparation in the "multiple subjects" taught in self-contained classroom settings. Students in the Teacher Preparation Option Programs take courses in the language arts, natural sciences, mathematics, social sciences, humanities, visual and performing arts, human development, physical education and health. By the end of the Degree Program, students have a foundation of basic knowledge in all of these areas. Students pursuing the Teacher Preparation Option are not required to meet the University General Education and Title 5 requirements. By completing the Liberal Studies major, students are considered to have fulfilled those requirements.

There are 3 Teacher Preparation Options available: the Pre-Credential Option, Integrated Teacher Education Program (ITEP) Junior Option and Integrated Teacher Education Program (ITEP) Freshman Option.

The Pre-Credential Option provides a B.A. Degree in Liberal Studies only and is best suited for students who wish to enroll in a teaching credential program after they earn their Bachelor's Degree. This program requires 105 units of specified course work toward the B.A. Degree of 120 units. The Pre-Credential Option also is the gateway into the ITEP-Junior Option. In order to transition from the Pre-Credential Option to ITEP-Junior Option, students must gain admission to the CSUN Credential Program.

The ITEP-Junior Option is a program for college juniors who would like to complete their B.A. Degree and Preliminary Credential simultaneously. Students planning to join ITEP-Junior Option, should first complete most of their Lower Division Pre-Credential requirements and then gain admission into CSUN's Credential Program. ITEP-Junior Option students take professional methods courses that are blended and linked with subject matter courses to complete their Degree and Credential. The program can be completed on a full- or part-time basis. In the ITEP-Junior Option, a B.A. Degree and Preliminary Multiple Subject Credential can be earned in 132 units.

The ITEP-Freshman Option is a program for entering freshmen who are ready for college-level courses in mathematics and writing. It is designed for freshmen who are certain about their career choice when they begin college. ITEP-Freshman Option students remain with their entering cohort throughout their 4 years, including at least 1 summer, taking some courses exclusively designed for them.\* The program includes field experience in elementary classrooms every semester guided by education faculty, as well as the opportunity for participation in a close-knit learning community throughout the college experience. The ITEP-Freshman Option requires 132 units for a B.A. Degree and Preliminary Multiple Subject Credential.

\* ITEP-Freshmen students take approximately 16 units per semester

### Education Specialist Credential:

**Mild-Moderate Disabilities: 136 units**

**Moderate-Severe Disabilities: 136 units**

Students can earn 10 (Multiple Subject) or 15 (SPED/Mild-Moderate, Moderate-Severe Disabilities) units coded as Post-Baccalaureate units for credit only for a school district's salary scale (if applicable) in the ITEP-Junior Option Program.

### General Studies Option

The General Studies Option is designed for students interested in a broad liberal arts education with studies in many subject areas rather than concentrating on one field of study. Students selecting the General Studies Option may be interested in pursuing careers in business, law, government, social services, non-profit services, arts and many other careers. General Studies Option students complete the General Education and Title 5 requirements outside of the major.

### Careers

The Liberal Studies Teacher Preparation Option programs are designed for students interested in teaching children in grades K-6 or special education students in grades K-12. Traditionally, elementary school teachers function in self-contained classrooms and teach a variety of subjects. The Liberal Studies major provides students with a broad undergraduate education to prepare them to teach "multiple subjects." The General Studies Option is a broad liberal arts program that prepares students for a variety of career options. Students interested in the General Studies Option should discuss academic and career planning with their Liberal Studies Advisor.

### Academic Advisement

Advisement is a critical part of the Liberal Studies Program. In order to complete the major efficiently, students need advisement throughout their program of study. Students intending to transfer to CSUN from community colleges should seek advisement at their community college, specifying their intention of transferring to CSUN Liberal Studies. All new Liberal Studies majors are required to complete a Liberal Studies workshop before making an appointment with an individual advisor. Workshops are available online and are scheduled on a regular basis throughout the year. Call the Liberal Studies Office for more information or to schedule an appointment with one of the academic advisors Martha Campos, Antonio Gonzalez or Sima Sadafi.

The Liberal Studies Program supports the concept of international education and encourages students in all Liberal Studies Options to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Liberal Studies Program and may be used to fulfill some of the requirements for the major. Students should consult the International Program Bulletin available in the Office of Student Development and International Programs, a Liberal Studies advisor or the campus International Program Advisor for more information.

### Liberal Studies Program Requirements for the Bachelor of Arts Degree

#### Option One: Pre-Credential Program

##### A. Lower-Division Requirements (56-57 units)

##### 1. Freshman Composition (3 units)

###### Select 1 course from:

|      |                      |                          |
|------|----------------------|--------------------------|
| AAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| CAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| CHS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| ENGL | 113B, 114B, 115, 155 | Freshman Composition (3) |
| PAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |

##### 2. Critical Thinking (3-4 units)

###### Select one course from:

|      |       |  |
|------|-------|--|
| AAS  | 201   | Race, Racism and Critical Thinking (3) |
| CHS  | 202   | Race, Racism and Critical Thinking (3) |
| COMS | 225/L | Strategies of Argumentation (3)        |
| PAS  | 204   | Race, Racism and Critical Thinking (3) |
| PHIL | 100   | General Logic (4)                      |
| PHIL | 200   | Critical Reasoning (3)                 |
| PHIL | 210   | Reasoning in the Sciences (3)          |
| RS   | 204   | Religion, Logic and the Media (3)      |

##### 3. Speech Communication (3 units)

###### Select 1 course from:

|      |       |                                       |
|------|-------|---------------------------------------|
| AAS  | 151   | Freshman Speech Communication (3)     |
| CAS  | 151   | Freshman Speech Communication (3)     |
| CHS  | 151   | Freshman Speech Communication (3)     |
| COMS | 151/L | Fundamentals of Public Speaking (2/1) |
| PAS  | 151   | Freshman Speech Communication (3)     |

##### 4. Mathematics (3 units)

|      |     |                           |
|------|-----|---------------------------|
| MATH | 210 | Basic Number Concepts (3) |
|------|-----|---------------------------|

##### 5. Biology (4 units)

###### Select 1 course from:

|      |       |                                |
|------|-------|--------------------------------|
| BIOL | 100/L | Introductory Biology/Lab (3/1) |
| BIOL | 101/L | General Biology/Lab (3/1)      |
| BIOL | 102/L | Biological Concepts/Lab (3/1)  |

##### 6. Physical Science (4 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| PHSC | 170 | Introduction to Physical Science (4) |
|------|-----|--------------------------------------|

##### 7. Literature (3 units)

##### Select 1 course from:

|      |      |   |
|------|------|---|
| AAS  | 220  | Survey of Asian American Literature (3)         |
| CAS  | 201  | Survey of Central American Literature (3)       |
| CHS  | 201  | Survey of Mexican Literature in Translation (3) |
| ENGL | 255  | Introduction to Literature (3)                  |
| ENGL | 258  | Major English Writers I (3)                     |
| ENGL | 259  | Major English Writers II (3)                    |
| ENGL | 275  | Major American Writers (3)                      |
| FLIT | 295A | Masterpieces of European Literature I (3)       |
| FLIT | 295B | Masterpieces of European Literature II (3)      |
| PAS  | 245  | African American Literature Since 1930 (3)      |

##### 8. Performing and Visual Arts (3 units)

###### Select 1 course from:

|     |       |   |
|-----|-------|---|
| ART | 100/L | Introduction to Art Processes (2/1)                             |
| ART | 110   | History of Western Art, Pre-History Through the Middle Ages (3) |
| ART | 112   | World Arts: Africa, Oceania and the Americas (3)                |
| ART | 114   | World Arts: Asia (3)  |
| CAS | 202   | Survey of Central American Art (3)                              |
| CHS | 111   | The Chicana/o and the Arts (3)                                  |
| MUS | 105   | Understanding Music (3)   |
| MUS | 107   | Music in Contemporary Society (3)                               |
| TH  | 110   | Plays and Players (3)   |
| TH  | 111   | Actors and Acting (3)   |

##### 9. Humanities, Philosophy and Religion (3 units)

###### Select 1 course from:

|      |     |  |
|------|-----|--|
| ANTH | 222 | Visions of the Sacred (3)                          |
| HUM  | 101 | Forms and Ideas in Humanities (3)                  |
| HUM  | 105 | Cultural Eras I (3)                                |
| HUM  | 106 | Cultural Eras II (3)                               |
| JS   | 200 | Introduction to Judaism (3)                        |
| PAS  | 282 | African Religion in the New World (3)              |
| PHIL | 150 | Introduction to Philosophical Thought (3)          |
| PHIL | 160 | Introduction to Philosophy: Society and Values (3) |
| PHIL | 201 | Ancient Philosophy (3)                             |
| PHIL | 202 | Modern Philosophy (3)                              |
| RS   | 100 | Introduction to Religious Studies (3)              |
| RS   | 101 | The Bible (3)                                      |

##### 10. World Geography (3 units)

|      |     |                     |
|------|-----|---------------------|
| GEOG | 150 | World Geography (3) |
|------|-----|---------------------|

##### 11. Earth Science (3 units)

###### Select 1 course from:

|      |        |                   |
|------|--------|-------------------|
| GEOG | 106LRS | Earth Science (3) |
| GEOL | 106LRS | Earth Science (3) |

##### 12. World History (3 units)

|      |     |                           |
|------|-----|---------------------------|
| HIST | 110 | World History to 1500 (3) |
|------|-----|---------------------------|

##### 13. United States History (3 units)

###### Select 1 course from:

|      |     |                                      |
|------|-----|--------------------------------------|
| CHS  | 245 | History of the Americas (3)          |
| HIST | 270 | The United States to 1865 (3)        |
| PAS  | 271 | African American History to 1865 (3) |

##### 14. Government (3 units)

###### Select 1 course from:

|      |     |  |
|------|-----|--|
| CHS  | 260 | Constitutional Issues and the Chicano (3)                |
| PAS  | 161 | American Political Institutions: A Black Perspective (3) |
| POLS | 155 | American Political Institutions (3)                      |
| RS   | 255 | American Political Institutions and Religion (3)         |

##### 15. Urban Education (3 units)

|      |     |                                |
|------|-----|--------------------------------|
| ELPS | 203 | Urban Education in America (3) |
|------|-----|--------------------------------|

*Students planning to pursue an Education Specialist Credential should take*

*SPED 400 instead of ELPS 203.*

### 16. Child Development (3 units)

#### Select 1 course from:

- CADV 150 Foundations of Human Development (3)  
 FCS 330 Child Growth and Development I (3)

### 17. Linguistics (3 units)

- ENGL 301 Language and Linguistics (3)

*May be taken after completion of 45 units.*

### 18. Concentration (3 units)

### B. Upper-Division Requirements (49 units)

Students should complete most, if not all, Lower Division course work before taking Upper Division requirements. Upper Division courses are listed in the order in which they should be taken, whenever possible.

### 19. Gateway Experience (3 units)

- LRS 300 Gateway Experience (3)

### 20. Intermediate Composition (3 units)

- ENGL 305 Intermediate Expository Writing (3)

### 21. Psychological Foundations (3 units)

- EPC 315 Psychological Foundations of Learning and Teaching (3)

*Students planning to pursue an Education Specialist Credential should take SPED 402 instead of EPC 315.*

### 22. Visual/Performing Arts and the Child (3 units)

#### Select 1 of the following:

- ART 380/L Children's Art/Lab (2/1)  
 MUS 361/L Music Literature for Children/Lab (2/1)  
 KIN 314/L Creative Dance for Children/Lab (2/1)  
 TH 371/L Creative Drama/Lab (2/1)

### 23. California Geography/History (3 units)

- GEOG 417 California Geography and History (3)  
 or HIST 417 California for Educators (3)

### 24. Structure of English (3 units)

- ENGL 302 Introduction to Modern Grammar (3)

### 25. Physical Education for Children (3 units)

- KIN 470/L Physical Education for Children (2/1)

### 26. Basic Concepts of Geometry, Probability and Statistics (3 units)

- MATH 310 Basic Concepts of Geometry, Probability and Statistics (3)

### 27. Geometry, Probability and Statistics Lab1 (1 unit)

- MATH 310L Geometry, Probability and Statistics Lab (1)

### 28. Language Development and Acquisition (3 units)

- LING 417 Language Development and Acquisition (3)

### 29. Health Science (2 units)

- HSCI 365LS Health Science for Liberal Studies/ITEP (2)

### 30. Ethnic Child (3 units)

#### Select 1 of the following:

- AAS 450 Asian American Child and the Schools (3)  
 ARMN 440 The Armenian Child (3)  
 CAS 410 The Central American Child (3)  
 CHS 430 The Chicano Child (3)  
 PAS 420 The Black Child (3)

### 31. Children's Literature (3 units)

- ENGL 428 Children's Literature (3)

### 32. Concentration Course 2 (3 units)

*See list of teacher preparation concentrations*

### 33. Science Experience Course (1 unit)

- GEOG 406LRS Liberal Studies Science Capstone Experience (1)

### 34. Visual/Performing Arts and the Child (3 units)

#### Select 1 of the following:

- ART 380/L Children's Art/Lab (2/1)

- MUS 361/L Music Literature for Children/Lab (2/1)

- KIN 314/L Creative Dance for Children/Lab (2/1)

- TH 371/L Creative Drama/Lab (2/1)

### 35. Concentration Course 3 (3 units)

- Course from an approved concentration (3)

### 36. Integrative Social Science (3 units)

#### Select 1 of the following:

- AAS 340 Asian American Women (3)

- ANTH 360 Immigration and Ethnicity (3)

- GWS 350 Gender, Race, Class and Sexuality (3)

- SOC 411 Sociology of Education (3)

a. Students who plan to move into ITEP-Junior Option should wait to take MATH 310 Lab until admitted to the Credential Program. It must be taken concurrently with E ED 472.

b. Students who plan to move into ITEP-Junior Option should wait to take ENGL 428 until admitted to the Credential Program. It must be taken concurrently with E ED 477A.

### C. Liberal Studies Teacher Preparation Concentrations

*For Options One, Two-Multiple Subject or Track A and Three-Multiple Subject or Track A only.* Students are required to complete a 12-unit Concentration (see Concentrations A through O below). Each Concentration includes one course that also is a major requirement, so each student takes 9 additional units to complete the 12-unit Concentration. The double-counted requirement is noted by the words "Double-Counted Class." Unless indicated otherwise, requirements should be taken in sequence whenever possible. Requirements 1 and 2 must be completed before enrolling in requirements 3 or 4.

#### A. American Sign Language

##### 1. Introduction To Linguistics (3 units) Double-Counted Class

- ENGL 301 Language and Linguistics (3)

##### 2. and 3. Intermediate American Sign Language Skills (8 units)

- DEAF 280 American Sign Language III (4)

- DEAF 281 American Sign Language IV (4)

##### 4. Translating Into ASL (3 units)

#### Students must complete both of the following:

- DEAF 489 Introduction to ASL Translation of Literary and Artistic Works (1)

- DEAF 489L Creative Uses of American Sign Language and Lab (2)

#### B. Art

##### 1. Skills (3 units)

#### Select one course from the following:

- ART 100/L\* Introduction to Art Processes (1/2)

- ART 124A Drawing I (3)

*\* Students using ART 100/L (or equivalent) to fulfill the Lower Division Fine Arts requirement must take ART 124A for this requirement.*

##### 2. Visual Art and the Child (3 units) Double-Counted Class

- ART 380/L Children's Art/Lab (2/1)

##### 3. Electives (3 units)

#### Select 1 course from:

- ART 305 Art Today (3)

- ART 385/L Children's Crafts (2/1)

##### 4. Summative experience in Art (3 units)

#### Select 1 course from:

- ART 400/L Developing Visual Literacy (2/1)

- ART 590 History and Philosophy of Art Education (3)

*For the ITEP-Freshman Option, the double-counted courses are ART 120/L and 304, not 380/L*

#### C. Creative Writing

##### 1. Intermediate Expository Writing (3 units) Double-Counted Class

- ENGL 305 Intermediate Expository Writing (3)

**2. Introduction to Creative Writing (3 units)****Select 1 course from:**

|      |     |  |
|------|-----|--|
| CHS  | 280 | Workshop in Minority Creative Writing (3)              |
| ENGL | 208 | Creative Writing (3)                                   |
| PAS  | 280 | Workshop in Creative Writing for Minority Students (3) |

**3. and 4. Writing in a Genre (6 units)****Select two courses from:**

|      |     |                       |
|------|-----|-----------------------|
| ENGL | 308 | Narrative Writing (3) |
| ENGL | 309 | Verse Writing (3)     |
| ENGL | 310 | Playwriting (3)       |

**D. Ethnic Studies****1. The Ethnic Child (3 units) Double-Counted Class**

|      |     |  |
|------|-----|--|
| AAS  | 450 | Asian American Child and the Schools (3) |
| ARMN | 440 | Armenian American Child (3)              |
| CAS  | 410 | The Central American Child               |
| CHS  | 430 | The Chicana/o Child (3)                  |
| PAS  | 420 | The Black Child (3)                      |

**2. Introduction to Ethnic Studies (3 units)****Select 1 course from:**

|      |     |   |
|------|-----|---|
| AIS  | 101 | Introduction to American Indian Studies (3) |
| AAS  | 100 | Introduction to Asian American Studies (3)  |
| ARMN | 101 | Elementary Armenian 1 (3)                   |
| ARMN | 102 | Elementary Armenian 11 (3)                  |
| CHS  | 100 | Chicana/o Culture (3)                       |
| PAS  | 100 | Introduction to Black Culture (3)           |
| PAS  | 165 | Introduction to Pan Africanism (3)          |

**3. Topics in Ethnic Cultures (3 units)****Select 1 course from:**

|      |     |   |
|------|-----|---|
| AAS  | 360 | Asian American Immigration-Global Perspective (3)         |
| AAS  | 430 | Asian American Popular Culture (3)                        |
| AAS  | 440 | Urbanization and Asian American Communities (3)           |
| AAS  | 453 | Asian American Families (3)                               |
| ARMN | 315 | Masterpieces of Armenian Literature (3)                   |
| ARMN | 360 | Armenian Women (3)  |
| ARMN | 380 | Contemporary Issues in Armenia and the Diaspora (3)       |
| CAS  | 311 | The Central American Diaspora (3)                         |
| CAS  | 366 | Contemporary Indigenous People of Central America (3)     |
| CHS  | 310 | Regional Music of Mexico (3)                              |
| CHS  | 380 | Chicana/o Literature (3)                                  |
| CHS  | 416 | Children's Songs and Games (3)                            |
| CHS  | 470 | Cultural Differences and The Chicana/o (3)                |
| CHS  | 480 | Children's Literature of Latin America in Translation (3) |
| PAS  | 300 | Contemporary Issues in the African-American Community (3) |
| PAS  | 322 | African-American Family (3)                               |
| PAS  | 465 | Pan Africanism: Development of an Ideology 1865-1953 (3)  |
| RS   | 378 | American Jewish Experience (3)                            |

**4. Summative Experience in Ethnic Studies (3 units)**

|      |      |                                       |
|------|------|---------------------------------------|
| AAS  | 349A | Filipino American Experiences (3)     |
| AAS  | 355  | Biracial and Multiracial Identity (3) |
| ARMN | 310  | Armenian Culture (3)                  |
| CHS  | 497  | Senior Seminar (3)                    |
| PAS  | 350  | Advanced Writing (3)                  |

**E. Gender Studies****1. Double-Counted Class**

|     |     |                                       |
|-----|-----|---------------------------------------|
| GWS | 350 | Gender, Race, Class and Sexuality (3) |
|-----|-----|---------------------------------------|

*For ITEP-Freshman Option students, the double-counted class is LRS 150/F (2/1 units), not GWS 350.*  
*ITEP-Freshman Option students may take GWS 350 for single credit instead of WS 200 or GWS 210.*

**2. Introduction to Women's Studies (3 units)****Select 1 course from:**

|     |     |                                     |
|-----|-----|-------------------------------------|
| GWS | 100 | Introduction to Women's Studies (3) |
| GWS | 110 | Women, Work and Family (3)          |

**3. Topics (3 units)****Select 1 course from:**

|      |       |   |
|------|-------|---|
| AAS  | 340   | Asian American Women (3)                                  |
| AAS  | 453   | Asian American Families (3)                               |
| AAS  | 455   | Asian American Sexuality (3)                              |
| ANTH | 308   | Women, Sex Roles and Culture (3)                          |
| ARMN | 360   | Armenian Women (3)  |
| CAS  | 365   | Changing Roles of Central American Women (3)              |
| CHS  | 365   | Third World Women and the Chicana (3)                     |
| CHS  | 366   | Women in Latin America (3)                                |
| GWS  | 302   | Feminist Methods (3)                                      |
| GWS  | 305CS | Women's Studies Community Service (3)                     |
| GWS  | 320   | Women and Urban Life/Urban Space (3)                      |
| GWS  | 360   | Feminist Ethics (3)                                       |
| GWS  | 396   | Selected Topics (3)                                       |
| HIST | 350   | History of Women (3)                                      |
| JS   | 330   | Women in the Jewish Experience (3)                        |
| PAS  | 324   | The Black Woman in Contemporary Times (3)                 |
| PAS  | 325   | The Black Man in Contemporary Times (3)                   |
| PHIL | 303   | Sexual Ethics (3)   |
| PHIL | 348   | Philosophy and Feminism (3)                               |
| POLS | 448   | Women and Politics in the United States and the World (3) |
| RS   | 304   | Women and Religion (3)                                    |
| SOC  | 324   | Sociology of Sex Roles (3)                                |

**4. Theory (3 units)****Select 1 course from:**

|     |     |  |
|-----|-----|--|
| GWS | 301 | Feminist Theories (3)                    |
| GWS | 340 | Women, Gender and Global Development (3) |

**F. General Science****1. Biological or Physical Science Foundations (3 units)****Double-Counted Class****Select 1 course from\*:**

|      |     |                          |
|------|-----|--------------------------|
| BIOL | 100 | Introductory Biology (3) |
| BIOL | 101 | General Biology (3)      |
| BIOL | 102 | Biological Concepts (3)  |

*ITEP-Freshman Option students must take BIOL 102/L*

|      |     |                                      |
|------|-----|--------------------------------------|
| PHSC | 170 | Introduction to Physical Science (4) |
|------|-----|--------------------------------------|

*\*Although lecture and lab are taken together in the major as a 4-unit combination, only 3 units will be double-counted in the General Science Concentration.*

**2., 3. and 4. Electives (9 units)**

Choose at least 9 units of course work from the following courses or course combinations. Although the prerequisites of the following classes vary, Liberal Studies majors who have completed any of the above 3 lecture-lab combinations will be allowed to register.

|      |      |                                |
|------|------|--------------------------------|
| ASTR | 152  | Elementary Astronomy (3)       |
| ASTR | 154L | Observational Astronomy (1)    |
| ASTR | 312  | Exploring the Solar System (3) |
| BIOL | 211  | Human Anatomy (2)              |



|      |          |   |
|------|----------|---|
| BIOL | 211/212  | Human Anatomy and Lab (2/1)                                     |
| BIOL | 241      | Human Pregnancy and Embryology (3)                              |
| BIOL | 241/L    | Human Pregnancy and Embryology and Lab (3/1)                    |
| BIOL | 281      | Human Physiology (3)  |
| BIOL | 281/282  | Human Physiology and Lab (3/1)                                  |
| BIOL | 323/392E | Plants and Animals of Southern California and Field Study (3/1) |
| BIOL | 325      | Life in the Sea (3)   |
| BIOL | 325/L    | Life in the Sea and Lab (3/1)                                   |
| CHEM | 110      | Chemistry in Action (3)   |
| CHEM | 110L     | Chemistry in Action Lab (1)                                     |
| GEOG | 101      | The Physical Environment (3)                                    |
| GEOG | 102      | Physical Geography Lab (1)                                      |
| GEOG | 103      | Weather (3)   |
| GEOG | 105      | Weather Lab (1)   |
| GEOL | 101      | Geology of Planet Earth (3)                                     |
| GEOL | 102L     | Geology of Planet Earth Lab (1)                                 |
| GEOL | 110      | Earth History (3)   |
| GEOL | 112      | Earth History Lab (1)   |
| GEOL | 122      | The World Ocean (3)   |
| GEOL | 123      | The World Ocean Lab (1)   |
| GEOL | 300      | Environmental Geology (3)                                       |
| GEOL | 301      | Environmental Geology Lab (1)                                   |
| PHYS | 305      | Physics of Music (3)  |

**G. History****1. Colonial Period To 1865 (3 units) Double-Counted Class****Select 1 Course From:**

|      |     |                                      |
|------|-----|--------------------------------------|
| CHS  | 245 | History of the Americas (3)          |
| HIST | 270 | The United States to 1865 (3)        |
| PAS  | 271 | African-American History to 1865 (3) |

**2. and 3. Topics (6 units)**

Select any two 400 level History courses except HIST 417, 488, 497 or 498.

**4. Summative Experience in History (3 units)**

|      |     |  |
|------|-----|--|
| HIST | 301 | The Historian's Craft: Reading, Research and Writing History (3) |
|------|-----|--|

**H. Human Development****1. Overview of Child and Adolescent Development (3 units)****Double-counted class****Select 1 course from:**

|      |     |   |
|------|-----|---|
| CADV | 150 | Foundations of Child and Adolescent Development (3) |
| FCS  | 330 | Child Growth and Development (3)                    |

**2. Theories and Concepts of Development (3 units)****Select 1 course from:**

|          |       |  |
|----------|-------|--|
| CADV     | 196JS | Jumpstart Northridge (Early Childhood Literacy Education—Service Learning) (3) |
| CADV     | 350   | Applied Cognitive Development (3)  |
| CADV     | 352   | Applied Social Development (3)   |
| CADV/RTM | 406/L | Enhancing Childhood Creativity (2/1)   |
| or PSY   | 344   | Psych of Creativity (4)  |
| FCS      | 234   | Child in the Family and Community (3)  |
| FCS      | 432   | Family Theories (3)  |
| FCS      | 438   | Adolescents in the Family Context (3)  |
| or PSY   | 361   | Adolescence (3)  |
| PSY      | 312   | Psychological Aspects of Parenthood (3)  |
| RTM      | 305   | Dynamics of Early Childhood Play (3)   |
| RTM      | 405   | Play and the Exceptional Child (3)   |

**3. and 4. Applying Developmental Theories and Concepts (6 units)****Select 2 courses from:**

|      |     |  |
|------|-----|--|
| CADV | 451 | Alternative Approaches to Discipline (3) |
|------|-----|--|

|        |     |  |
|--------|-----|--|
| or FCS | 436 | Parental Development (3)                               |
| or PSY | 312 | Psychological Aspects of Parenthood (3)                |
| CADV   | 450 | Helping Children Cope with Medical Environments (3)    |
| CADV   | 452 | Child Advocacy (3)                                     |
| CADV   | 460 | Culture, Race, Ethnicity and Gender in Development (3) |
| FCS    | 480 | The Helping Professional (3)                           |
| PSY    | 464 | Cognitive and Behavioral Intervention Techniques (3)   |
| SOC    | 348 | Juvenile Delinquency (3)                               |
| SOC    | 459 | Child Welfare (3)                                      |

**I. Humanities/Philosophy/Religion****1. Introduction To Humanities/Philosophy/Religion (3 units)****Double-Counted Class**

Select any Lower Division Humanities, Philosophy or Religion class accepted as satisfying the HUM/PHIL/RS requirement in the Liberal Studies major.

**2. Approaches to Philosophy and Religious Studies (3 units)****Select 1 course from:**

|      |     |                                      |
|------|-----|--------------------------------------|
| JS   | 210 | History of the Jewish People (3)     |
| PHIL | 201 | Ancient Philosophy (3)               |
| PHIL | 202 | Modern Philosophy (3)                |
| RS   | 150 | World Religions (3)                  |
| RS   | 160 | Religion in Western Civilization (3) |
| RS   | 250 | Values in World Religions (2)        |

**3. Topics in Humanities, Philosophy and Religious Studies (6 units)****Select 2 courses from:**

|      |     |  |
|------|-----|--|
| HUM  | 391 | Methods and Theories in the Humanities (3)               |
| JS   | 300 | Humanities in Jewish Society (3)                         |
| PHIL | 303 | Sexual Ethics (3)  |
| PHIL | 310 | Philosophical Problems (3)                               |
| PHIL | 338 | Philosophy of Religion (3)                               |
| PHIL | 341 | Kierkegaard and Nietzsche (3)                            |
| PHIL | 342 | Existentialism (3)                                       |
| PHIL | 343 | Indian Philosophy (3)                                    |
| PHIL | 344 | Chinese Philosophy (3)                                   |
| PHIL | 349 | Philosophy and Public Affairs (3)                        |
| PHIL | 380 | Aesthetics (3)   |
| RS   | 301 | Religious Ethics: History and Interpretation (3)         |
| RS   | 303 | Religion and Personality (3)                             |
| RS   | 305 | American Sects and Cults (3)                             |
| RS   | 306 | American Religious Diversity (3)                         |
| RS   | 307 | Religion in America (3)                                  |
| RS   | 308 | Native American Religions (3)                            |
| RS   | 310 | Religion and Literature (3)                              |
| RS   | 311 | Religion and Film (3)                                    |
| RS   | 313 | Religion and Art (3)                                     |
| RS   | 320 | Hebrew Bible (Old Testament) (3)                         |
| RS   | 325 | New Testament (3)  |
| RS   | 327 | Teaching of Jesus (3)                                    |
| RS   | 345 | Christianity (3)   |
| RS   | 355 | Mysticism (3)  |
| RS   | 356 | Contemporary Religious Thought (3)                       |
| RS   | 361 | Contemporary Ethical Issues (3)                          |
| RS   | 363 | Islam in the Modern World (3)                            |
| RS   | 365 | Islam (3)  |
| RS   | 375 | Classical Judaic Texts (3)                               |
| RS   | 377 | The Holocaust: Religious Responses (3)                   |
| RS   | 378 | American Jewish Experience (3)                           |
| RS   | 379 | Zionism: Religious and Secular (3)                       |
| RS   | 380 | Asian Religions: Communal Traditions and Transitions (3) |

|    |     |                           |
|----|-----|---------------------------|
| RS | 383 | Asian Religious Texts (3) |
| RS | 385 | Hinduism (3)              |
| RS | 390 | Buddhism (3)              |

**J. Literacy Scholars for the Future of Los Angeles (LSLA)**

*Important note: Students interested in the LSLA Concentration must submit an LSLA Scholarship Application to the Liberal Studies Office in early Spring semester. Only students selected for the Scholarship may complete the LSLA Concentration. Consult with a Liberal Studies advisor prior to enrolling in LSLA Concentration courses.*

**1. Language and Linguistics (3 units)****Double-Counted Class**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 301 | Language and Linguistics (3) |
|------|-----|------------------------------|

**2. Perspectives on Literacy (3 units)**

|     |     |                              |
|-----|-----|------------------------------|
| LRS | 333 | Perspectives on Literacy (3) |
|-----|-----|------------------------------|

**3. Practicum in Early Literacy (3 units)**

|     |       |                                   |
|-----|-------|-----------------------------------|
| LRS | 433/F | Practicum in Early Literacy (2/1) |
|-----|-------|-----------------------------------|

**4. Children's Literature of Latin America in Translation (3 units)**

|     |     |   |
|-----|-----|---|
| CHS | 480 | Chicana/o-Latina/o Children's Literature in Communities (3) |
|-----|-----|---|

**K. Language and Diversity****1. Language and Linguistics (3 units) Double Counted Class**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 301 | Language and Linguistics (3) |
|------|-----|------------------------------|

**2. and 3. Language Diversity (6 units)****Select 2 courses from the following:**

|      |     |  |
|------|-----|--|
| ANTH | 310 | Language in Culture: Anthropological Linguistics (3)       |
| CD   | 361 | Language Development in Children (3)                       |
| CHS  | 433 | Language Acquisition of the Chicana/o and ESL Speakers (3) |
| CHS  | 482 | Language of the Barrio (3)                                 |
| ENGL | 405 | Language Differences and Language Change (3)               |
| PAS  | 395 | Bilingualism in the African-American Community (3)         |

**4. Summative Experience in Linguistics (3 units)**

|      |     |                          |
|------|-----|--------------------------|
| LING | 427 | Languages in Contact (3) |
|------|-----|--------------------------|

**L. Literature****1. Introduction To Literature (3 units) Double-Counted Class**

Select any Lower Division literature class accepted as satisfying the Introduction to Literature requirement in the Liberal Studies major.

**2. Literatures of Cultural Diversity (3 units)****Select 1 course from:**

|      |     |  |
|------|-----|--|
| AAS  | 321 | Asian American Fiction (3)               |
| CAS  | 421 | Central American Literature Seminar (3)  |
| CHS  | 380 | Chicana/o Literature (3)                 |
| CHS  | 381 | Contemporary Chicana Literature (3)      |
| ENGL | 311 | History of African-American Writing (3)  |
| ENGL | 314 | North American Indian Literature (3)     |
| ENGL | 368 | Gay Male Writers (3)                     |
| ENGL | 369 | Lesbian Writers (3)                      |
| ENGL | 371 | Issues in Jewish/American Writing (3)    |
| ENGL | 431 | Images of Women in Literature (3)        |
| ENGL | 433 | Women Authors (3)                        |
| ENGL | 434 | 19th Century Women Novelists (3)         |
| ENGL | 487 | Latino/a Literatures of the Americas (3) |

**3. Studies in Genre (3 units)****Select 1 course from:**

|      |     |   |
|------|-----|---|
| CHS  | 480 | Children's Literature of Latin America in Translation (3) |
| ENGL | 312 | Literature and Film (3)                                   |
| ENGL | 316 | Shakespeare (3)   |
| ENGL | 360 | The English Bible as Literature (3)                       |

|      |     |                                     |
|------|-----|-------------------------------------|
| ENGL | 363 | The Study of Poetry (3)             |
| ENGL | 364 | The Short Story (3)                 |
| ENGL | 370 | Science Fiction (3)                 |
| ENGL | 427 | Drama from Ibsen to the Present (3) |

**4. Writing About Literature (3 units)**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 355 | Writing About Literature (3) |
|------|-----|------------------------------|

**M. Mathematics**

*Note: Students must complete MATH 310 before enrolling in 311.*

**1. Mathematics For Teachers (3 units) Double-Counted Class**

|      |     |  |
|------|-----|--|
| MATH | 310 | Basic Concepts of Geometry, Probability and Statistics (3) |
|------|-----|--|

**2. Modern Algebra (3 units)****choose 1 from:**

|      |      |                              |
|------|------|------------------------------|
| MATH | 150A | Mathematical Analysis (5)    |
| MATH | 312  | Basic Algebraic Concepts (3) |

**3. Geometry (3 units)**

|      |     |                              |
|------|-----|------------------------------|
| MATH | 311 | Basic Geometric Concepts (3) |
|------|-----|------------------------------|

**4. Mathematical Concepts (3 units)**

|      |     |                               |
|------|-----|-------------------------------|
| MATH | 331 | Mathematical Explorations (3) |
|------|-----|-------------------------------|

**N. Music****1. Music Literature For Children (3 units) Double-Counted Class**

|     |       |   |
|-----|-------|---|
| MUS | 361/L | Music Literature for Children/Lab (2/1) |
|-----|-------|---|

**2. Music Skills (3 units)****Select 3 units from the following:**

|     |         |  |
|-----|---------|--|
| CHS | 214     | Guitar Music of the Southwest and Mexico (3)             |
| CHS | 215/L   | Regional Music of the Southwest and Mexico and Lab (2/1) |
| MUS | 111/L   | Musicianship I and Lab (1/1)                             |
| MUS | 131A-B  | Beginning Piano (1-1)                                    |
| MUS | 133A-B  | Beginning Guitar (1-1)                                   |
| MUS | 168/368 | Steel Drum Ensemble (1)                                  |
| MUS | 170/370 | University Chorus (1)                                    |
| MUS | 177/377 | Women's Chorus (1)                                       |
| MUS | 178     | African Ensemble (1)                                     |
| MUS | 227     | Japanese Taiko Drumming Ensemble (1-1-1-1)               |
| MUS | 337     | Percussion Instruments (1)                               |
| MUS | 338A    | Vocal Techniques (1)                                     |
| MUS | 396JG   | Gamelan Ensemble (1)                                     |

**3. and 4. Topics (6 units)****Select 2 courses from the following:**

|     |       |  |
|-----|-------|--|
| MUS | 106HH | Hip Hop Music (3)                              |
| MUS | 108   | Music in Film (3)                              |
| MUS | 306   | Introduction to Jazz (3)                       |
| MUS | 307   | Music From a Global Perspective (3)            |
| MUS | 309   | Traditional Music of the U.S. (3)              |
| MUS | 310   | Understanding World Cultures Through Music (3) |
| TH  | 433   | The Musical Theatre in the United States (3)   |

*For ITEP-Freshman Option students, the double-counted courses are MUS 120/L and 304, not 361/L.*

**O. Social Science****1. Integrative Social Science (3 units) Double-Counted Class**

Select any Upper Division class accepted as satisfying the Integrative Social Science requirement in the Liberal Studies major.

*For ITEP Freshman-Option Students, the double-counted course is LRS 150/F—Seminar in Anthropology*

**2. Introduction to the Social Sciences (3 units)**

|      |     |   |
|------|-----|---|
| ANTH | 152 | Culture and Human Behavior (3)            |
| GEOG | 160 | Cultural Geography of the Third World (3) |
| POLS | 156 | Introduction to Comparative Politics (3)  |

|      |     |  |
|------|-----|--|
| PSY  | 150 | Principles of Human Behavior (3)             |
| PSY  | 245 | Psychology of Contemporary Social Issues (3) |
| SOC  | 150 | Introductory Sociology (3)                   |
| URBS | 150 | Growth and Development of Cities (3)         |

**3. and 4. Topics in Social Science (6 units)****Select 2 courses from:**

|      |        |  |
|------|--------|--|
| AAS  | 310    | Methodologies in Asian American Studies (3)                          |
| AAS  | 345    | Contemporary Issues in Asian American Studies (3)                    |
| AAS  | 347    | Asian Americans: Legal and Political History (3)                     |
| AAS  | 360    | Asian American Immigration-Global Perspective (3)                    |
| ANTH | 300    | Anthropology and the Modern World (3)                                |
| ANTH | 305    | Individual and Culture (3)   |
| ANTH | 315    | Third World Cultures (3)   |
| ANTH | 490A-D | Seminar in Anthropology (3)  |
| CAS  | 364    | Culture and Violence in Central America                              |
| CAS  | 366    | Contemporary Indigenous People of Central America (3)                |
| CAS  | 367    | Contemporary Religious Movements of the Central American Peoples (3) |
| CAS  | 368    | Central American Revolutionary Movements (3)                         |
| CAS  | 369    | Contemporary Social Movements of the Central American Peoples (3)    |
| CHS  | 350    | Religion and Chicana/o Society (3)                                   |
| CHS  | 360    | Political Organizations and Social Movements of the Barrio (3)       |
| GEOG | 301    | Cultural Geography (3)   |
| GEOG | 351    | Urban Geography (3)  |
| GWS  | 301    | Feminist Theories and Methods (3)                                    |
| GWS  | 320    | Women and Urban Life/Urban Space (3)                                 |
| GWS  | 340    | Women, Gender and Global Development (3)                             |
| PAS  | 361    | African-American Politics (3)  |
| POLS | 310    | Problems of Political Economy (3)                                    |
| POLS | 321    | Comparative Political Ideologies (3)                                 |
| POLS | 412    | Modern Western Political Theory (3)                                  |
| POLS | 413    | American Political Thought (3)                                       |
| POLS | 414    | Western Political Theory in the 20th Century (3)                     |
| RS   | 305    | American Sects and Cults (3)   |
| RS   | 306    | Minority Religions of America (3)                                    |
| RS   | 307    | Religion in America (3)  |
| SOC  | 305    | Culture and Personality (3)  |

**P. Spanish****Track A (for L1 Spanish speakers)****1. Language and Linguistics (3 units)****Double-Counted Class**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 301 | Language and Linguistics (3) |
|------|-----|------------------------------|

**2. Intermediate Literature and Writing (3 units)**

|      |      |                             |
|------|------|-----------------------------|
| SPAN | 220B | Intermediate Spanish II (3) |
|------|------|-----------------------------|

**3. Advanced Writing (3 units)**

|      |      |   |
|------|------|---|
| SPAN | 320A | Culture and Civilization in Contemporary Hispanic Society (3) |
|------|------|---|

**4. Advanced Literature, Culture and Writing (3 units)**

|      |      |   |
|------|------|---|
| SPAN | 320B | Literature and Culture in Contemporary Hispanic Society (3) |
|------|------|---|

*Note: Completion of SPAN 220A or equivalent is required prior to enrollment in 220B. SPAN 320A must be completed prior to enrollment in 320B.*

**Track B****1. Language and Linguistics (3 units)****Double-Counted Class**

|      |     |                              |
|------|-----|------------------------------|
| ENGL | 301 | Language and Linguistics (3) |
|------|-----|------------------------------|

**2. Intermediate Literature and Writing (6 units)**

|      |      |                            |
|------|------|----------------------------|
| SPAN | 220A | Intermediate Spanish I (3) |
|------|------|----------------------------|

|      |      |                             |
|------|------|-----------------------------|
| SPAN | 220B | Intermediate Spanish II (3) |
|------|------|-----------------------------|

**3. Advanced Writing (3 units)**

|      |      |   |
|------|------|---|
| SPAN | 320A | Culture and Civilization in Contemporary Hispanic Society (3) |
|------|------|---|

*Students should contact the head of the Spanish Section in the Modern and Classical Languages and Literatures Department for determination of which Track should be followed.*

**Q. Theatre****1. Creative Drama and The Child (3 units)****Double-Counted Class**

|    |       |                          |
|----|-------|--------------------------|
| TH | 371/L | Creative Drama/Lab (2/1) |
|----|-------|--------------------------|

**2. Introduction to Theatre (3 units)****Select 1 course from:**

|    |      |                       |
|----|------|-----------------------|
| TH | 111* | Actors and Acting (3) |
|----|------|-----------------------|

|    |     |                 |
|----|-----|-----------------|
| TH | 315 | World Drama (3) |
|----|-----|-----------------|

*\*Students using TH 111 (or equivalent) to fulfill the Lower Division Fine Arts requirement will substitute TH 315 (World Drama) for this requirement.*

**3. and 4. Topics (6 units)****Select 2 courses from the following:**

|    |     |                            |
|----|-----|----------------------------|
| TH | 310 | Theatre in Performance (3) |
|----|-----|----------------------------|

|    |     |  |
|----|-----|--|
| TH | 472 | Field Experience in Creative Drama (2) |
|----|-----|--|

*and TH 599A* Independent Study (1)

|    |     |   |
|----|-----|---|
| TH | 475 | Theatre and Drama for Young Audiences (3) |
|----|-----|---|

*For ITEP-Freshman Option students, the double-counted courses are TH 120/L and 304, not 111. ITEP-Freshman Option students take TH 111 for single credit and do not take 371/L.*

**Option Two: Integrated Teacher Education Program (ITEP)****Junior Option****Track A—Elementary Education****A. Lower Division Requirements (56-57 units)****1. Analytical Reading and Expository Writing (3 units)****Select 1 course from:**

|     |                      |                          |
|-----|----------------------|--------------------------|
| AAS | 113B, 114B, 115, 155 | Freshman Composition (3) |
|-----|----------------------|--------------------------|

|     |                      |                          |
|-----|----------------------|--------------------------|
| CAS | 113B, 114B, 115, 155 | Freshman Composition (3) |
|-----|----------------------|--------------------------|

|     |                      |                          |
|-----|----------------------|--------------------------|
| CHS | 113B, 114B, 115, 155 | Freshman Composition (3) |
|-----|----------------------|--------------------------|

|      |                      |                          |
|------|----------------------|--------------------------|
| ENGL | 113B, 114B, 115, 155 | Freshman Composition (3) |
|------|----------------------|--------------------------|

|     |                      |                          |
|-----|----------------------|--------------------------|
| PAS | 113B, 114B, 115, 155 | Freshman Composition (3) |
|-----|----------------------|--------------------------|

**2. Critical Thinking (3-4 units)****Select 1 course from:**

|     |     |  |
|-----|-----|--|
| AAS | 201 | Race, Racism and Critical Thinking (3) |
|-----|-----|--|

|     |     |  |
|-----|-----|--|
| CHS | 202 | Race, Racism and Critical Thinking (3) |
|-----|-----|--|

|      |       |                                   |
|------|-------|-----------------------------------|
| COMS | 225/L | Strategies of Argumentation (2/1) |
|------|-------|-----------------------------------|

|     |     |  |
|-----|-----|--|
| PAS | 204 | Race, Racism and Critical Thinking (3) |
|-----|-----|--|

|      |     |                   |
|------|-----|-------------------|
| PHIL | 100 | General Logic (4) |
|------|-----|-------------------|

|      |     |                        |
|------|-----|------------------------|
| PHIL | 200 | Critical Reasoning (3) |
|------|-----|------------------------|

|      |     |                               |
|------|-----|-------------------------------|
| PHIL | 210 | Reasoning in the Sciences (3) |
|------|-----|-------------------------------|

|    |     |                                   |
|----|-----|-----------------------------------|
| RS | 204 | Religion, Logic and the Media (3) |
|----|-----|-----------------------------------|

**3. Oral Communication (3 units)****Select 1 course from:**

|     |     |                                   |
|-----|-----|-----------------------------------|
| AAS | 151 | Freshman Speech Communication (3) |
|-----|-----|-----------------------------------|

|     |     |                                   |
|-----|-----|-----------------------------------|
| CAS | 151 | Freshman Speech Communication (3) |
|-----|-----|-----------------------------------|

|     |     |                                   |
|-----|-----|-----------------------------------|
| CHS | 151 | Freshman Speech Communication (3) |
|-----|-----|-----------------------------------|

|      |       |                                       |
|------|-------|---------------------------------------|
| COMS | 151/L | Fundamentals of Public Speaking (2/1) |
|------|-------|---------------------------------------|

|     |     |                                   |
|-----|-----|-----------------------------------|
| PAS | 151 | Freshman Speech Communication (3) |
|-----|-----|-----------------------------------|

**4. Math for Teachers (3 units)**

MATH 210 Basic Number Concepts (3)

**5. Biology (4 units)****Select 1 course from:**

BIOL 100/L Introductory Biology and Lab (3/1)

BIOL 101/L General Biology and Lab (3/1)

BIOL 102/L Biological Concepts and Lab (3/1)

**6. Physical Science (4 units)**

PHSC 170 Introduction to Physical Science (4)

**7. Literature (3 units)****Select 1 course from:**

AAS 220 Survey of Asian American Literature (3)

CAS 201 Survey of Central American Literature (3)

CH S 201 Survey of Mexican Literature in Translation (3)

ENGL 255 Introduction to Literature (3)

ENGL 258 Major English Writers I (3)

ENGL 259 Major English Writers II (3)

ENGL 275 Major American Writers (3)

FLIT 295A Masterpieces of European Literature I (3)

FLIT 295B Masterpieces of European Literature II (3)

PAS 245 African American Literature Since 1930 (3)

**8. Performing and Visual Arts (3 units)**

ART 100/L Introduction to Art Processes (1/2)

ART 110 History of Western Art, Pre-History Through the Middle Ages (3)

ART 112 World Arts: Africa, Oceania and the Americas (3)

ART 114 World Arts: Asia (3)

ART 205 Landmarks of Art (3)

CAS 202 Survey of Central American Visual, Installation and Performing Arts (3)

CHS 111 The Chicana/o and the Arts (3)

MUS 105 Understanding Music (3)

MUS 107 Music in Contemporary Society (3)

TH 110 Plays and Players (3)

TH 111 Actors and Acting (3)

**9. Humanities, Philosophy and Religion (3 units)**

ANTH 222 Visions of the Sacred (3)

HUM 101 Forms and Ideas in Humanities (3)

HUM 105 Cultural Eras I (3)

HUM 106 Cultural Eras II (3)

JS 200 Introduction to Judaism (3)

PAS 282 African Religion in the New World (3)

PHIL 150 Introduction to Philosophical Thought (3)

PHIL 160 Introduction to Philosophy: Society and Values (3)

PHIL 201 Ancient Philosophy (3)

PHIL 202 Modern Philosophy (3)

RS 100 Introduction to Religious Studies (3)

RS 101 The Bible (3)

**10. World Geography (3 units)**

GEOG 150 World Geography (3)

**11. Earth Science (3 units)****Select 1 course from:**

GEOG 106LRS The Physical Environment for Liberal Studies Majors (3)

GEOL 106LRS Earth and Space Science for Liberal Studies Majors (3)

**12. World History (3 units)**

HIST 110 World History to 1500 (3)

**13. United States History (3 units)****Select 1 course from:**

CHS 245 History of the Americas (3)

HIST 270 The United States to 1865 (3)

PAS 271 African American History to 1865 (3)

**14. Government (3 units)****Select 1 course from:**

CHS 260 Constitutional Issues and the Chicana/o (3)

PAS 161 American Political Institutions: A Black Perspective (3)

POLS 155 American Political Institutions (3)

RS 255 American Political Institutions and Religion (3)

**15. Urban Education (3 units)**

ELPS 203 Urban Education in America (3)

**16. Child Development (3 units)****Select 1 course from:**

CADV 150 Foundations of Human Development in Educational Contexts (3)

FCS 330 Child Growth and Development I (3)

**17. Linguistics (3 units)**

ENGL 301 Language and Linguistics (3)

**18. Concentration Course 1 (3)****See list of approved Concentrations under Pre-Credential Option****B. Upper Division Requirements (76 units) (Multiple Subject Credential)**

Students should complete most, if not all, Lower Division course work before taking Upper Division requirements. Upper Division courses are listed in the order in which they should be taken, whenever possible.

**19. Gateway Experience (3 units)**

LRS 300 Gateway Experience (3)

**20. Intermediate Composition (3 units)**

ENGL 305 Intermediate Expository Writing (3)

**21. Educational Foundations (3 units)**

EPC 315 Psychological Foundations of Learning and Teaching (3)

**22. Visual/Performing Arts and the Child (3 units)****Select 1 of the following:**

ART 380/L Children's Art and Lab (2/1)

MUS 361/L Music Literature for Children and Lab (2/1)

KIN 314/L Creative Dance for Children and Lab (2/1)

TH 371/L Creative Drama and Lab (2/1)

**23. California History/Geography (3 units)****Select 1 of the following:**

GEOG 417 California for Educators (3)

HIST 417 California for Educators (3)

**24. Structure of English (3 units)**

ENGL 302 Introduction to Modern Grammar (3)

**25. Physical Education for Children (3 units)**

KIN 470/L Physical Education for Children (2/1)

**26. Basic Concepts of Geometry, Probability and Statistics (3 units)**

MATH 310 Basic Concepts of Geometry, Probability and Statistics (3)

**The following 2 sections (27 and 28) must be taken concurrently:****27. Geometry, Probability and Statistics Lab1 (1 unit)**

MATH 310L Geometry, Probability and Statistics Lab (1)

**28. Math Curriculum and Methods (3 units)**

E ED 472 Math Curriculum and Methods (3)

**29. Language Development and Acquisition (3 units)**

LING 417 Language Development and Acquisition (3)

**30. Health Science (2 units)**

HSCI 365LS Health Science for Liberal Studies/ITEP (2)

**31. Ethnic Child (3 units)****Select 1 of the following:**

AAS 450 Asian American Child and the Schools (3)

ARMN 440 The Armenian Child (3)

|     |     |                            |
|-----|-----|----------------------------|
| CAS | 410 | The Central American Child |
| CHS | 430 | The Chicana/o Child (3)    |
| PAS | 420 | The Black Child (3)        |

The following 2 sections (32 and 33) must be taken concurrently:

**32. Children's Literature (3 units)**

|      |     |                           |
|------|-----|---------------------------|
| ENGL | 428 | Children's Literature (3) |
|------|-----|---------------------------|

**33. Literacy Instruction: A (3 units)**

|     |      |   |
|-----|------|---|
| EED | 477A | Literacy Instruction for Diverse Learners (3) |
|-----|------|---|

**34. Concentration 2 (3 units)**

See list of approved Concentrations under Pre-Credential Option.

**35. Visual/Performing Arts and the Child (3 units)**

Select 1 of the following:

|     |       |   |
|-----|-------|---|
| ART | 380/L | Children's Art and Lab (2/1)                |
| KIN | 314/L | Creative Dance for Children and Lab (2/1)   |
| MUS | 361/L | Music Literature for Children and Lab (2/1) |
| TH  | 371/L | Creative Drama and Lab (2/1)                |

The following 3 sections (36, 37 and 38) must be taken concurrently:

**36. Literacy Instruction: B (3 units)**

|     |      |   |
|-----|------|---|
| EED | 477B | Literacy Instruction for Diverse Learners (3) |
|-----|------|---|

**37. Student Teaching (3 units)**

|     |      |   |
|-----|------|---|
| EED | 578A | Student Teaching in the Elementary School (3)<br>or SPED 578A Student Teaching in the Elementary School (3) |
|-----|------|---|

**38. Student Teaching Seminar (2 unit)**

|     |      |                              |
|-----|------|------------------------------|
| EED | 579A | Student Teaching Seminar (2) |
|-----|------|------------------------------|

**39. Science Experience Course (1 units)**

|      |        |   |
|------|--------|---|
| GEOL | 406LRS | Liberal Studies Science Capstone Experience (1) |
|------|--------|---|

**40. Differentiated Instruction and Collaboration (3 units)**

|      |     |  |
|------|-----|--|
| SPED | 420 | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) |
|------|-----|--|

**41. Science/Social Science curriculum and methods (4 units)**

|     |      |   |
|-----|------|---|
| EED | 579D | Student Teaching Seminar (1)                      |
| EED | 480  | Science/Social Science Curriculum and Methods (3) |

**42. Student Teaching (6 units)**

|     |      |                      |
|-----|------|----------------------|
| EED | 578D | Student Teaching (6) |
|-----|------|----------------------|

**43. Concentration Course 3 (3 units) See list of approved**

Concentrations under Pre-Credential Option

**44. Integrative Social Science (3 units)**

Select 1 from:

|      |     |                                       |
|------|-----|---------------------------------------|
| AAS  | 340 | Asian American Women (3)              |
| ANTH | 360 | Immigration and Ethnicity (3)         |
| GWS  | 350 | Gender, Race, Class and Sexuality (3) |
| SOC  | 411 | Sociology of Education (3)            |

**Track B—Education Specialist**

**A. Lower Division Requirements (56-57 units):**

**1. Analytical Reading and Expository Writing (3 units)**

Select 1 course from:

|      |                      |                          |
|------|----------------------|--------------------------|
| AAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| CAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| CHS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| ENGL | 113B, 114B, 115, 155 | Freshman Composition (3) |
| PAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |

**2. Critical Thinking (3-4 units)**

Select 1 course from:

|      |       |  |
|------|-------|--|
| AAS  | 201   | Race, Racism and Critical Thinking (3) |
| CHS  | 202   | Race, Racism and Critical Thinking (3) |
| COMS | 225/L | Strategies of Argumentation (2/1)      |
| PAS  | 204   | Race, Racism and Critical Thinking (3) |
| PHIL | 100   | General Logic (4)                      |

|      |     |                                   |
|------|-----|-----------------------------------|
| PHIL | 200 | Critical Reasoning (3)            |
| PHIL | 210 | Reasoning in the Sciences (3)     |
| RS   | 204 | Religion, Logic and the Media (3) |

**3. Oral Communication (3 units)**

Select 1 course from:

|      |       |                                       |
|------|-------|---------------------------------------|
| AAS  | 151   | Freshman Speech Communication (3)     |
| CAS  | 151   | Freshman Speech Communication (3)     |
| CHS  | 151   | Freshman Speech Communication (3)     |
| COMS | 151/L | Fundamentals of Public Speaking (2/1) |
| PAS  | 151   | Freshman Speech Communication (3)     |

**4. Math for Teachers (3 units)**

|      |     |                           |
|------|-----|---------------------------|
| MATH | 210 | Basic Number Concepts (3) |
|------|-----|---------------------------|

**5. Biology (4 units)**

Select 1 course from:

|      |       |                                    |
|------|-------|------------------------------------|
| BIOL | 100/L | Introductory Biology and Lab (3/1) |
| BIOL | 101/L | General Biology and Lab (3/1)      |
| BIOL | 102/L | Biological Concepts and Lab (3/1)  |

**6. Physical Science (4 units)**

|      |     |                                      |
|------|-----|--------------------------------------|
| PHSC | 170 | Introduction to Physical Science (4) |
|------|-----|--------------------------------------|

**7. Literature (3 units)**

Select 1 course from:

|      |      |   |
|------|------|---|
| AAS  | 220  | Survey of Asian American Literature (3)         |
| CAS  | 201  | Survey of Central American Literature (3)       |
| CHS  | 201  | Survey of Mexican Literature in Translation (3) |
| ENGL | 255  | Introduction to Literature (3)                  |
| ENGL | 258  | Major English Writers I (3)                     |
| ENGL | 259  | Major English Writers II (3)                    |
| ENGL | 275  | Major American Writers (3)                      |
| FLIT | 245  | Introduction to German Literature (3)           |
| FLIT | 295A | Masterpieces of European Literature I (3)       |
| FLIT | 295B | Masterpieces of European Literature II (3)      |
| PAS  | 245  | African American Literature Since 1930 (3)      |

**8. Performing and Visual Arts (3 units)**

|     |       |  |
|-----|-------|--|
| ART | 100/L | Introduction to Art Processes (1/2)                                    |
| ART | 110   | History of Western Art, Pre-History Through the Middle Ages (3)        |
| ART | 112   | World Arts: Africa, Oceania and the Americas (3)                       |
| ART | 114   | World Arts: Asia (3)   |
| ART | 205   | Landmarks of Art (3)   |
| CAS | 202   | Survey of Central American Visual, Instalation and Performing Arts (3) |
| CHS | 111   | The Chicana/o and the Arts (3)   |
| MUS | 105   | Understanding Music (3)  |
| MUS | 107   | Music in Contemporary Society (3)                                      |
| TH  | 110   | Plays and Players (3)  |
| TH  | 111   | Actors and Acting (3)  |

**9. Humanities, Philosophy and Religion (3 units)**

|      |     |  |
|------|-----|--|
| ANTH | 222 | Visions of the Sacred (3)                          |
| HUM  | 101 | Forms and Ideas in Humanities (3)                  |
| HUM  | 105 | Cultural Eras I (3)                                |
| HUM  | 106 | Cultural Eras II (3)                               |
| JS   | 200 | Introduction to Judaism (3)                        |
| PAS  | 282 | African Religion in the New World (3)              |
| PHIL | 150 | Introduction to Philosophical Thought (3)          |
| PHIL | 160 | Introduction to Philosophy: Society and Values (3) |
| PHIL | 201 | Ancient Philosophy (3)                             |
| PHIL | 202 | Modern Philosophy (3)                              |
| RS   | 100 | Introduction to Religious Studies (3)              |
| RS   | 101 | The Bible (3)                                      |

**10. World Geography (3 units)**

GEOG 150 World Geography (3)

**11. Earth Science (3 units)****Select 1 course from:**

GEOG 106LRS The Physical Environment for Liberal Studies Majors (3)

GEOL 106LRS Earth and Space Science for Liberal Studies Majors (3)

**12. World History (3 units)**

HIST 110 World History to 1500 (3)

**13. United States History (3 units)****Select 1 course from:**

CHS 245 History of the Americas (3)

HIST 270 The United States to 1865 (3)

PAS 271 African American History to 1865 (3)

**14. Government (3 units)****Select 1 course from:**

CHS 260 Constitutional Issues and the Chicana/o (3)

PAS 161 American Political Institutions: A Black Perspective. (3)

POLS 155 American Political Institutions (3)

RS 255 American Political Institutions and Religion (3)

**15. Special Education (3 units)**

SPED 400 Developmental Differences and Implications in Special Education (3)

**16. Child Development (3 units)****Select 1 course from:**

CADV 150 Foundations of Human Development in Educational Contexts (3)

FCS 330 Child Growth and Development I (3)

**17. Linguistics (3 units)**

ENGL 301 Language and Linguistics (3)

**18. Concentration Course 1 (3 units)**

See approved Educational Specialist Concentrations—Ethnic Studies or LSLA

**B. Upper Division Requirements (80 units) (Education Specialist Credential)**

Students should complete most, if not all, Lower Division course work before taking Upper Division requirements. Upper Division courses are listed in the order in which they should be taken, whenever possible.

**19. Gateway Experience (3 units)**

LRS 300 Gateway Experience (3)

**20. Intermediate Composition (3 units)**

ENGL 305 Intermediate Expository Writing (3)

**21. Positive Behavior Support (3 units)**

SPED 402 Behavioral Assessment and Positive Behavior Supports (3)

**22. Visual/Performing Arts and the Child (3 units)****Select 1 of the following:**

ART 380/L Children's Art and Lab (2/1)

KIN 314/L Creative Dance for Children and Lab (2/1)

MUS 361/L Music Literature for Children and Lab (2/1)

TH 371/L Creative Drama and Lab (2/1)

**23. Concentration Course 2 (3 units)**

See approved Educational Specialist concentrations—Ethnic Studies or LSLA.

**24. Structure of English (3 units)**

ENGL 302 Introduction to Modern Grammar (3)

**25. Basic Concepts of Geometry, Probability and Statistics (3 units)**

MATH 310 Basic Concepts of Geometry, Probability and Statistics (3)

**The following 2 sections (26 and 27) must be taken concurrently:****26. Geometry, Probability and Statistics Lab1 (1 unit)**

MATH 310L Geometry, Probability and Statistics Lab (1)

**27. Math Curriculum and Methods (3 units)**

E ED 472 Math Curriculum and Methods (3)

**The following 2 sections (28 and 29) must be taken concurrently:****28. Literacy Instruction (3 units)**

SPED 406 K-12 Literacy Instruction for Diverse Learners with Disabilities (3)

**29. Children's Literature (3 units)**

ENGL 428 Children's Literature (3)

**30. Special Education Field Work (3 units)**

SPED 403 Early Field Work (3 units)

**31. Language Development and Acquisition (3 units)**

LING 417 Language Development and Acquisition (3)

**32. Physical Education for Children (3 units)**

KIN 470/L Physical Education for Children (2/1)

**33. Ethnic Child (3 units)****Select 1 of the following:**

AAS 450 Asian American Child and the Schools (3)

ARMN 440 The Armenian Child (3)

CAS 410 The Central American Child

CHS 430 The Chicana/o Child (3)

PAS 420 The Black Child (3)

**34. Teaching in Special Education (3 units)**

SPED 404 Teaching Diverse Learners with Social-Communication Disabilities Including Autism (3)

**35. Educating Diverse Learners (3 units)**

SPED 416 Educating Diverse Learners with Disabilities and Working with their Families (3)

**36. Assessment (3 units)**

SPED 501MM Special Education Assessment in Mild/Moderate Disabilities (3)

or SPED 581 Alternative and Augmentative Communication-Moderate/Severe Disabilities (3)

**37. Concentration Course 3 (3 units)**

See approved Educational Specialist concentrations—Ethnic Studies or LSLA.

**38. California History/Geography (3 units)****Select 1 of the following:**

GEOG 417 California for Educators (3)

HIST 417 California for Educators (3)

**39. Visual/Performing Arts and the Child (3 units)****Select 1 of the following:**

ART 380/L Children's Art and Lab (2/1)

KIN 314/L Creative Dance for Children and Lab (2/1)

MUS 361/L Music Literature for Children and Lab (2/1)

TH 371/L Creative Drama and Lab (2/1)

**40. Differentiated Instruction and Collaboration (3 units)**

SPED 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)

**41. Reading Language Arts Instruction: B (3 units)**

SPED 502MM Reading/Language Arts Instruction for Diverse Learner with Mild/Moderate Disabilities (3)

or SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3)  
(Offered Spring semester only.)

**42. Curriculum/Instruction in Special Education (3 units)**

SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3)

or SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities (3) *(Offered Fall semester only.)*

**43. Science Experience Course (1 units)**

GEOL 406LRS Liberal Studies Science Capstone Experience (1)

**The following 2 sections (44 and 45) must be taken concurrently:**

**44. Student Teaching Seminar (3 unit)**

SPED 580S Student Teaching Seminar (3)

**45. Student Teaching (6 units)**

SPED 580MM or MS Student Teaching (6)

**C. Concentration**

Students in Track B must complete either the Ethnic Studies or LSLA Concentrations.

**1. Ethnic Studies for ITEP Junior-SPED**

**The Ethnic Child (double-counted class)**

**Select 1 from:**

- AAS 450 The Asian American Child and the Schools (3)
- ARMN 440 The Armenian Child (3)
- CAS 410 The Central American Child (3)
- CHS 430 The Chicano Child (3)
- PAS 420 The Black Child (3)

**Introduction to Ethnic and Gender Studies**

**Select 1 from:**

- AAS 100 Introduction to Asian American Studies (3)
- CAS 100 Introduction to Central American Studies (3)
- CHS 100 Chicana/o Culture (3)
- GWS 100 Introduction to Gender and Women's Studies
- PAS 100 Introduction to Black Culture (3)

**Select 1 from:**

- GWS 350 Gender, Race, Class and Sexuality (3)
- AAS 340 Asian American Women (3)

**Select 1 from:**

- SOC 411 Sociology of Education (3)
- ANTH 360 Immigration and Ethnicity (3)

**2. Literacy Scholars Los Angeles (LSLA)**

LING 417 Language Development and Acquisition (3)  
*(Double-counted class)*

- LRS 333 Perspectives on Literacy (3) *(Fall semester only.)*
- LRS 433/F Practicum in Early Literacy (3) *(Fall semester only.)*
- CHS 480 Children's Literature of Latin America in Translation (3)

**Option Three: Integrated Teacher Education Program  
Freshman Option**

**Track A. Elementary Education**

**Year One: First Semester (14 units)**

- LRS 100/F Liberal Studies Freshman Seminar (2/1)
- CADV 150 Foundations of Human Development (3)

**Visual and Performing Arts: Music, Theater, Dance or Art (2 units)**

ARTS/KIN/MUS/TH 120/L Arts Immersion (1/1)

**Freshman Composition (3 units)**

**Select 1 course from:**

- AAS 113B, 114B, 115, 155 Freshman Composition (3)
- CAS 113B, 114B, 115, 155 Freshman Composition (3)
- CHS 113B, 114B, 115, 155 Freshman Composition (3)
- ENGL 113B, 114B, 115, 155 Freshman Composition (3)
- PAS 113B, 114B, 115, 155 Freshman Composition (3)

**Speech Communication (3 units)**

**Select 1 course from:**

- AAS 151 Freshman Speech Communication (3)
- CHS 151 Freshman Speech Communication (3)

- COMS 151/L Fundamentals of Public Speaking (2/1)
- PAS 151 Freshman Speech Communication (3)

**Year One: Second Semester (16 units)**

- LRS 150/F Liberal Studies Seminar: Anthropology (2/1)
- HIST 110 World History to 1500 (3)

**Literature (3 units)**

**Select 1 course from:**

- AAS 220 Survey of Asian American Literature (3)
- CAS 201 Survey of Central American Literature (3)
- CHS 201 Survey of Mexican Literature in Translation (3)
- ENGL 255 Introduction to Literature (3)
- ENGL 258 Major English Writers I (3)
- ENGL 259 Major English Writers II (3)
- ENGL 275 Major American Writers (3)
- FLIT 295A Masterpieces of European Literature I (3)
- FLIT 295B Masterpieces of European Literature II (3)
- PAS 245 African American Literature Since 1930 (3)

**Humanities, Philosophy and Religion (3 units)**

**Select 1 course from:**

- ANTH 222 Visions of the Sacred (3)
- HUM 101 Forms and Ideas in Humanities (3)
- HUM 105 Cultural Eras I (3)
- HUM 106 Cultural Eras II (3)
- JS 200 Introduction to Judaism (3)
- PAS 282 African Religion in the New World(3)
- PHIL 150 Introduction to Philosophical Thought (3)
- PHIL 160 Introduction to Philosophy: Society and Values (3)
- PHIL 201 Ancient Philosophy (3)
- PHIL 202 Modern Philosophy (3)
- RS 100 Introduction to Religious Studies (3)
- RS 101 The Bible (3)

**Visual and Performing Arts: Music, Theater, Dance or Art (2 units)**

- ARTS/KIN/MUS/TH 120/L Arts Immersion (1/1)
- ARTS/KIN/MUS/TH 120/L Arts Immersion (1/1)

**Year Two: First Semester (15 units)**

- BIO 102/L Biological Concepts and Lab (3/1)
- ENGL 303 Introduction to Grammar and Linguistics for Teachers (4)
- GEOG 150 World Geography (3)
- LRS 200F Seminar in Children's Learning in Science (1)
- MATH 210 Basic Number Concepts (3)

**Year Two: Second Semester (16 units)**

- ELPS 203 Urban Education in American Society (3)
- ENGL 305 Intermediate Expository Writing (3)
- HSCI 365LS Health Science for ITEP (2)
- LRS 250/F Liberal Studies Seminar: Integrating Reason, Belief and Education (3/1)
- PHSC 170 Introduction to Physical Science (4)

**Summer Two (9 units)**

**United States Government (3 units)**

**Select 1 course from:**

- CHS 260 Constitutional Issues and the Chicana/o (3)
- PAS 161 American Political Institutions: A Black Perspective (3)
- POLS 155 American Political Institutions (3)
- RS 255 American Political Institutions and Religion (3)

**United States History (3units)**

**Select 1 course from:**

- CHS 245 History of the Americas (3)
- HIST 270 The United States to 1865 (3)
- PAS 271 African American History to 1865 (3)
- AAS/ARMN/CAS/CHS/PAS Ethnic Child (3 units)

**Select 1 course from:**

|      |     |  |
|------|-----|--|
| AAS  | 450 | Asian American Child and the Schools (3) |
| ARMN | 440 | The Armenian Child (3)                   |
| CAS  | 410 | The Central American Child (3)           |
| CHS  | 430 | The Chicana/o Child (3)                  |
| PAS  | 420 | The Black Child (3)                      |

**Year Three: First Semester (18 units)**

|      |       |  |
|------|-------|--|
| EPC  | 315   | Psychological Foundations (3)                              |
| KIN  | 470/L | Physical Education for Children (2/1)                      |
| LING | 417   | Language Development and Acquisition (3)                   |
| MATH | 310   | Basic Concepts of Geometry, Probability and Statistics (3) |

**Select 1 course from:**

|         |        |   |
|---------|--------|---|
| GEOG    | 106LRS | The Physical Environment for Liberal Studies Majors (3) |
| or GEOG | 106LRS | Earth and Space Science for Liberal Studies Majors (3)  |

**Concentration Course 1 (3)**

*Important note: Refer to Pre-credential Option for the approved list of the Concentrations (A-O).*

**Year Three: Second Semester (16 units)**

|      |      |   |
|------|------|---|
| E ED | 472  | Mathematics Curriculum and Methods (3)        |
| E ED | 477A | Literacy Instruction for Diverse Learners (3) |
| ENGL | 428  | Children's Literature (3)                     |
| MATH | 310L | Geometry, Probability and Statistics Lab (1)  |

**Select 1 course from:**

|         |     |  |
|---------|-----|--|
| GEOG    | 417 | The Physical Environment for Liberal Studies Majors (3)  |
| or HIST | 417 | Earth and Space Science for Liberal Studies Majors (3)   |
| SPED    | 420 | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) |

**Year Four: First Semester (15 units)****Concentration Course 2 (3)**

|      |        |   |
|------|--------|---|
| E ED | 477B   | Literacy Instruction for Diverse Learners (3) |
| E ED | 578A   | Student Teaching (3)                          |
| E ED | 579A   | Student Teaching Seminar (2)                  |
| GEOG | 406LRS | Liberal Studies Science Experience (1)        |

**Take 3 from:** ART, KIN, MUS, TH 304 (1/1/1)

**Year Four: Second Semester (13 units)****Concentration Course 3 (3)**

|      |      |   |
|------|------|---|
| E ED | 480  | Science/Social Science Curriculum Methods (3) |
| E ED | 578D | Student Teaching in the Elementary School (6) |
| E ED | 579D | Student Teaching Seminar (1)                  |

**Track B. Education Specialist****Year One: First Semester (14 units)**

|      |       |  |
|------|-------|--|
| CADV | 150   | Foundations of Human Development (3)   |
| LRS  | 100/F | Liberal Studies Freshman Seminar (2/1) |

**Visual and Performing Arts: Music, Theater, Dance or Art (2 units)**

|                 |       |                      |
|-----------------|-------|----------------------|
| ARTS/KIN/MUS/TH | 120/L | Arts Immersion (1/1) |
|-----------------|-------|----------------------|

**Freshman Composition (3 units)****Select 1 course from:**

|      |                      |                          |
|------|----------------------|--------------------------|
| AAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| CAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| CHS  | 113B, 114B, 115, 155 | Freshman Composition (3) |
| ENGL | 113B, 114B, 115, 155 | Freshman Composition (3) |
| PAS  | 113B, 114B, 115, 155 | Freshman Composition (3) |

**Speech Communication (3 units)****Select 1 course from:**

|     |     |                                   |
|-----|-----|-----------------------------------|
| AAS | 151 | Freshman Speech Communication (3) |
|-----|-----|-----------------------------------|

|      |       |                                       |
|------|-------|---------------------------------------|
| CAS  | 151   | Freshman Speech Communication (3)     |
| CHS  | 151   | Freshman Speech Communication (3)     |
| COMS | 151/L | Fundamentals of Public Speaking (2/1) |
| PAS  | 151   | Freshman Speech Communication (3)     |

**Year One: Second Semester (16 units)**

|      |       |   |
|------|-------|---|
| LRS  | 150/F | Liberal Studies Seminar: Anthropology (2/1) |
| HIST | 110   | World History to 1500 (3)                   |

**Literature (3 units)****Select 1 course from:**

|      |      |   |
|------|------|---|
| AAS  | 220  | Survey of Asian American Literature (3)         |
| CAS  | 201  | Survey of Central American Literature (3)       |
| CHS  | 201  | Survey of Mexican Literature in Translation (3) |
| ENGL | 255  | Introduction to Literature (3)                  |
| ENGL | 258  | Major English Writers I (3)                     |
| ENGL | 259  | Major English Writers II (3)                    |
| ENGL | 275  | Major American Writers (3)                      |
| FLIT | 295A | Masterpieces of European Literature I (3)       |
| FLIT | 295B | Masterpieces of European Literature II (3)      |
| PAS  | 245  | African American Literature Since 1930 (3)      |

**Humanities, Philosophy and Religion (3 units)****Select 1 course from:**

|      |     |  |
|------|-----|--|
| ANTH | 222 | Visions of the Sacred (3)                          |
| HUM  | 101 | Forms and Ideas in Humanities (3)                  |
| HUM  | 105 | Cultural Eras I (3)                                |
| HUM  | 106 | Cultural Eras II (3)                               |
| JS   | 200 | Introduction to Judaism (3)                        |
| PAS  | 282 | African Religion in the New World (3)              |
| PHIL | 150 | Introduction to Philosophical Thought (3)          |
| PHIL | 160 | Introduction to Philosophy: Society and Values (3) |
| PHIL | 201 | Ancient Philosophy (3)                             |
| PHIL | 202 | Modern Philosophy (3)                              |
| RS   | 100 | Introduction to Religious Studies (3)              |
| RS   | 101 | The Bible (3)                                      |

**Visual and Performing Arts: Music, Theater, Dance or Art (4 units)**

|                 |       |                      |
|-----------------|-------|----------------------|
| ARTS/KIN/MUS/TH | 120/L | Arts Immersion (1/1) |
|-----------------|-------|----------------------|

|                 |       |                      |
|-----------------|-------|----------------------|
| ARTS/KIN/MUS/TH | 120/L | Arts Immersion (1/1) |
|-----------------|-------|----------------------|

**Year Two: First Semester (15 units)**

|      |       |  |
|------|-------|--|
| BIO  | 102/L | Biological Concepts and Lab (3/1)                        |
| ENGL | 303   | Introduction to Grammar and Linguistics for Teachers (4) |
| GEOG | 150   | World Geography (3)                                      |
| LRS  | 200F  | Seminar in Children's Learning in Science (1)            |
| MATH | 210   | Basic Number Concepts (3)                                |

**Year Two: Second Semester (17 units)**

|      |       |   |
|------|-------|---|
| ENGL | 305   | Intermediate Expository Writing (3)                                     |
| LRS  | 250/F | Liberal Studies Seminar: Integrating Reason, Belief and Education (3/1) |
| PHSC | 170   | Introduction to Physical Science (4)                                    |

**United States Government (3 units)****Select 1 course from:**

|      |     |  |
|------|-----|--|
| CHS  | 260 | Constitutional Issues and the Chicana/o (3)              |
| PAS  | 161 | American Political Institutions: A Black Perspective (3) |
| POLS | 155 | American Political Institutions (3)                      |
| RS   | 255 | American Political Institutions and Religion (3)         |

**United States History (3 units)****Select 1 course from:**

|      |     |                                      |
|------|-----|--------------------------------------|
| CHS  | 245 | History of the Americas (3)          |
| HIST | 270 | The United States to 1865 (3)        |
| PAS  | 271 | African American History to 1865 (3) |

**Summer Two (9 units)****Special Education**



- SPED 400 Developmental Differences and Implications in Special Education (3)  
 SPED 404 Teaching Diverse Learners with Social-Communication Disorders/Autism (3)

**Earth Science (3 units)****Select 1 course from:**

- GEOG 106LRS The Physical Environment for Liberal Studies Majors (3)  
 GEOL 106LRS Earth and Space Science for Liberal Studies Majors (3)

**Year Three: First Semester (18 units)**

- LING 417 Language Development and Acquisition (3)  
 MATH 310 Basic Concepts of Geometry, Probability and Statistics (3)  
 SPED 402 Behavioral Assessment and Positive Behavior Support (3)

**Concentration 1\*** (3) See below for approved Ethnic Studies or LSLA Concentrations for this Track

**Concentration 2\*** (3) See below for approved Ethnic Studies or LSLA Concentrations for this Track

**Select 1 course from:**

- GEOG 417 The Physical Environment for Liberal Studies Majors (3)  
 HIST 417 Earth and Space Science for Liberal Studies Majors (3)

**Year Three: Second Semester (19 units)**

- E ED 472 Mathematics Curriculum and Methods (3)  
 ENGL 428 Children's Literature (3)  
 KIN 470/L Physical Education for Children (2/1)  
 MATH 310L Geometry, Probability and Statistics Lab (1)  
 SPED 403 Early Field Work (3)  
 SPED 406 K-12 Literacy Instruction for Diverse Learners with Disabilities (3)

**Concentration Course 3\*** (3) See below for the approved Ethnic Studies or LSLA Concentrations for this Track

**Year Four: First Semester (16 units)**

- GEOL 406LRS Liberal Studies Science Experience Capstone (1)  
 SPED 416 Educating Diverse Learners with Disabilities and Working with their Families (3)  
 SPED 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)  
 SPED 502MM Reading/Language Arts Instruction for Diverse Learners with Mild/Moderate Disabilities (3)  
 or SPED504MS Teaching Diverse Learners with Moderate/Severe Disabilities (3) (*Offered Fall semester only*)  
 SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3)  
 or SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3) (*Offered Spring semester only*)  
 Take 3 from: ART, KIN, MUS, TH 304 (1/1/1)

**Year Four: Second Semester (12 units)**

- SPED 501 Assessment of Diverse Learners with Mild/Moderate Disabilities (3)  
 or SPED 581 Alternative and Augmentative Communication-Moderate/Severe Disabilities (3)

- SPED 580S Student Teaching Seminar (3)  
 SPED 580 Student Teaching (6)

**Track B Students Must Choose From the Following 2 Concentrations:****A. Ethnic Studies for ITEP-Freshman Special Education**

- LRS 150/F Liberal Studies Seminar: Anthropology (2/1) (*Double-counted class*)

**Select 1 from:**

- AAS 340 Asian American Women (3)  
 GWS 350 Gender, Race, Class and Sexuality (3)

**Select 1 from:**

- ANTH 360 Immigration and Ethnicity (3)  
 SOC 411 Sociology of Education (3)

**The Ethnic Child****Select 1 from:**

- AAS 450 The Asian American Child and the Schools (3)  
 ARMN 440 The Armenian Child (3)  
 CAS 410 The Central American Child (3)  
 CHS 430 The Chicana/o Child (3)  
 PAS 420 The Black Child (3)

**B. Literacy Scholars Los Angeles**

- CHS 480 Children's Literature of Latin America in Translation—Field Experience Required  
 ENGL 303 Introduction to Grammar and Linguistics for Teachers (*Double-counted class*)  
 LRS 333 Perspectives on Literacy (*Offered Fall semester only*)  
 LRS 433/F Practicum in Early Literacy—Field Experience Required (*Offered Fall semester only*)

**Option Four: General Studies Option**

The General Studies Option is designed for students interested in a broad liberal arts education with studies in many subject areas rather than concentrating on one field of study. Students selecting the General Studies Option may be interested in pursuing careers in business, law, government, social services, non-profit services, arts and many other careers. Courses are drawn from various Academic Departments throughout the University. Liberal Studies majors in this plan complete their General Education and Title 5 requirements outside of the major. Even though many of the course choices below count for G.E., Liberal Studies, General Studies Option students may not double-count any courses from G.E. within the major. The General Studies Option requires the following courses:

**A. Lower Division Requirements (10-11 units)****1. Introduction to Literature****Select 1 course from:**

- AAS 220 Survey of Asian American Literature (3)  
 CAS 201 Survey of Central American Literature (3)  
 CHS 201 Survey of Mexican Literature in Translation (3)  
 ENGL 255 Introduction to Literature (3)  
 ENGL 258 Major English Writers I (3)  
 ENGL 259 Major English Writers II (3)  
 ENGL 275 Major American Writers (3)  
 FLIT 295A Masterpieces of European Literature I (3)  
 FLIT 295B Masterpieces of European Literature II (3)  
 PAS 245 African-American Literature Since 1930 (3)

**2. Mathematics or Logic****Select 1 course from:**

- MATH 102 College Algebra (3)  
 MATH 105 Pre-Calculus (5)  
 MATH 131 Mathematical Ideas (3)

|      |     |                             |
|------|-----|-----------------------------|
| MATH | 140 | Introductory Statistics (4) |
| PHIL | 230 | Symbolic Logic I (3)        |

**3. Science and Lab/Field Studies (4 units)****Select 1 course from:**

|      |                      |                                      |
|------|----------------------|--------------------------------------|
| ASTR | 152                  | Elementary Astronomy (3)             |
|      | <i>and</i> ASTR 154L | Observational Astronomy (1)          |
| BIOL | 100/L                | Introductory Biology and Lab (3/1)   |
| BIOL | 101/L                | General Biology and Lab (3/1)        |
| CHEM | 110/L                | Chemistry in Action and Lab (4)      |
| GEOG | 101                  | The Physical Environment (3)         |
|      | <i>and</i> GEOG 102  | Physical Geography Lab (1)           |
| GEOG | 103                  | Weather (3)                          |
|      | <i>and</i> GEOG 105  | Weather Lab (1)                      |
| GEOL | 101                  | Physical Geology (3)                 |
|      | <i>and</i> GEOL 102  | Physical Geology Lab (1)             |
| GEOL | 122                  | The World Ocean (3)                  |
|      | <i>and</i> GEOL 123  | World Ocean Lab (1)                  |
| GEOL | 300                  | Environmental Geology (3)            |
|      | <i>and</i> GEOL 301  | Environmental Geology Lab (1)        |
| PHSC | 170                  | Introduction to Physical Science (4) |
| PHYS | 100A/AL              | General Physics I and Lab (4)        |

**B. Upper Division Requirements (27 units)****1. Upper Division Writing**

|      |     |                                     |
|------|-----|-------------------------------------|
| ENGL | 305 | Intermediate Expository Writing (3) |
|------|-----|-------------------------------------|

**2. Theories and Methods**

|     |     |  |
|-----|-----|--|
| HUM | 391 | Methods and Theories in the Humanities (3) |
|-----|-----|--|

**3. Upper Division Literature.****Select 1 course from:**

|      |     |  |
|------|-----|--|
| AAS  | 321 | Asian American Fiction (3)                             |
| CHS  | 380 | Chicana/o Literature (3)                               |
| CHS  | 381 | Contemporary Chicana Literature (3)                    |
| ENGL | 300 | Contemporary Literature (3)                            |
| ENGL | 311 | History of African-American Writing (3)                |
| ENGL | 314 | Native American Indian Literature (3)                  |
| ENGL | 316 | Shakespeare (3)  |
| ENGL | 364 | The Short Story (3)                                    |
| ENGL | 371 | Issues in Jewish American Writing (3)                  |
| ENGL | 431 | Images of Women in Literature (3)                      |
| FLIT | 341 | 20th Century European Literature (3)                   |
| FLIT | 455 | Women Writers of Asia (3)                              |
| PAS  | 344 | Literature of the Caribbean and African Experience (3) |
| PAS  | 346 | Contemporary Black Female Writers (3)                  |

**4. Social Sciences: Anthropology, Psychology or Sociology****Select 1 course from:**

|      |     |   |
|------|-----|---|
| ANTH | 300 | Anthropology and the Modern World (3)           |
| ANTH | 305 | Individual and Culture (3)                      |
| ANTH | 308 | Women, Sex Roles and Culture (3)                |
| ANTH | 310 | Language in Culture: Anthropol. Linguistics (3) |
| ANTH | 315 | Third World Cultures (3)                        |
| ANTH | 326 | Introduction to Folklore (3)                    |
| ANTH | 360 | Immigration and Ethnicity (3)                   |
| PSY  | 302 | Human Learning in the Formative Years (3)       |
| PSY  | 310 | Behavior Disorders (3)                          |
| PSY  | 312 | Psychological Aspects of Parenthood (3)         |
| SOC  | 305 | Culture and Personality (3)                     |
| SOC  | 307 | Ethnic Diversity in America (3)                 |
| SOC  | 312 | American Society (3)                            |

|     |     |                                 |
|-----|-----|---------------------------------|
| SOC | 324 | Sociology of Sex and Gender (3) |
| SOC | 345 | Social Psychology (3)           |

**5. Social Sciences: Geography, History, or Political Science****Select 1 course from:**

|      |      |   |
|------|------|---|
| GEOG | 301  | Cultural Geography (3)                            |
| GEOG | 318  | Europe (3)  |
| GEOG | 321  | United States (3)                                 |
| GEOG | 322  | Latin America (3)                                 |
| GEOG | 324  | China (3)   |
| HIST | 302  | Western Cultural Heritage, Modern Age (3)         |
| HIST | 303  | Themes in Western Civilization Before 1500 (3)    |
| HIST | 304  | Themes in Western Civilization After 1500 (3)     |
| HIST | 305  | Cultural History of the U.S. (3)                  |
| HIST | 349A | Women in American History Through 1848 (3)        |
| HIST | 349B | Women in American History Since 1848 (3)          |
| HIST | 369  | History of American Indians (3)                   |
| HIST | 371  | Problems in American History: 1865 to Present (3) |
| HIST | 380  | Los Angeles: Past, Present, Future (3)            |
| POLS | 310  | Problems of Political Economy (3)                 |
| POLS | 350  | Great Questions in Politics (3)                   |

**6. Humanities, Philosophy or Religious Studies****Select 1 course from:**

|      |     |  |
|------|-----|--|
| CHS  | 350 | Religion and Chicana/o Society (3)                       |
| CHS  | 351 | Survey of Mexican Philosophical Thought (3)              |
| PAS  | 382 | Traditional Religions of Africa (3)                      |
| PHIL | 310 | Philosophical Problems (3)                               |
| PHIL | 330 | Philosophy of Science (3)                                |
| RS   | 300 | Religion and Society (3)                                 |
| RS   | 307 | Religion in America (3)                                  |
| RS   | 308 | Native American Religions (3)                            |
| RS   | 345 | Christianity (3)   |
| RS   | 361 | Contemporary Ethical Issues (3)                          |
| RS   | 376 | Modern Judaic Heritage (3)                               |
| RS   | 380 | Asian Religions: Communal Traditions and Transitions (3) |
| RS   | 385 | Hinduism (3)   |
| RS   | 390 | Buddhism (3)   |

**7. Ethnicity, Gender and Culture****Select 1 course from:**

|      |     |   |
|------|-----|---|
| AAS  | 340 | Asian American Women (3)  |
| AAS  | 345 | Contemporary Issues in Asian American Studies (3)                               |
| AIS  | 304 | American Indian Law and Policy (3)  |
| AIS  | 401 | Contemporary Issues of Native Americans (3)                                     |
| ANTH | 306 | Indians of North America (3)  |
| ANTH | 307 | Indians of California and Southwest (3)   |
| ANTH | 319 | Prehistoric Archaeology (3)   |
| ANTH | 351 | Peoples of Middle America (3)   |
| ANTH | 352 | Peoples of South America (3)  |
| ANTH | 356 | Peoples and Cultures of the Mediterranean (3)                                   |
| ARMN | 310 | Armenian Culture (3)  |
| CAS  | 310 | Modern History of the Central American People (3)                               |
| CAS  | 311 | The Central American Diaspora (3)   |
| CAS  | 365 | Changing Roles of Central American Women (3)                                    |
| CAS  | 369 | Contemporary Social and Religious Movements of the Central American Peoples (3) |
| CHS  | 345 | History of the Mexican Peoples (3)  |
| CHS  | 346 | History of Chicana/Mexicana (3)   |
| CHS  | 365 | Third World Women and the Chicana (3)   |

|      |     |   |
|------|-----|---|
| CHS  | 482 | Language of the Barrio (3)                                |
| ENGL | 405 | Language Differences and Language Change (3)              |
| FLIT | 370 | Modern Japanese Culture (3)                               |
| FLIT | 371 | Modern Italian Culture (3)                                |
| JS   | 330 | Women in the Jewish Experience (3)                        |
| PAS  | 300 | Contemporary Issues in the African American Community (3) |
| PAS  | 322 | African-American Family (3)                               |
| RS   | 378 | American Jewish Experience (3)                            |
| GWS  | 300 | Women as Agents of Change (3)                             |
| GWS  | 350 | Gender, Race, Class and Sexuality (3)                     |

## 8. Visual and Performing Arts

### Select 1 course each from:

|     |     |  |
|-----|-----|--|
| ART | 305 | Art Today (3)                                  |
| ART | 401 | Arts of Native North America (3)               |
| CHS | 310 | Regional Music of Mexico (3)                   |
| MUS | 310 | Understanding World Cultures Through Music (3) |
| PAS | 332 | African-American Music (3)                     |
| TH  | 310 | Theatre in Performance (3)                     |

## 9. Capstone Experience

|     |     |  |
|-----|-----|--|
| LRS | 491 | Senior Seminar in Humanities/Liberal Studies (3) |
|-----|-----|--|

## C. Area of Specialization (minimum of 21 units)

An Area of Specialization consisting of at least 21 units is required within the major. Students may select 1 of the following Options:

- Option A: Complete a Minor. Students must declare the Minor and seek advisement in the Department of the Minor.

*Note: Some minors require completion of more than 21 units.*

- Option B: Submit an interdisciplinary specialization proposal consisting of at least 15 Upper Division units to the Liberal Studies Program for approval.

*Note: All General Studies Option students must complete a service learning or internship component during their course of education.*

## Course List

### LR S 100/F. Liberal Studies Freshman Seminar and Field Study (2/1)

*Prerequisite: ITEP-Freshman Option students only. Recommended Corequisite: LR S 100F.* Introduces first-time freshman students to University culture and expectations and to field work methodology in elementary education. Students focus primarily on themselves as management; diversity; information competence; introduction to technology; university literacy; campus-specific resources and services; and an introduction to field work methodology. Includes 15 hours of guided field experience in elementary-school classrooms.

### LR S 196A-Z. Experimental Topics Courses (3)

#### LR S 150/F. Liberal Studies and Anthropology and Field Study (2/1)

*Prerequisite: ITEP-Freshman Option students only. Recommended Corequisite: LR S 150F. Preparatory: LR S 100/F.* Introduction to the study of cultural anthropology, with a focus on cultural issues that influence learning and education of multicultural populations. Students apply cultural concepts to understand themselves as learners and to children in elementary-school settings. Topics include gender, ethnicity and people who are culturally and linguistically diverse. Foundations of ethnographic observation and development of a case study of an elementary-school student. Includes 15 hours of guided field experience in elementary classrooms.

#### LR S 200F. Liberal Studies Seminar: Science Learning (1)

*Recommended Corequisite: BIOL 102L.* This course provides prospective elementary teachers with classroom and field experiences that

examine and reflect on science learning and cognition. It is designed to provide aspiring teachers with the knowledge background on the source and nature of students' alternative conceptions, strategies for assessing children's existing beliefs, skills in analyzing empirical data and the ability to reflect on the implications of children's conceptions for teaching science. A 15-hour field experience is required.

### LR S 250/F. Integrating Reason, Belief and Education and Field Study (3/1)

*Prerequisite: ITEP-Freshman Option students only. Recommended Corequisite: LR S 250F.* Introduction to the concepts essential to the identification, analysis and evaluation of arguments for students in the Integrated Teacher Education Program. Students examine the variety of sources of justification, evidence and warrant, such as argumentation, problem solving and perception. Emphasizes the application of these and learning in K-12 classrooms. Includes 15 hours of guided field experience in elementary classrooms.

### LR S 296A-Z. Experimental Topics Courses (3)

#### Upper Division Courses

#### LR S 300. Liberal Studies Gateway Experience (3)

*Prerequisites: Course is limited to Pre-Credential and ITEP-Junior Option students; Junior Standing.* Focusing on the elements required for success in integrating subject matter knowledge from multiple disciplines in preparation for a career in teaching, this course is an introduction to the academic and professional requirements for a Liberal Studies pre-credential major. Students will deepen their understanding of the 8 required subject matter areas (Language Arts, Mathematics, Science, History/Social Studies, Child Development, Visual and Performing Arts, Health and Physical Education), in the context of their University-based curriculum and of the Academic Content Standards and State Curriculum Frameworks for grades K-8. Research and technology skills required for teachers are introduced and practiced. (Letter Grade only)

#### LR S 333. Perspectives on Literacy (3)

*Prerequisite: ENGL 301. Corequisites: LRS433/F.* This course examines topics related to the development of reading and writing—what people frequently refer to as literacy. These topics range from how the organization of the human brain integrates its design for language with the cognitive demands of representing language in print to understanding the roles of human interaction and culture in the development of early literacy.

### LR S 396A-Z. Experimental Topics Courses (3)

#### LR S 433/F. Practicum in Early Literacy (2/1)

*Prerequisite: ENGL 301. Corequisite: LRS 333.* This is a practicum designed to extend information and concepts presented in LRS 333. The focus of this course is on the application of research in language, development and early literacy. The role of early intervention in the prevention of learning difficulties and concepts related to individual differences in reading and writing are examined. Students are required to connect theory with practice; reflect upon young children's and their own reading and writing; and design, implement and evaluate evidence-based instruction. 15 hours of supervised field work is required.

#### LR S 491. Capstone Seminar (3)

*Preparatory: FLIT 391 or HUM 391.* Intensive interdisciplinary study of an age, movement, problem, or theme, with emphasis on the application of cultural theory in interdisciplinary study. The topic of the seminar varies. Students will complete a senior project, such as a research paper or a creative performance that demonstrates the integrated knowledge, understanding and skills they have gained in the course of studies in the major. (Cross listed with FLIT 491 and HUM 491.)

### LR S 496A-Z. Experimental Topics Courses (3)

## Russian

Michael Neubauer, Coordinator

Administered by the Liberal Studies Program

(818) 677-3300

Minor in Russian (with Permission of Advisor)

### 1. Lower Division Required Courses (14 units)

|      |     |                            |
|------|-----|----------------------------|
| RUSS | 101 | Elementary Russian I (4)   |
| RUSS | 102 | Elementary Russian II (4)  |
| RUSS | 201 | Intermediate Russian I (3) |

#### Choose 1 course from the following:

|      |     |                                    |
|------|-----|------------------------------------|
| RUSS | 200 | Beginning Russian Conversation (3) |
| RUSS | 202 | Intermediate Russian Reading (3)   |

*These courses should be taken after consultation with the Advisor of the Russian program.*

### 2. Upper Division Required Courses (12 units)

A total of 12 units to be completed from the following 2 areas according to the student's interest and background (qualifications) and upon approval by the Russian advisor.

#### Area A: Language

|      |     |   |
|------|-----|---|
| RUSS | 308 | Translating and Interpreting (3)          |
| RUSS | 310 | Advanced Composition and Conversation (3) |
| RUSS | 407 | Advanced Commercial Correspondence (3)    |

#### Area B: Literature and Culture

|      |     |   |
|------|-----|---|
| RUSS | 380 | Russian Civilization (3)                          |
| RUSS | 390 | Russian Folklore: Slavic Myths and Traditions (3) |
| FLIT | 485 | Masterpieces of Russian Literature (3)            |

|                          |    |
|--------------------------|----|
| Total units in the Minor | 26 |
|--------------------------|----|

## Course List

### RUSS 101. Elementary Russian I (4)

*Not open to students who have attended schools where Russian was the language of instruction.* Study of the fundamentals of Russian—grammatical structures, reading, practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

### RUSS 102. Elementary Russian II (4)

*Prerequisite: Completion of RUSS 101 or equivalent.* *Not open to students who have attended schools where Russian was the language of instruction.* Continuation of the study of the fundamentals of Russian—grammatical structures, reading, practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

### RUSS 200. Beginning Russian Conversation (3)

*Prerequisite: RUSS 102 or instructor consent.* *Not open to students who have attended schools where Russian was the language of instruction.* Designed to develop the aural-oral skills of students of Russian, and to improve their fluency in spoken Russian. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

### RUSS 201. Intermediate Russian (3)

*Prerequisite: Completion of RUSS 102.* Brief review of grammar and study of more advanced grammatical concepts. Introduction to the reading of literature. May not be challenged if principal schooling has been in Russian. (Available for General Education, Comparative Cultural Studies.)

### RUSS 202. Intermediate Russian Reading (3)

*Prerequisite: RUSS 201.* Continuation of study of fundamentals and introduction to Russian literature. May not be challenged if principal schooling has been in Russian. (Available for General Education, Comparative Cultural Studies.)

### RUSS 310. Composition and Conversation I (3)

*Prerequisite: Completion of Lower Division courses or instructor consent.* Development of active use of oral and written Russian.

### RUSS 380. Russian Civilization (3)

*Prerequisite: Completion of the Lower Division writing requirement or instructor consent.* Study of the background of the salient features and institutions of contemporary Russian society.

### RUSS 407. Advanced Commercial Correspondence (3)

*Prerequisite: RUSS 307.* Builds on the skills acquired in RUSS 307 and enables students to conduct business correspondence in Russian on a professional level.

### RUSS 496A-Z. Experimental Topics Courses in Russian Literature (3)

Selected topics in Russian literature, with course content to be determined.

# Linguistics/TESL Program

## College of Humanities

**Coordinator: Evelyn McClave**

**Sierra Hall (SH) 396**

**(818) 677-5019**

**[www.csun.edu/linguistics](http://www.csun.edu/linguistics)**

### *Program Committee:*

Fredric Field (English), Catherine Jackson (Communication Disorders and Sciences), Anna Joaquin (Linguistics/TESL), Bessie Karras-Lazaris (Intensive English Program), Sharon Klein (English), Rebecca Litke (Communication Studies), Kenneth Luna (Modern and Classical Languages and Literatures), Evelyn McClave (English), Sabrina Peck (Elementary Education), Ana Sánchez-Muñoz (Chicana/o Studies), Enchao Shi (English)

### *Adjunct Faculty:*

Gaiaene Acopian, Joseph Galasso, Shadi Ganjavi, John Gides, Gayaneh Hagopian, Cynthia Hagstrom, Terrie Mathis, Christina M. Scholten, Wendy Snyder

### *Emeritus Faculty*

Joanna McKenzie

## Programs

Undergraduate:

**B.A., Linguistics**

**Minor in Linguistics**

**Minor in TESL (See TESL in the Catalog)**

Graduate:

**M.A., Linguistics**

**M.A., TESL**

Certificate:

**TESL Certificate (See TESL in the Catalog)**

## The Major

Linguistics studies human language, seeking to define its nature, to establish its relationship to human thought, to discover what distinguishes human language from other forms of communication (human and non-human), to understand how children develop a language and acquire additional ones, to understand the ways in which languages may differ from one another and to describe how human beings use language in context to engage in all the other “human” activities.

Presently, the Linguistics Major is, for the most part, an Upper Division Major. Four linguistics courses are available for GE credit at the 200- and 300-levels. Students are encouraged to complete their GE work and to pursue study in languages other than their native language in preparation for their work in Linguistics. Entering freshmen who are interested in Linguistics should consult with the Coordinator/Advisor.

## Careers

The questions that linguistics teaches students to ask about language are related to a wide range of fields and professions, including law, psychology, education, computer science and technology, anthropology and sociology, to name a few. Students who earn Bachelor's Degrees in Linguistics may seek careers in any of these fields, or may pursue advanced degrees in Linguistics and related fields.

The M.A. Degree in TESL, the TESL Minor and the TESL Certificate prepare students—each at different levels and with different applications—to teach English to speakers of other languages. For information on the TESL Minor and the TESL Certificate, see TESL in the Catalog.

## Academic Advising

The Linguistics/TESL Program helps students select the program and courses that best satisfy their individual needs and interests. Contact Program Coordinator Evelyn McClave at (818) 677-5019 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a major or minor in Linguistics/TESL are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

## Student Learning Outcomes of the Undergraduate Program

Graduates of the B.A. Degree Program in Linguistics will be able to:

1. Express what linguists mean by “knowing a human language” by demonstrating knowledge of such core fields as phonetics, phonology, morphology, syntax, semantics and pragmatics.
2. Verbalize what is involved in the acquisition and development of language, including its biological and social foundations.
3. Demonstrate a familiarity with the study of language in context in such fields as sociolinguistics, pragmatics and discourse analysis.
4. Demonstrate an ability to read, evaluate and write about linguistic topics.
5. Understand the connections between linguistic study and its practical applications.
6. Recognize and understand how sociocultural diversity manifests itself in language.

## Student Learning Outcomes of the Graduate Program in Linguistics

Graduates of the M.A. Degree in Linguistics Program will:

1. Demonstrate a solid knowledge of the core of linguistic theory.
2. Demonstrate understanding of how linguistics applies to a range of professional settings and to general issues at large.
3. Demonstrate understanding of how such fundamental knowledge in core disciplines of linguistics can be applied to a range of issues such as teaching language.
4. Demonstrate the ability to read, analyze and critically evaluate linguistic research, and demonstrate a high level of critical thinking and problem solving.
5. Demonstrate the ability to conduct original research, analyze data and make appropriate conclusions.

## Student Learning Outcomes of the Graduate Program in TESL

Graduates of the M.A. Degree in TESL Program will:

1. Demonstrate a basic knowledge of linguistic theory in phonetics, phonology, morphology and syntax.
2. Demonstrate a solid knowledge of TESL theory and methodology.
3. Demonstrate an understanding of how theories of language structure and theories of language in context can be applied in teaching language.
4. Demonstrate the ability to read, analyze and critically evaluate research, and demonstrate a high level of critical thinking and problem solving.
5. Demonstrate skills in the design of TESL testing and assessment, as well as TESL curriculum development.

## Requirements for the Bachelor of Arts Degree

### 1. Required Courses (24 units)

**Select 1 of the following Introductory Linguistics courses (3 units)**

|      |     |                                     |
|------|-----|-------------------------------------|
| ANTH | 310 | Anthropological Linguistics (3)*    |
| COMS | 420 | Language and Symbolic Processes (3) |
| ENGL | 301 | Language and Linguistics (3)        |

\*Students selecting ANTH 310 as their introductory course may apply this selection to the GE Comparative Cultural Studies requirement. They may do the same with 1 course in Foreign Language Study, for a total of 6 units, shared between the Major and GE.

**Core Courses in Linguistics (15 units)**

|         |     |  |
|---------|-----|--|
| LING    | 402 | Phonetics and Phonology (3)              |
| LING    | 404 | Morphology and Syntax (3)                |
| LING    | 408 | Semantics and Pragmatics (3)             |
| LING    | 417 | Language Development and Acquisition (3) |
| LING    | 441 | Sociolinguistics (3)                     |
| or LING | 427 | Languages in Contact (3)                 |

**Studies in a Foreign Language (6 units)**

Undergraduate majors are required to complete either A or B:

- A. Non-romance language: 2 semesters at the beginning level.  
 B. Romance language: 2 semesters at the intermediate level.

**Options (A. Elective Option, B. Minor Option)****A. The Elective Track (15 units)**

In consultation with the advisor, a student will select course work from the following set. Courses in other Departments or Programs may have prerequisites. Students should seek advising from the appropriate advisor in that Department as they select courses.

**Approved Elective Courses (15 units)**

|      |       |   |
|------|-------|---|
| ANTH | 360   | Immigration and Ethnicity (3)                                     |
| CD   | 442   | Speech Science (3)  |
| CD   | 462   | Language Disorders 1 (3)  |
| CHS  | 333   | Language and Society: Chicanas/os and Other Minority Children (3) |
| CHS  | 433   | Language Acquisition of the Chicana/o and ESL Speakers (3)        |
| CHS  | 482   | Language of the Barrio (3)  |
| COMP | 310   | Automata, Languages and Computation (3)                           |
| COMP | 333   | Concepts of Programming Languages (3)                             |
| COMP | 410   | Logic Programming (3)   |
| COMP | 469   | Introduction to Artificial Intelligence (3)                       |
| COMS | 350   | Nonverbal Communication (3)                                       |
| COMS | 356   | Intercultural Communication (3)                                   |
| COMS | 450   | Communication Research Methodology (3)                            |
| DEAF | 484   | Structure of American Sign Language (3)                           |
| DEAF | 485   | Issues in American Sign Language (3)                              |
| ENGL | 400   | History of the English Language (3)                               |
| ENGL | 405   | Language Differences and Language Change (3)                      |
| FREN | 389   | French Phonetics (3)  |
| FREN | 400   | Structure of the French Language (3)                              |
| ITAL | 305   | Structure of the Italian Language (3)                             |
| LING | 200   | (How) Language Matters (3)  |
| LING | 250   | Language(s) in California (3)                                     |
| LING | 310   | Language and the Law (3)  |
| LING | 325   | Language, Gender and Identity (3)                                 |
| LING | 407   | Language Varieties (3)  |
| LING | 427   | Languages in Contact (3)  |
| LING | 430   | Linguistic Introduction to Cognitive Science (3)                  |
| LING | 441   | Sociolinguistics (3)  |
| LING | 447   | Bilingualism in the U.S. (3)                                      |
| PAS  | 395   | Bilingualism in the African-American Community (3)                |
| PHIL | 355   | Philosophy of Mind (4)  |
| PHIL | 445   | Philosophy of Language (3)  |
| PHIL | 455   | Advanced Philosophy of Mind (3)                                   |
| PSY  | 367   | Cognitive Psychology (3)  |
| PSY  | 369   | Applied Cognition (3)   |
| SOC  | 364/L | Social Statistics and Lab (3/1)                                   |
| SPAN | 395   | Spanish Phonetics (3)   |
| SPAN | 400   | Structure of the Spanish Language (3)                             |

|      |     |  |
|------|-----|--|
| SPAN | 401 | Language and Culture (3)                         |
| SPAN | 497 | Comparative Structure of Spanish and English (3) |

**B. The Minor Option (18-30 units)**

In consultation with the Coordinator/Advisor and with the selected Department or Program, a student may complement the Linguistics Core with 1 of the following Minors or Concentrations:

**Approved Minors and Concentrations:**

American Indian Studies, Anthropology, Armenian Studies, Asian American Studies, Central American Studies, Chicana/o Studies, Classics, Communication Disorders and Sciences, Communication Studies, Computer Science, Deaf Studies, English, Teaching English as a Second Language (TESL), French, Italian, Japanese, Jewish Studies, Pan African Studies, Philosophy, Psychology, Russian, Sociology or Spanish.

|   |              |
|---|--------------|
| <b>Total Units in the Major</b>             | <b>39-54</b> |
| <b>General Education</b>                    | <b>48</b>    |
| <b>Additional Units</b>                     | <b>18-33</b> |
| <b>Total Units Required for B.A. Degree</b> | <b>120</b>   |

**Minor in Linguistics**

3 of the 21 units for the Minor are shared between the Minor and GE.

**1. Introduction to Linguistics (3 units)****Select 1 of the following courses:**

|      |     |                                     |
|------|-----|-------------------------------------|
| ANTH | 310 | Anthropological Linguistics (3)     |
| COMS | 420 | Language and Symbolic Processes (3) |
| ENGL | 301 | Language and Linguistics (3)        |

**2. Required Courses (15 units)**

|         |     |  |
|---------|-----|--|
| LING    | 402 | Phonetics and Phonology (3)              |
| LING    | 404 | Morphology and Syntax (3)                |
| LING    | 408 | Semantics and Pragmatics (3)             |
| LING    | 417 | Language Development and Acquisition (3) |
| LING    | 441 | Sociolinguistics (3)                     |
| or LING | 427 | Languages in Contact (3)                 |

**3. Electives (3 units)**

Select 1 course in consultation with the Advisor, from those listed in the Elective Track of the Major.

|  |           |
|--|-----------|
| <b>Total Units Required in the Minor</b> | <b>21</b> |
|--|-----------|

**General Admission Requirements for the M.A. Degree in Linguistics and the M.A. Degree in TESL**

Students should consult the Graduate Programs section of the Catalog for the University requirements.

Candidates must have a minimum GPA of 2.85 in the last 60 units of their B.A. Degree work and satisfy the University requirements for Graduate Admission. Students who have GPAs below 3.0 will be required to take the GRE and achieve at least 1 score at the 50th percentile or higher. A satisfactory GRE score must be submitted within 18 months of admission. International visa students must have a minimum TOEFL score of 563 (paper-based) or 223 (computer-based) or 85 (Internet-based), or an IELTS score of 7.

**Academic Standards for the M.A. Degree in Linguistics and the M.A. Degree in TESL**

**Prerequisites:** Students must earn a grade of "B" or higher in all prerequisite courses. Students who earn a grade of "B-" or lower in a prerequisite course may repeat up to 2 such courses for grade improvement. Students will be disqualified from the Program after receiving a third grade of "B-" or lower in prerequisite courses.

**Required Courses and Electives:****A. University regulations:**

Graduate students will be placed on academic probation whenever their GPA falls below 3.0 in all units attempted. To be removed from probation, students must earn sufficient grades in the following semester of enrollment to raise their GPA to 3.0 or above. Failure to do so will result in disqualification from the University. University regulations allow graduate students to repeat up to 6 units of credit in which a grade of “B-” or below has been received. (See Graduate Studies section of the Catalog.)

**B. Additional Regulations for the M.A. Degree in Linguistics and the M.A. Degree in TESL:**

1. Students will be disqualified from the Linguistics/TESL Program if they do not pass the comprehensive exam on their second attempt.
2. No grade below “B-” can be counted in the formal program. Any grade of “C+” or lower must be repeated. If the student does not receive a grade of “B-” or better on the second attempt, the student will be disqualified from the Linguistics/TESL Program. University regulations allow graduate students to repeat only up to 6 units. The repeat grade will appear on the transcript.

Students must request approval to repeat a course using the Course Repeat Request Form from the Program Coordinator/Advisor in advance of enrolling in the course.

**Requirements for the Master of Arts Degree in Linguistics**

Candidates completing the program leading to an M.A. Degree in Linguistics will have a fundamental understanding of the core areas in linguistics at an advanced level. In consultation with the Coordinator/Advisor, candidates build on the Core within their own Program in order to pursue more individual goals.

**A. Admission with Conditionally Classified Status:**

Candidates with undergraduate majors other than Linguistics may be admitted to the Linguistics Graduate Program as Conditionally Classified candidates if they meet the General Admission Requirements stated above. They will be expected to complete prerequisite course work equivalent to the 18-unit Core of the B.A. Degree: ENGL 301/ANTH 310; LING 402, 404, 408, 417; and 441 or 427.

**B. Admission with Classified Status:**

Candidates may be admitted to the Linguistics Graduate Program with Classified status if they have 18 or more units in B.A. Degree-level Linguistics courses equivalent to the CSUN core major, all units earned with a grade of “B” or higher. Additionally, Classified status requires: Successful completion of the UDWPE (Upper Division Writing Proficiency Exam) or CSU equivalent; (b) completion of a foreign language requirement (see below); and (c) Submission of a satisfactory GRE score where required. All M.A. Degree candidates must apply for Classified status before they complete more than 12 units above the Prerequisite level.

**C. Foreign Language Requirement:**

M.A. Degree candidates in Linguistics are required to demonstrate proficiency in a non-native language. Native speakers of English may satisfy this requirement in 1 of 3 ways: (1) Enroll for 2 semesters of course work in a non-Romance language or 3 semesters of course work in a Romance language after initial acceptance into the program; (2) Pass a Departmental examination set by the Department of Modern and Classical Languages and Literatures (MCLL); or (3) Submit a transcript showing that they hold a B.A. Degree with a Major in a foreign language completed within the previous 5 years. Students who are non-native speakers of English are exempt from this requirement.

Students who wish to demonstrate proficiency in ASL to satisfy this requirement should consult the Coordinator/Advisor. Students who choose to satisfy this requirement using course work must earn grades of “B” or higher in each foreign language course.

**D. Culminating Requirements:**

M.A. Degree candidates in Linguistics may select to complete their Degrees by taking a Comprehensive Exam or writing a Thesis. Students selecting the Comprehensive Exam will enroll in LING 697 in the semester during which they plan to take the examination. Students on probation or who have remaining incompletes will not be permitted to take the examination. Students who fail the examination at the first attempt will be required to register for the examination again the following semester. Students who fail the comprehensive examination a second time are disqualified from the Master’s Degree Program. Candidates wishing to write a Thesis should consult the Coordinator. Students in the Thesis option enroll in 3 units of LING 698C with the permission of and in consultation with the Coordinator/Advisor. Thesis units may not be offered every semester.

**E. Required Core Courses (9 units)**

|                         |   |
|-------------------------|---|
| LING 501                | Seminar in Phonology (3)  |
| LING 503<br>or LING 505 | Seminar in Cognitive Linguistics (3)<br>Seminar in Discourse Analysis (3) |
| LING 610                | Seminar in Syntax (3)   |

**F. Electives (18-21 units):**

In consultation with the Coordinator/Advisor, candidates will select either 21 units of course work and LING 697—Directed Comprehensive Studies (Comprehensive Examination), or 18 units of course work and LING 698C—Thesis. All course work must be from the 400-level and above and at least 12 elective units must be selected from 500 and 600-level courses. Coursework may include LING courses or courses in other Departments, in consultation with teaching faculty and with the Coordinator/Advisor. Candidates pursuing the M.A. Degree in Linguistics will consult with the Advisor and complete an Approved Program Form, reflecting the courses selected.

**G. Unit Count for M.A. in Linguistics****Students taking the Comprehensive Exam:**

|                                    |           |
|------------------------------------|-----------|
| Prerequisites                      | 18        |
| Foreign Language                   | 6 or 9    |
| Required Courses                   | 9         |
| Electives                          | 21        |
| Comprehensive Exam                 | 3         |
| <b>Total Units for M.A. Degree</b> | <b>57</b> |

**Students writing the Thesis:**

|  |           |
|--|-----------|
| Prerequisites                          | 18        |
| Foreign Language                       | 6 or 9    |
| Required Courses                       | 9         |
| Electives                              | 18        |
| Thesis                                 | 3         |
| <b>Total Units for the M.A. Degree</b> | <b>54</b> |

Students should be aware that theses require a minimum of two semesters of work even though only three units are earned.

## Requirements for the Master of Arts Degree in TESL

TESL (Teaching English as a Second Language) also is termed Teaching English to Speakers of Other Languages (TESOL) and is closely related to TEFL (Teaching English as a Foreign Language). TESL deals with teaching methods, principles, ways to teach different kinds of students, curriculum design, lesson planning, attention to the 4 skills (listening, speaking, reading and writing) and assessment. Along with its own focus, the field draws from research and methods in Linguistics, Education and other fields. This Degree is for candidates preparing to teach English to speakers of other languages.

### A. Admission Requirements

In addition to meeting the General Program Admission requirements stated above, applicants without a background in linguistics will be required to take LING 300—Approaches to Linguistic Analysis as a prerequisite during their first semester.

### B. Foreign Language Requirement

Students are required to take 2 semesters or equivalent of a language foreign to them. This requirement may be met with course work completed within 2 years of acceptance into the Program.

### C. Culminating Requirement:

M.A. Degree candidates in TESL complete their degrees by taking a Comprehensive Exam. Students will enroll in LING 697—Directed Comprehensive Studies in the semester during which they plan to take the examination. Students on probation or who have remaining incompletes will not be permitted to take the examination. Students who fail the examination at the first attempt will be required to register for the examination again the following semester. Students who fail the Comprehensive Examination a second time are disqualified from the Master's Program.

### D. Required Courses (36 units)

LING 402 Phonetics and Phonology (3)  
 LING 404 Morphology and Syntax (3)  
 LING 417 Language Development and Acquisition (3)  
 or CHS 433 The Chicana/o Child (3)  
 LING 502 Seminar in Second Language Acquisition (3)  
 LING 520 Issues in ESL Reading and Writing (3)  
 LING 521 Issues in ESL Listening and Speaking (3)  
 LING 525 English Structures for ESL/EFL Teaching (3)  
 LING 530 Introduction to TESL (3)  
 LING 555 TESL Practicum (3)  
 LING 566 Research Methods for Applied Linguistics (3)  
 LING 568 TESL Testing and Assessment (3)  
 ESL Methods for specific populations (Choose EED 570 or 577, or SED 529) (3)

### E. Electives (6 units) Partial List:

LING 501 Seminar in Phonology (3)  
 LING 503 Seminar in Cognitive Linguistics (3)  
 LING 505 Seminar in Discourse Analysis (3)  
 LING 515 Survey of Applied Linguistics (3)  
 For electives in other disciplines, see the Advisor or the Coordinator.

### F. Culminating Activity (3 units)

LING 697 Directed Comprehensive Studies

### G. Unit Count for M.A. Degree in TESL

|  |           |
|--|-----------|
| LING 300                               | 3         |
| Foreign Language                       | 6         |
| Required Courses                       | 36        |
| Electives                              | 6         |
| Comprehensive Exam                     | 3         |
| <b>Total Units for the M.A. Degree</b> | <b>54</b> |

## Course List

### LING 200. (How) Language Matters (3)

This course draws heavily from current issues in society to highlight the role of language. It explores strategies used to construct and reflect our identities (as skaters, rappers, school girls, nerds, etc.), to form new meanings and to accommodate popular new technologies (e.g., texting). This course also examines personal and societal perceptions and attitudes toward the language use and competence of others. Students will undertake a challenging, collaborative, hands-on analysis to appreciate (how) language matters. (Available for General Education, Arts and Humanities.)

### LING 250. Language(s) in California (3)

What are the languages of California? Who speaks them? What can discovering and examining the range of indigenous, diasporic and emerging languages in California tell us about our own relationships to language and languages, individually and collectively? This course looks at these questions, investigating, through its survey of California's languages, some fundamental linguistic and sociolinguistic ideas about language and languages. (Available for General Education, Comparative Cultural Studies.)

### LING 300. Approaches to Linguistic Analysis (3)

This course provides a comprehensive, in-depth and data-driven introduction to the questions that are raised in the major subfields of linguistics and to the prevailing scientific approaches that are applied to answer those questions. Students will learn foundational concepts of the field and learn to analyze linguistic data. Students also will learn how to describe language data and how to present linguistic arguments clearly, following the conventions that are customary in the field.

### LING 310. Language and the Law (3)

Determining what a written text or spoken utterance exactly conveys is nowhere more important than in the area of the law where subtle differences in wording can have drastic consequences in people's lives. This course examines how language is used and interpreted in legal settings by applying insights from the linguistic fields of semantics, pragmatics, discourse analysis and sociolinguistics. The course has lifelong relevance for every citizen, since we can expect to sign contracts, receive a jury summons or engage in many other ways with the law and legal documents. The course emphasizes active student participation and an explicit connection between theory and practice. Students will be expected to apply their acquired knowledge to practical and—wherever possible—current societal issues. (Available for General Education, Lifelong Learning.)

### LING 325. Language, Gender and Identity (3)

This course studies language as a major factor in our formation of self-identity and our conceptualization of ourselves and others as male or female. It provides a comprehensive introduction from a linguistic perspective to issues of language, gender, identity and power. (Available for General Education, Comparative Cultural Studies.)



**LING 402. Phonetics and Phonology (3)**

*Preparatory: ANTH 310, COM S 420 or ENGL 301.* Study of the physical and acoustical properties of sound in a variety of natural languages, as well as phonological analysis and rule formation in phonological systems.

**LING 404. Morphology and Syntax (3)**

*Preparatory: ANTH 310, COM S 420 or ENGL 301.* Analysis of morphological and syntactic structures in a variety of natural languages, including an examination of major grammatical theories.

**LING 407. Language Varieties (3)**

*Preparatory: ANTH 310, COM S 420 or ENGL 301.* Introduction to the study of language variation. Theoretical aspects of phonological, syntactic and semantic variation will be considered in their geographical and social context.

**LING 408. Semantics and Pragmatics (3)**

*Preparatory: ANTH 310, COM S 420 or ENGL 301.* Linguistic study of meaning and context of discourse and the relationship of such study to grammar.

**LING 417. Language Development and Acquisition (3)**

*Preparatory: Upper Division standing; Introduction to the study of language.* Required for both ITEP and Linguistics/TESL students and addresses topics linked to language arts and (T)ESL methods courses for students preparing to teach. Introduces students to the study of language development and acquisition, including such topics as approaches to the development of children's grammars, the development of communicative competence, definitions of bilingualism and multilingualism, relationships between language development and learning to read, issues particular to the multilingual nature of California, and issues related to exceptional language development.

**LING 427. Languages in Contact (3)**

*Preparatory: ANTH 310, COM S 420 or ENGL 301.* This course examines various effects of language contact—the occurrence of lexical and grammatical borrowing, such as borrowings between English and Spanish; the emergence of pidgins, creoles and mixed languages; and the process of language attrition or death in the context of a dominant language. The course also addresses the ways in which speakers in multilingual speech communities navigate between the languages that they speak and the language-planning efforts of multilingual communities that are aimed at controlling which language (variety) is used/taught in which setting, such as the use of ASL versus signed English. Much of this course focuses on issues of special relevance to multilingual speech communities in the U.S. and on language contact effects between English and such languages as Armenian, Spanish, Russian and Korean.

**LING 430. A Linguistic Introduction to Cognitive Science (3)**

*Preparatory: An introduction to linguistics.* Survey of the fields comprising Cognitive Science—linguistics, neurology, philosophy and psychology. Key issues addressed include the nature of symbolic representation, the ways in which we perceive and understand “input,” the nature of “thinking,” and the role of computational models in understanding aspects of human cognition and language.

**LING 441. Sociolinguistics (3)**

*Preparatory: ANTH 310, COM S 420 or ENGL 301.* Language in society. Examines linguistic behavior patterns as determined by such factors as age, gender, class, ethnicity, sexual orientation, region and social context.

**LING 447. Bilingualism in the U.S. (3)**

*Preparatory: ENGL 301.* Upper Division course dealing with concepts and controversies regarding bilingualism in the U.S. Students will gain an understanding of bilingual language acquisition (e.g., when

children acquire more than one language in the home or at school); bilingual language phenomena, such as code-switching; linguistic borrowing, transfer and interlanguage; and the controversies surrounding bilingualism in the U.S. education system and in society. Available for graduate credit.

**LING 496A-Z. Experimental Topics Courses (1-3)**

*Preparatory: Consent of instructor and Linguistics Program Coordinator.* Experimental courses in linguistics offered in other Departments are subject to approval by the Linguistics Program Coordinator.

**LING 499. Independent Study (1-3)**

*Preparatory: Consent of instructor and Linguistics Program Coordinator.*

## Graduate

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**LING 501. Seminar in Phonology (3)**

*Prerequisite: LING 402 or equivalent.* Current issues in phonological theory.

**LING 502. Seminar in Research on Second Language Acquisition (3)**

*Prerequisites: LING 402; 404 or 417, or CHS 433.* Critical historical examination of research on 2nd-language acquisition. Study of analytical approaches, such as contrastive analysis, error analysis, performance analysis and discourse analysis, showing how different approaches reflect changing conceptions of language and the nature of language learners.

**LING 503. Seminar in Cognitive Linguistics (3)**

*Prerequisites: LING 402, 404, 408, 441; Introduction to linguistics.* Examination of recent theoretical developments in linguistics from the general perspective of cognitive science. Focus on 3 major areas: cognitive grammar, semantics and pragmatic dimensions of linguistic categorization, as well as the interface of cognition, experience and grammar in natural discourse.

**LING 504. Seminar in Sociolinguistics of American Sign Language (3)**

*Prerequisites: ANTH 310, COMS 420 or ENGL 301; LING 441; SPED 161.* Examination of sociolinguistic variables in American Sign Language.

**LING 505. Seminar in Discourse Analysis (3)**

*Prerequisite: LING 407, 408 or 441.* Seminar in the theoretical and methodological aspects of discourse analysis in a linguistic perspective.

**LING 515. Survey of Applied Linguistics (3)**

*Preparatory: Introduction to linguistics.* An introduction to multiple definitions of the field of applied linguistics and insight into the ways that scholars identify and define the concerns of the discipline. Included in the course will be an introductory survey of several specific areas of study that fall under the heading of Applied Linguistics.

**LING 520. Issues in ESL Reading and Writing (3)**

*Preparatory or Recommended Corequisite: LING 502.* Provides students with a foundation for understanding the processes of reading and writing—as well as the relationships between them—as they are experienced by adult second-language learners. Topics in the area of reading include skills and strategies that contribute to the second language learner's ability to read and to comprehend a variety of texts, and curricular design. Topics in writing include aspects of the composing process specific to second language students, the design of curriculum and assignments, and the effects of various types of responses to student writing.

**LING 521. Issues in ESL Listening and Speaking (3)**

*Preparatory or Recommended Corequisite: LING 502.* Provides students with a foundation for understanding the processes of listening and speaking as these are experienced by adult second-language learners. While the course focuses on the academic environment, it includes an examination of skills necessary for learners to comprehend a va-

riety of speakers in a range of spoken discourse types, covering both transactional and interactional situations. Also, factors that contribute to effective participation in conversations, including fluency and pronunciation, and cultural and universal rules of discourse are examined, bringing the areas of speaking and listening together in the context of curricular design.

**LING 525. English Structures for ESL/EFL Teaching (3)**

*Prerequisites:* ANTH 310 or COMS 420 or ENGL 301; LING 404. Provides a systematic description of the structures and usages of English grammar from the perspective of someone learning English as an additional language. Students focus on ways that such material may most effectively be presented to non-native speakers of English.

**LING 530. Introduction to TESL (3)**

This course prepares students for course work offered in the M.A. Degree in TESL Program and for careers in the TESL field. Students will learn the goals of an M.A. TESL student—acquire practical planning skills, examine the history of second and foreign language teaching, develop a basic knowledge of second language acquisition, use research tools in the library, acquire skill in observing and analyzing ESL classes, and become familiar with how to become a professional in ESL and TESL.

**LING 555. ESL Classroom Practices in Post-Secondary Academic Settings (3)**

*Prerequisites:* SED 529 or EED 570; 6 units from LING 520, 521 or 525. Linguistics 555 is designed to provide students knowledge of issues related to the teaching of English as a second language (ESL) to non-native speakers of English in post-secondary academic settings and also to provide students an opportunity to gain teaching experience through supervised practicum training. The focus will be either on concerns of teaching in intensive programs or in community college settings.

**LING 566. Research Methods for Linguistics (3)**

*General Track Prerequisite or Corequisites:* LING 417 or consent of the instructor. *Recommended preparatory:* LING 402 and 404. *TESL Track: Prerequisites or Corequisites:* LING 417, 530 or consent of the instructor. *Recommended Preparatory:* LING 402 and 404. An introduction to research in linguistics, including quantitative, qualitative and mixed methods research. Data collection and analysis are covered, along with methods for writing research reports.

**LING 568. TESL Testing and Assessment (3)**

This course is intended for students interested in exploring and practicing educational assessment and pursuing a career in TESL. In this course, students not only learn about assessment practices, but more specifically they become aware of the types of pre-, post- and in-class language assessment required to run an effective English language class and/or program. Students will become aware of the various assessment tools available to them, review criteria used to choose effective exams and practice techniques to design or select sound language tests to suit their needs and teaching circumstances.

**LING 589. Introduction to Celtic Languages (3)**

*Preparatory:* LING 402, 404. This course introduces the Celtic languages from the perspectives of a variety of subfields of linguistics. It covers the reconstruction of the ancient Celtic languages, a description of the phonology, morphology and syntax of the modern languages, and of issues arising from their status as minority languages under threat.

**LING 599A,B,C. Independent Study (1,2,3)**

*Prerequisites:* Consent of instructor and Linguistics Program Coordinator.

**LING 610. Seminar in Syntax (3)**

*Prerequisite:* ENGL 301 or equivalent. *Preparatory:* ENGL 302 and LING 404. In-depth study of current approaches to syntactic analysis.

**LING 696A,B,C. Directed Graduate Research (1,2,3)**

*Prerequisite:* Consent of Linguistics Program Coordinator.

**LING 697. Directed Comprehensive Studies (3)**

*Prerequisite:* Consent of Linguistics Program Coordinator. Enrollment required in the semester that the Comprehensive Examination is taken.

**LING 698C. Thesis (3)**

*Prerequisite:* Consent of Linguistics Program Coordinator.

**LING 699. Independent Study (1-3)**

*Prerequisite:* Classified graduate status; Consent of instructor and Linguistics Program Coordinator. Maximum of 6 units of 599 and 699 allowed in a student's program.

# Manufacturing Systems Engineering and Management

## College of Engineering and Computer Science

**Chair: Ileana Costea**  
Jacaranda Hall (JD) 4510  
(818) 677-2167  
[www.csun.edu/~msem](http://www.csun.edu/~msem)

*Office Manager*  
Teri Alvarado

*Faculty*  
Behzad Bavarian, Kang Chang, Robert Conner, Ileana Costea, Alireza Kabirian, Mark Rajai, Ahmad Sarfaraz, Tarek Shraibati,

*Emeritus Faculty*  
Bonita Campbell, Gerald Davis, Melvin Lifson, Arnold Roe, Jon Shively

### Programs

Undergraduate Degrees:  
B.S., Engineering Management  
B.S., Manufacturing Systems Engineering

### Accreditation

The B.S. in Manufacturing Systems Engineering Program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), (410) 347-7700.

### Undergraduate Minors:

Minor in Engineering Management  
Minor in Manufacturing Systems Engineering  
Minor in Automation and CAD/CAM

### Graduate Degrees:

M.S., Engineering Management  
M.S., Manufacturing Systems Engineering  
M.S., Materials Engineering  
M.S., Quality Management

### Certificate in Quality Management

### Mission Statement of the MSEM Department

Our mission is to prepare students for rewarding careers and higher education in engineering management, manufacturing systems engineering and materials engineering. Our graduates will be able to solve complex technical problems, address the needs of modern society, and pursue lifelong learning. The Department successfully guides students in their achievement of the educational objectives articulated for all undergraduate engineering programs at CSUN, and acquisition and development of the specialized knowledge and skills essential to their professional practice of manufacturing systems engineering, materials engineering and engineering management for the betterment of society, as well as competence in the design, implementation and management of contemporary manufacturing and production methods and systems.

### MSEM Department Undergraduate Programs

More than two-thirds of all engineering professionals invest a significant portion of their career in managing and administering a wide range of technical engineering and research projects and budgets. As the engineering profession evolves, an increasing need has emerged for entry-level engineering professionals who have both a broad engineering background and the knowledge and ability to interface between the business and technical functions of organizations. Undergraduate engineering majors learn engineering fundamentals, together with the art

and science of planning, organizing, allocating resources and directing and controlling activities in technological environments. The Bachelor of Science Degree Programs in Manufacturing Systems Engineering and Engineering Management equip entry-level engineers with knowledge of the business of engineering, making them valuable to their employers and ensuring future professional growth. These Programs are ideal for students who enjoy people and technology, the technical challenges of engineering, and the opportunity to integrate higher-level organizational considerations into technological decision-making processes. The MSEM Undergraduate Engineering Degree Programs include studies in basic mathematics and sciences, the engineering sciences, manufacturing systems engineering and engineering management disciplinary studies, and technical electives, as well as general education. The selection of technical electives can be tailored to particular areas of student interest. The team project experiences in many courses approximate the professional environment that graduates will encounter in their future careers. Program culminating experiences include community service learning course projects and Capstone course design projects. Students also have access to well-equipped laboratories, including computing laboratories with the discipline-specific software essential to achieving program objectives.

Students have opportunities to participate in the technical and social activities sponsored by the student chapters of many professional organizations. Program majors also are eligible to apply for internships in the Honors Co-op Program hosted by the College, as well as a variety of scholarships and awards.

Small classes are taught by a group of dedicated faculty who among them hold several outstanding teaching and faculty awards, are nationally and internationally recognized for their technical publications, work in engineering professional organizations, and have engineering and management experience in industry to share with their students.

Engineering Management and Manufacturing Systems Engineering students have opportunities to participate in technical and social activities sponsored by student chapters of such professional societies as SAMPE (Society for the Advancement of Material and Process Engineering), ASM International (formerly the American Society for Metals International), and SME (Society of Manufacturing Engineers) and ASQ (American Society for Quality, as well as interdisciplinary student organizations in the College, such as Tau Beta Pi, the Society of Women Engineers (SWE), the National Society for Black Engineers (NSBE) and the Society for Hispanic Professional Engineers (SHPE). Program majors are also eligible to apply for internships in the Honors Co-op Program hosted by the College, as well as a variety of scholarships and awards.

### Academic Advisement

The MSEM faculty is committed to providing a supportive student-centered environment for its majors. All majors meet with their assigned faculty advisors for academic advisement. Contact Ileana Costea at (818) 677-2167 for information about any Undergraduate or Graduate Programs.

### Community Relations and Department Industrial Liaison Council

The MSEM Department maintains strong relations with the community. We continuously review our Programs with students, alumni, and employers of our graduates. The Department's Industrial Liaison Council consists of members in the professional community to ensure that we receive a breadth of information on future engineering trends that would affect our Programs.

### Bachelor of Science in Engineering Management (EM)

More than two-thirds of all engineering professionals invest a significant portion of their career in managing and administering a wide range of technical engineering and research projects and budgets. As

the engineering profession evolves, an increasing need has emerged for entry-level engineering professionals who have both a broad engineering background and the knowledge and ability to interface between the business and technical functions of organizations.

Undergraduate Engineering Management majors learn engineering fundamentals, together with the art and science of planning, organizing, allocating resources, and directing and controlling activities in technological environments. The Bachelor of Science Degree in Engineering Management equips entry-level engineers with knowledge of the business of engineering, making them valuable to their employers and ensuring future professional growth. For students who enjoy people and technology, the technical challenges of engineering and the opportunity to integrate higher-level organizational considerations into technological decision-making processes, engineering management is an ideal program of study.

The Undergraduate Engineering Management Degree Program includes studies in basic mathematics and sciences, the engineering sciences, engineering management disciplinary studies and technical electives, as well as general education. The selection of technical electives can be tailored to particular areas of student interest. The team project experiences in many courses approximate the professional environment that graduates will encounter in their future careers. Program culminating experiences include community service learning course projects and Capstone course design projects. Students also have access to well-equipped laboratories, including computing laboratories with discipline-specific software programs that are essential to achievement of program objectives.

### Engineering Management Educational Program Objectives

The Bachelor of Science in Engineering Management provides graduates with a broad education with core competencies in engineering fundamentals which, allows them to:

1. Practice engineering management creatively, safely and responsibly in the global environment;
2. Maintain professional currency in engineering management;
3. Provide leadership for and communicate effectively in a team-based environment; and
4. Demonstrate awareness of the ethical and societal impact of professional practice

### Student Learning Outcomes of the Undergraduate Program in Engineering Management

Graduates of the Bachelor of Science in Engineering Management at CSUN will have:

- a. The ability to apply knowledge of mathematics, science and engineering to engineering management;
- b. The ability to design and conduct experiments, as well as to analyze and interpret data;
- c. The ability to design and manage effective systems, processes and environments for contemporary technological organizations;
- d. The ability to function productively on multicultural and multidisciplinary teams;
- e. The ability to identify, formulate and solve engineering problems;
- f. The ability to understand, practice and nurture professional and ethical responsibilities;
- g. The ability to communicate effectively in both the written and spoken modes;
- h. The intellectual and educational breadth necessary for understanding the impact of engineering management solutions in a global and societal context;
- i. A recognition of the need for professional currency, and an ability to engage in perpetual learning;

- j. A knowledge of contemporary issues in society, as well as those of the profession;
- k. The ability to select and use the contemporary methods, techniques, skills and tools necessary for effective engineering management practice;
- l. The ability to discern and assess the relationship between engineering management functions and the human element in technological organizations;
- m. The ability to treat the uncertainties inherent in engineering management; and
- n. The ability to integrate engineering management systems in technological environments.

### Requirements for the Bachelor of Science In Engineering Management

This Program is based on an expectation of adequate high-school preparation in science, mathematics and English. Science courses should include chemistry or physics, both of which are desirable. High school mathematics courses should include algebra, plane geometry and trigonometry. Four years of English are required. Beginning students must take (or be exempt from) the Entry Level Mathematics Test, and the Mathematics, Chemistry and English Placement Tests before registration in basic courses is permitted.

Students who have not had an adequate background of pre-engineering work in high school may be required to complete some additional work in their first-year and may not be able to complete the Program in 8semesters. Students are referred to the section of the University Catalog titled Appendices-Admission regarding rules and regulations as to earned college credit.

### Special Grade Requirements

A grade of "C-" or better is required in all courses in the major. The Mathematics Department requires a "C" grade in its prerequisite courses. A grade of "C" or better is required in all undergraduate transfer courses.

### Unit Requirements

The following unit requirements are necessary for the B.S. Degree in Engineering Management:

#### General Education (27 units)

**General Education:** Engineering Management majors have modified General Education programs depending upon the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education program.

In addition to the required Major Program Courses, Engineering Management majors must satisfactorily complete General Education Plan R requirements in Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); U.S. History and Local Government (6 units); Arts and Humanities (6 units); Social Sciences (3 units); and Comparative Cultural Studies (6 units). 6 of the General Education Plan R units must be at the Upper Division.

Students should carefully consult their 4-year plan and confer with their faculty advisor when selecting their General Education Plan R courses.

#### Total Units in the EM Major (93 units)

#### 1. Lower Division Required Courses (44 units)

##### Freshman Year

|      |         |   |
|------|---------|---|
| CHEM | 101/L   | General Chemistry I and Lab (4/1)         |
| MATH | 150A    | Calculus I (5)                            |
| MATH | 150B    | Calculus II (5)                           |
| MSE  | 101/L   | Introduction to Engineering and Lab (1/1) |
| PHYS | 220A/AL | Mechanics and Lab (3/1)                   |

##### Sophomore Year

|      |     |                                    |
|------|-----|------------------------------------|
| MATH | 250 | Calculus III (3)                   |
| MATH | 280 | Applied Differential Equations (3) |

MSE 227/L Engineering Materials and Lab (3/1)  
 MSE 248/L Engineering CAD Graphics and Lab (2/1)  
 PHYS 220B/BL Electricity and Magnetism and Lab (3/1)  
 With faculty advisor approval, the student selects 6 units from 2 Departments from the courses below:

CE 240 Engineering Statics (3)  
 ECE 240 EE Fundamentals (3)  
 ME 209 ME Design (2/1)  
 and ME 209 ME Design and Programming for ME (2/1)  
 ME 186/L Computer Aided Design/CAD Lab  
 and ME 209 Programming for ME (1/1/1)

**2. Upper Division Required Courses (37 units)**

**Junior Year**

MSE 304 Engineering Economic Analysis (3)  
 MSE 362 Engineering Statistical Applications (3)  
 MSE 401 Introduction to Engineering and Technology Management (3)  
 MSE 402 Engineering Project Management (3)  
 MSE 406 Engineering Cost Analysis (3)  
 MSE 407 Production Systems (3)

**Senior Year**

MSE 403CS Facilities Planning and Design (3)  
 MSE 410/L Production Systems Modeling and Lab (2/1)  
 MSE 415 Product Design (3)  
 MSE 488A MSEM Senior Design I (2)  
 MSE 488BCS MSEM Senior Design II (2)

**With faculty advisor approval, select 2 courses from:**

AM 316 Engineering Dynamics (3)  
 CE 340 Strength of Materials (3)  
 ECE 320 Theory of Digital Systems (3)  
 ME 370 Thermodynamics (3)  
 ME 375 Heat Transfer I (3)

**3. Upper Division Major Elective Courses (12 units)**

With faculty advisor approval, select 4 courses from among department 400-level and /or 500-level courses.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>93</b>  |
| <b>General Education Units</b>                  | <b>27</b>  |
| <b>Total Units Required for the B.S. Degree</b> | <b>120</b> |

**Bachelor of Science In Manufacturing Systems Engineering (MSE)**

Manufacturing Systems Engineers turn ideas into reality. They play key roles in the creation of almost every single product that you see or use, from clothing to computers, from automobiles to space shuttles, from frozen foods to toys. The challenges of creating and using new materials to meet future needs, relieving human drudgery by automating dangerous and onerous production processes, and forming and leading teams of engineering experts are all examples of a few of the numerous opportunities for which the Manufacturing Systems Engineering Program prepares its students.

Manufacturing Systems Engineering majors at CSUN receive a solid, broad-based education. The Program is designed to ensure student intellectual growth in 4 primary proficiency areas:  
 (1) The design and manufacture of products; (2) The design of manufacturing systems; (3) Materials and manufacturing processes; and (4) The management of production processes and resources.

Individual and team assignments on projects and in laboratories provide students with numerous opportunities to develop their technical, design, leadership, communication, management and team skills. Students in the Manufacturing Systems Engineering Program have the opportunity to work on projects in 9 laboratories:

(1) Advanced Corrosion Lab, (2) W. M. KeckAdvanced Materials Lab, (3) Boeing Automation Engineering Lab, (4) CAE Design Lab, (5) Fracture Mechanics Lab, (6) MacDonald CAD Graphics Lab, (7) Manufacturing Processes Lab, (8) MSEM Design Projects Lab, and (9) Pickett Engineering Materials Lab.

In senior design, Manufacturing Systems Engineering students also use the real world as their basic lab by executing real projects in local industry. Projects have included design and production of competition robot, and design and fabrication of such products as a folding pickup truck bed extender; a tool chest; a grape seed oil extractor; an automated storage unit; design and development of a CD-ROM counter; design of an improved packaging process for industrial adhesives and polymers; planning and design of a facility for electronics manufacturing; plant layout design for the production of a medical patient monitor; and development of an ISO-9000 quality assurance system.

Small classes are taught by a group of dedicated faculty who among them hold several outstanding teaching and faculty awards, are nationally and internationally recognized for their technical publications, work in engineering professional organizations and have engineering and management experience in industry to share with their students.

Manufacturing Systems Engineering students have opportunities to participate in student chapters of such professional societies as Society for the Advancement of Material and Process Engineering (SAMPE), ASM International (formerly the American Society for Metals International), Society of Manufacturing Engineers (SME) and American Society for Quality (ASQ), as well as interdisciplinary student organizations in the College, such as Tau Beta Pi, the Society of Women Engineers (SWE), the National Society for Black Engineers (NSBE) and the Society for Hispanic Professional Engineers (SHPE).

**Accreditation**

The B.S. in Manufacturing Systems Engineering Program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), (410) 347-7700.

**Manufacturing Systems Engineering Educational Program Objectives**

The Bachelor of Science in Manufacturing Systems Engineering Provides graduates with a broad education with core competencies in engineering fundamentals, which allows them to:

1. Practice manufacturing systems engineering creatively, safely and responsibly in the global environment;
2. Maintain professional currency in manufacturing systems engineering;
3. Provide leadership for and communicate effectively in a team-based environment; and
4. Demonstrate awareness of the ethical and societal impact of professional practice

**Student Learning Outcomes of the Undergraduate Program in Manufacturing Systems Engineering**

Graduates of the Bachelor of Science Degree in Manufacturing Systems Engineering at CSUN will have:

- a. An ability to apply knowledge of mathematics, science and engineering;
- b. An ability to design and conduct experiments, as well as to analyze and interpret data;
- c. An ability to design and manage effective systems, processes and environments for contemporary manufacturing enterprises;

A  
B  
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D  
E  
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V  
W  
X  
Y  
Z

- d. An ability to function productively on multicultural and multidisciplinary teams;
- e. An ability to identify, formulate and solve manufacturing systems engineering problems;
- f. An ability to understand, practice and nurture professional and ethical responsibilities;
- g. An ability to communicate effectively in both the written and spoken modes;
- h. The intellectual and educational breadth necessary for understanding the impact of manufacturing systems engineering solutions in a global and societal context;
- i. A recognition of the need for professional currency, and an ability to engage in perpetual learning;
- j. A knowledge of contemporary issues in society, as well as those of the profession;
- k. An ability to use the contemporary techniques, skills and tools necessary for effective manufacturing systems engineering practice;
- l. An understanding of the behavior and properties of materials as they are altered and influenced by processing in manufacturing;
- m. An understanding of the design of products, and the equipment, tooling and environment necessary for their manufacture;
- n. An understanding of the creation of competitive advantage through effective management of contemporary manufacturing enterprises;
- o. An ability to apply advanced methods to the analysis, synthesis, and control of manufacturing systems; and
- p. An ability to measure manufacturing process variables and draw credible technical inferences.

### Careers

Manufacturing Systems Engineering is a growing discipline area in the engineering profession. Four of the 7 technology areas that have been identified for rapid development by the National Science Foundation—Advanced Manufacturing Technologies, Advanced Materials and Processing, Biotechnology, and Health Care Delivery Systems—are particularly well-suited for the talents of the manufacturing systems engineer. Employment opportunities abound in the metropolitan Los Angeles area, the leading manufacturing region in the United States.

On the job, manufacturing systems engineers develop new facilities, create computer models and images of products and processes, manage the production process, conduct productivity studies, test products and evaluate materials, trouble-shoot on the factory floor and work hand-in-hand with design engineers. Because their background is broad and the types of work are so varied, these engineers find opportunities in fields besides manufacturing, applying their skills and knowledge in such diverse environments as hospitals, entertainment firms and consulting firms. Many manufacturing systems engineers are noted for starting their own companies or pursuing engineering management career paths in large companies.

Although most manufacturing systems engineers are employed in private industry, others pursue careers with government agencies or educational institutions. The Degree can be used as a stepping-stone to graduate work in engineering, law, business or even medicine. Many Manufacturing Systems Engineering graduates return to CSUN to earn their M.S. Degree in the Engineering Management, Manufacturing Systems Engineering or Materials Engineering Programs.

### Special Grade Requirements

A grade of “C-” or better is required in all courses in the major. The Mathematics Department requires a “C” grade in its prerequisite courses. A grade of “C” or better is required in all undergraduate transfer courses.

## Requirements for the Bachelor of Science in Manufacturing Systems Engineering

This program is based on an expectation of adequate high-school preparation in science, mathematics and English. High school courses should include algebra, plane geometry, trigonometry and chemistry or physics (both desirable), and four years of English. Beginning engineering students must take the Entry Level Mathematics Test and the Mathematics, Chemistry and English Placement Tests before registration in basic courses will be permitted.

Students should refer to the Appendices section of the Catalog for admission rules and regulations. Students who have not had an adequate background of pre-engineering work in high school may be required to take some additional work in their first-year and may not be able to complete an engineering program in 8 semesters.

### 1. Lower Division Required Courses (45 units)

#### Freshman Year

|      |         |  |
|------|---------|--|
| CHEM | 101/L   | General Chemistry I and Lab (4/1)          |
| MATH | 150A    | Calculus I (5)                             |
| MATH | 150B    | Calculus II (5)                            |
| MSE  | 101/L   | Introduction to Engineering, and Lab (1/1) |
| PHYS | 220A/AL | Mechanics and Lab (3/1)                    |

#### Sophomore Year

|      |         |   |
|------|---------|---|
| CE   | 240     | Engineering Statics (3)                           |
| ECE  | 240/L   | Electrical Engineering Fundamentals and Lab (3/1) |
| MATH | 250     | Calculus III (3)                                  |
| MATH | 280     | Applied Differential Equations (3)                |
| MSE  | 227/L   | Engineering Materials and Lab (3/1)               |
| MSE  | 248/L   | Engineering CAD and Graphics and Lab (2/1)        |
| PHYS | 220B/BL | Electricity and Magnetism and Lab (3/1)           |

### 2. Upper Division Required Courses (37 units)

#### Junior Year

|     |           |  |
|-----|-----------|--|
| AM  | 316       | Engineering Dynamics (3)                 |
|     | or ME 370 | Thermodynamics (3)                       |
| CE  | 340       | Strength of Materials (3)                |
| MSE | 304       | Engineering Economy (3)                  |
| MSE | 362       | Engineering Statistical Applications (3) |
| MSE | 402       | Engineering Project Management (3)       |
| MSE | 407       | Manufacturing Systems (3)                |
| MSE | 409/L     | Fundamentals of CAM and Lab (2/1)        |
| MSE | 412/L     | Manufacturing Processes and Lab (2/1)    |

#### Senior Year

|     |        |  |
|-----|--------|--|
| MSE | 403CS  | Facilities Planning and Design (3)       |
| MSE | 410/L  | Manufacturing Systems Modeling/Lab (2/1) |
| MSE | 415    | Product Design (3)                       |
| MSE | 488A   | MSEM Senior Design I (2)                 |
| MSE | 488BCS | MSEM Senior Design II (2)                |

### 3. Upper Division Major Elective Courses (12 units)

Select 4 courses from among department 400-level and/or 500-level courses.

**General Education:** Manufacturing Systems Engineering majors have modified General Education programs depending upon the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their General Education programs.

In addition to the required Major Program Courses, Manufacturing Systems Engineering majors must satisfactorily complete General Education Plan R requirements in Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); U.S. History and Local Government (6 units); Arts and Humanities (6 units); Social

Sciences (3 units); and Comparative Cultural Studies (6 units). 9 of the General Education Plan R units must be at the Upper Division, 2 course units must meet the Information Competence requirement. MSE majors may count MSE 248/L in Lifelong Learning.

Students should carefully consult their 4-year plan and confer with their faculty advisor when selecting their General Education Plan R courses.

|  |            |
|--|------------|
| <b>Total Units in the Major</b>            | <b>94</b>  |
| <b>General Education Units</b>             | <b>27</b>  |
| <b>Total Units Required for the Degree</b> | <b>121</b> |

### Minor in Engineering Management

The Department of Manufacturing Systems Engineering and Management offers an Undergraduate Minor in Engineering Management. The Engineering Management Minor develops the skills in team building, interpersonal communications, decision making, project management, leadership and quality management that employers are increasingly looking for in both engineers and scientists, as well as, in other employees in advanced technology organizations. For students who enjoy people and technology, the technical challenges of engineering and the opportunity to integrate higher-level organizational considerations into technological decision-making processes, engineering management is an ideal program of study.

This Minor is intended primarily for students with majors in engineering and science, such as all of the Engineering programs, Computer Science, Physics, Chemistry, Applied Mathematics, Geology or Biology. Students with majors in other disciplines who may be interested in this minor should consult with an MSEM Department advisor to determine its appropriateness to their educational objectives.

### Requirements

Applicants for the minor in Engineering Management must be juniors or seniors with a declared major and a minimum GPA of 2.0. The Minor requires completion of 18 credit hours of course work with a minimum grade point average of 2.0 in the courses taken toward the Minor.

### Student Learning Objectives

Students who complete the Minor in Engineering Management at CSUN will demonstrate:

1. The technical and managerial abilities to apply knowledge of engineering to the design, analysis and integration of effective management systems in contemporary technological environments;
2. The intellectual breadth and lifelong intellectual curiosity required to practice management creatively, sensitively and responsibly in contemporary global and societal environments;
3. The ability to communicate effectively and to function productively on multicultural and multidisciplinary teams; and
4. the desire and ability to preserve the nobility of the technical profession in its dedication to the welfare of society by nurturing ethical and professional responsibilities.

### Curriculum

The course work for the Minor in Engineering Management involves extensive writing assignments, oral presentations and group projects, and is designed to develop the skills needed for rapid advancement in either industrial or government organizations. 18 credit hours of course work is required to meet the requirements for the Minor in Engineering Management. 4 courses are required, MSE 362, 401, 402 and 406. Students may choose 2 of these elective courses—MSE 407, 504, 505 or 507—to complete the requirements for the Minor.

### 1. Prerequisite Course

MSE 304 Engineering Economic Analysis (3)

### 2. Required Courses (12 units)

MSE 362 Engineering Statistical Applications (3)

MSE 401 Introduction to Engineering and Technology Management (3)

MSE 402 Engineering Project Management (3)

MSE 406 Engineering Cost Analysis (3)

### 3. Elective Courses (6 units)

MSE 407 Manufacturing Systems (3)

MSE 504 Engineering Management (3)

MSE 505 Engineering Decision/Risk Analysis (3)

MSE 507 Lean Manufacturing Systems (3)

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>18</b> |
|---|-----------|

### Minor In Manufacturing Systems Engineering

Almost half of all engineering positions are in or related to manufacturing. This Minor is designed to augment undergraduate studies in engineering and closely related fields to facilitate student opportunities for achievement in a manufacturing environment. Some students may find it necessary to complete selected prerequisite courses in mathematics, chemistry, physics and/or engineering.

### Student Learning Outcomes

Students who complete the Minor in Manufacturing Systems Engineering at CSUN will demonstrate:

1. An understanding of the behavior and properties of materials as they are altered and influenced by processing in manufacturing;
2. An understanding of the design of products, and the equipment, tooling and environment necessary for their manufacture;
3. An understanding of the creation of competitive advantage through effective management of contemporary manufacturing enterprises;
4. An ability to apply advanced methods to the analysis, synthesis and control of manufacturing systems; and
5. An ability to measure manufacturing process variables and draw credible technical inferences.

These student learning outcomes are consistent with proficiency area criteria assessed in accord with ABET (Accreditation Board for Engineering and Technology) requirements for Manufacturing and similarly named engineering programs.

### 1. Required Courses (12 units)

MSE 362 Engineering Statistical Applications (3)

MSE 407 Manufacturing Systems (3)

MSE 409/L Fundamentals of Computer-Aided Manufacturing and Lab (2/1)

MSE 412/L Manufacturing Processes and Lab (2/1)

### 2. Elective Courses (6 units)

Each student must complete 2 courses selected from the list provided below. In some circumstances, other elective selections may be suitable when approved in advance by the Department.

MSE 402 Engineering Project Management (3)

MSE 403CS Facilities Planning and Design (3)

MSE 410/L Manufacturing Systems Modeling and Lab (2/1)

MSE 415 Product Design (3)

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>18</b> |
|---|-----------|

### Minor in Automation and CAD/CAM

Many professional career positions are in functional areas in which knowledge and skills in automation technology and in computer-aided design and manufacturing are an integral part of the product design and implementation processes. This Minor is structured to augment undergraduate studies in engineering and related areas so as to facilitate student opportunities for access to and achievement in these professional career positions. Some students may find it necessary to complete selected pre-requisite courses in mathematics, chemistry, physics and/or engineering.

#### 1. Required Courses (9 units)

|     |       |  |
|-----|-------|--|
| MSE | 248/L | Engineering CAD and Graphics (2/1)                         |
| MSE | 410/L | Manufacturing Systems Modeling and Lab (2/1)               |
| MSE | 409/L | Fundamentals of Computer-Aided Manufacturing and Lab (2/1) |

#### 2. Elective Courses (9 units)

Each student must complete 3 elective courses that have been selected with the guidance of a faculty advisor. The courses selected are expected to be consistent with student background and interests, as well as Program suitability and coherence. All electives must be approved in advance by the Department.

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>18</b> |
|---|-----------|

### Requirements for the Master of Science in Engineering Management

Taught by faculty with professional engineering management experience, the Engineering Management Program offers engineers and other technical professionals the opportunity to develop technical management and entrepreneurial skills pertinent to the management of existing and emerging technologies. The Program stresses the development of technological decision-making abilities, while also enabling continued intellectual growth in an area that meets professional needs. Engineering Management Program graduates have been assuming leadership roles in industry since the early 1970s.

#### M.S. in Engineering Management Program Objectives

The goals of the Master of Science in Engineering Management Program are to provide opportunities for:

1. The development of technical management decision-making abilities;
2. The acquisition of knowledge about the management of existing and emerging technologies;
3. The development of technical professional employee management skills;
4. The acquisition of knowledge of engineering cost, financial and economic analysis; and
5. Continued intellectual growth in a discipline-related area.

#### A. Requirements for Admission to the Program

1. Satisfaction of all requirements for Graduate Admission to the University.
2. Approval by the Department Graduate Coordinator.

#### B. Requirements for Advancement to Classified Status

1. Satisfaction of University requirements for Classified status.
2. Approval of program of study plan by assigned faculty advisor.
3. Approval by the Department Graduate Coordinator.

#### C. Special Requirements

1. This Program is intended primarily for students holding a B.S. in Engineering or other technical field. Prospective students who work in technical environments and hold degrees in non-technical fields should contact the Department to discuss additional prerequisite courses with a faculty advisor.

2. Students entering the Program are expected to have completed Engineering Management (MSE 504) or equivalent. Admitted students who have not completed such a course as part of an Undergraduate Program may complete the course as part of their Graduate Degree Program of study.
3. No more than 6 units of advisor-approved 400-level courses may be included in the Graduate Program of study.

#### Required Courses

##### 1. Required Core Courses (18 units)

|     |      |  |
|-----|------|--|
| MSE | 601A | Engineering Statistics I (3)                 |
| MSE | 602  | Advanced Engineering Management (3)          |
| MSE | 604  | Economic Analysis of Engineering Systems (3) |
| MSE | 606A | Engineering Operations Research I (3)        |
| MSE | 608B | Management of Engineering Professionals (3)  |
| MSE | 608C | Engineering Financial and Cost Analysis (3)  |

##### 2. Culminating Experience (3 units)

|     |        |   |
|-----|--------|---|
| MSE | 697MGT | Engineering Management Directed Comprehensive Studies (3) |
|-----|--------|---|

Classified students in the M.S. Degree in Engineering Management Program after satisfying 27 units and with Graduate Coordinator permission can take this course. Preparation and completion of written four comprehensive case studies complete the Culminating Experience requirement for M.S. Degree in Engineering Management.

##### 3. Electives (12 units)

Elective courses are selected in consultation with a faculty advisor. At least 6 of the 12 units must be selected from approved courses in the Department. No more than 6 of the 12 units may be at the 400-level. Frequently selected electives in Engineering Management include MSE 402, 407, 504, 505, 507, 601B, 606B, 617 and 618. Discipline electives in Automation and CAD/CAM, Computer Science, Electrical Engineering, Manufacturing Systems, Materials Engineering, Mechanical Engineering and Structural Engineering also are appropriate.

### Requirements for the Master of Science in Materials Engineering

To meet the technological needs of industry, the Master of Science in Materials Engineering Program creatively combines opportunities for intellectual and experiential growth in engineering materials and processes. Access to exceptional state-of-the-art laboratories enables the development of advanced expertise in materials characterization, with projects addressing nanotechnology, MEMS, sensors, smart materials, microelectronics, optoelectronics, biomaterials and environmentally assisted cracking of advanced materials.

#### M.S. in Materials Engineering Program Objectives

The goals of the Master of Science Degree in Materials Engineering Program are to:

1. Enhance student knowledge of fundamental materials engineering principles;
2. Expand student knowledge of nontraditional materials, such as composites and electronic materials;
3. Increase student knowledge of materials failure mechanisms;
4. Develop student expertise in laboratory research methods in materials engineering;
5. Enable student intellectual growth in discipline-related areas; and
6. Meet the needs of the regional industrial community for qualified materials engineering expertise.

#### A. Requirements for Admission to the Program:

1. Satisfaction of all requirements for Graduate Admission to the University.
2. Approval by the Department Graduate Coordinator.



**B. Requirements for Advancement to Classified Status:**

1. Satisfaction of University requirements for Classified status.
2. Approval of program of study plan by assigned faculty advisor.
3. Approval by the Department Graduate Coordinator.

**C. Special Requirements:**

1. This program is intended primarily for students holding a B.S. degree in a closely related field of science or engineering. Prospective students whose undergraduate degree is not in a closely related field should discuss additional prerequisite courses with the Program Director.
2. No more than 6 units of advisor-approved 400-level courses may be included in the graduate program of study.

**Required Courses****1. Required Core Courses (12 units)**

|     |       |   |
|-----|-------|---|
| MSE | 527/L | Mechanical Behavior of Materials (2/1)    |
| MSE | 528/L | Principles of Materials Engineering (2/1) |
| MSE | 624   | Failure Analysis (3)                      |
| MSE | 629   | Phase Transformations (3)                 |

**2. Culminating Requirements (6 units)**

|     |        |  |
|-----|--------|--|
| MSE | 690    | Materials Engineering Research Practicum (3)             |
| MSE | 697MTL | Materials Engineering Directed Comprehensive Studies (3) |

**3. Advisor-Approved Electives (15 units)**

Recommended electives, selected with faculty advisor guidance and approval, include MEMS Fabrication (MSE 512), NDE Methods and Analyses (MSE 513), Corrosion (MSE 531), Biomaterials (MSE 536), Thin Film Technology (MSE 550), Nanomaterials and Nanotechnology (MSE 556), Composite Materials (MSE 623) and Electronic Materials (MSE 630). Other electives may be suitable for meeting individual student program goals.

**Requirements for the Master of Science In Manufacturing Systems Engineering**

The Master of Science in Manufacturing Systems Engineering facilitates in-depth knowledge of manufacturing systems based on engineering principles. The core foundation in computer-based and automated design, manufacturing and assembly is complimented by expertise in selected areas, such as automation and CAD/CAM, materials and processes, and quality and management. The evolving curriculum, contemporary laboratory facilities and internationally published faculty enable students and practicing professionals to pursue a versatile field of study having a wide range of career opportunities. The Program places its graduates in the academic community and in every facet of industry.

**M.S. in Manufacturing Systems Engineering Program Objectives**

The goals of the Master of Science Degree in Manufacturing Systems Engineering Program are to:

1. Expand student knowledge of manufacturing systems engineering principles;
2. Ensure student understanding of breadth and depth of manufacturing environments;
3. Enable student expertise in at least one of the following:
  - a. capabilities in automation and CAD/CAM manufacturing systems; *or*
  - b. understanding the behavior and properties of materials and processes; *or*
  - c. competencies in quality and management engineering; and
4. Develop student knowledge and abilities needed in the industrial community.

**A. Requirements for Admission to the Program**

1. Satisfaction of all requirements for Graduate Admission to the University.
2. Approval by the Department Graduate Coordinator.

**B. Requirements for Advancement to Classified Graduate Status**

1. Satisfaction of University requirements for Classified status.
2. Approval of program of study by assigned advisor.
3. Approval by the Department Graduate Coordinator.

**C. Special Requirements**

1. This Program is intended primarily for students holding a B.S. Degree in Engineering, Computer Science or a related technical field. Prospective students who work in technical environments and hold degrees in non-technical fields should contact the Department to discuss any prerequisite courses with a faculty advisor. .
2. No more than 6 units of advisor-approved 400-level courses may be included in the graduate program of study.

**Required Courses (33 units)****1. Required Core Courses (12 units)**

|     |       |  |
|-----|-------|--|
| MSE | 508/L | CAD/CAM/ Systems and Lab (2/1)           |
| MSE | 511/L | Robotics with Applications and Lab (2/1) |
| MSE | 603   | Computer Integrated Manufacturing (3)    |
| MSE | 614   | Intelligent Manufacturing (3)            |

**2. Required Specialization Courses (6 units)**

Each student must choose 1 of the 3 areas of specialization as given below:

**Automation and CAD/CAM**

|     |       |  |
|-----|-------|--|
| MSE | 509   | CAM Systems (3)                          |
| MSE | 516/L | CAD/CAM Advanced Tools and Lab (2/1)     |
| MSE | 611   | Robotics and Programmable Automation (3) |
| MSE | 609   | Advanced Topics in CAD/CAM (3)           |

**Materials and Processes**

|     |       |   |
|-----|-------|---|
| MSE | 512   | Fundamentals of MEMS Fabrication (3)              |
| MSE | 513   | NDE Methods and Analyses (3)                      |
| MSE | 527/L | Mechanical Behavior of Materials and Lab (2/1)    |
| MSE | 528/L | Principles of Materials Engineering and Lab (2/1) |

**Quality and Management**

|     |      |                                      |
|-----|------|--------------------------------------|
| MSE | 504  | Engineering Management (3)           |
| MSE | 601A | Engineering Statistics I (3)         |
| MSE | 604  | Economic Analyses of Engineering (3) |
| MSE | 617  | Seminar in Quality Management (3)    |
| MSE | 618  | Six Sigma Quality Engineering (3)    |

**3. Culminating Experience (3 units)**

|     |        |  |
|-----|--------|--|
| MSE | 697MSE | Manufacturing Systems Directed Comprehensive Studies (3) |
|-----|--------|--|

**4. Advisor Approved Electives (12 units)**

Recommended electives require faculty advisor guidance and approval, and can be selected from courses offered by the department, with the limitation of a maximum of 2 400-level courses. Other electives may be suitable for meeting individual student program goals.

**Master of Science in Quality Management**

The CSUN M.S. Degree in Quality Management prepares engineers, scientists, engineering managers and other technical professionals to initiate and manage quality improvement projects. It is designed for those currently in quality management roles, as well as for those who expect to assume them.

Those who earn CSUN's Quality Management M.S. Degree will acquire the knowledge necessary to initiate supply chain management programs and quality improvement programs such as Six Sigma and lean manufacturing. Courses will provide a thorough grounding in quality improvement

tools and such techniques as statistical process control (SPC), statistical quality control (SQC), design of experiments (DOE), Six Sigma, Five S program, lean manufacturing and total quality management (TQM).

### M.S. Degree in Quality Management Program Objectives

1. To equip graduates with knowledge of various statistical and quality improvement techniques;
2. To equip graduates with technical tools that help incorporate lean and problem-solving techniques within the Six Sigma methodology;
3. To provide graduates the technical knowledge necessary to supervise large-scale quality management projects;
4. To provide graduates the theoretical knowledge required for Six Sigma quality improvement certification; and
5. To give graduates the knowledge and confidence necessary to advance in the quality management field.

### Who Should Apply?

1. Engineers, scientists, engineering managers and other technical professionals who currently hold quality-management roles who seek the updated knowledge that will help them improve their effectiveness and advance in their careers;
1. Engineers, scientists, engineering managers and other technical professionals who want to prepare themselves for quality-management positions and require the necessary training; and
3. Current undergraduate or graduate students in engineering, science or business disciplines.

### Educational Prerequisites

Students planning to enroll in this Graduate Degree Program are recommended to have a Bachelor's Degree in engineering, science, management, business or a related field. A background in statistics, mathematics and business management also is advised.

### Program Course Work

Students enrolled in the Master Degree in Quality Management Program typically take advanced classes in the following areas:

- Quality management theory and practice
- Quality production
- Quality management systems development
- Process control and capability in relation to quality assurance
- Statistical methods for quality control
- Six Sigma methodology
- Quality managerial finance
- Quantitative analysis

### Careers

Students with a Master's Degree in Quality Management Engineering typically choose such careers:

- Manufacturing plant manager
- Operational excellence manager
- Continuous improvement manager
- Quality control system designer
- Research and development engineer

### A. Requirements for Admission to the Program

1. Satisfaction of all requirements for graduate admission to the University.
2. Approval by the Department Graduate Coordinator.

### B. Requirements for Advancement to Classified Status

1. Satisfaction of University requirements for classified status (WPE, GRE and GPA).
2. Approval by the Department Graduate Coordinator.

### C. Special Requirements

1. This Program is intended primarily for students holding a B.S. in Engineering or other technical fields. Prospective students who work in technical environments and hold degrees in non-technical fields should contact the Department to discuss additional prerequisite courses with a faculty advisor.
2. Students entering the Program are expected to have completed Engineering Statistics (MSE 362) and Engineering Economic Analysis (MSE 304) or equivalent. Admitted students who have not completed such courses as part of an undergraduate program may complete these courses at CSUN.
3. No more than 6 units of advisor-approved 400-level courses may be included in the graduate program of study.

### Program Course Requirements

The Master's Degree Program in Quality Management requires the completion of 33 units of course work to be distributed among required Core courses and advisor approved quality specialization elective courses and directed comprehension studies.

#### Required Core Courses (15 units)

|     |     |                                    |
|-----|-----|------------------------------------|
| MSE | 514 | Reliability Maintainability (3)    |
| MSE | 507 | Lean Manufacturing Systems (3)     |
| MSE | 617 | Quality Management (3)             |
| MSE | 618 | Six Sigma Quality Engineering (3)  |
| SOM | 467 | Quality Management and Control (3) |

#### Recommended Elective Courses (15 units)

|     |      |   |
|-----|------|---|
| MSE | 402  | Engineering Project Management (3)                  |
| MSE | 505  | Engineering Decision Analysis (3)                   |
| MSE | 601A | Engineering Statistics (3)                          |
| MSE | 602  | Engineering Innovation Management (3)               |
| MSE | 604  | Economic Analysis of Engineering (3)                |
| MSE | 608A | Seminar in International Engineering Management (3) |
| MSE | 608C | Financial and Cost Analysis (3)                     |
| SOM | 416  | Supply Chain Management (3)                         |
| SOM | 667  | Total Quality Management (3)                        |

#### Culminating Experience Requirement (3 units)

|     |     |                                |
|-----|-----|--------------------------------|
| MSE | 697 | Directed Comprehensive Studies |
|-----|-----|--------------------------------|

Classified students in Quality Management after satisfying 27 units and Graduate Coordinator permission can take this course. Preparation and completion of 4 written comprehensive case studies complete the culminating experience requirement for M.S. Degree in Quality Management.

### Certificate In Quality Management

The Quality Management Certificate Program is designed for Post-Baccalaureate individuals seeking access to or advancement in quality-related professions. Certified individuals will have knowledge of fundamental principles of quality management and control, lean processes, quality applications in project or service environments, and specialized quality management methods. Certified personnel will contribute to meeting industry and government needs for professionals in quality-related positions. The Quality Management Certificate Program is offered in collaboration with the Department of Systems and Operations Management.

### A. Requirements for Admission

Admission to the Quality Management Certificate Program requires that applicants: (1) Hold a Bachelor's Degree from an accredited institution; (2) Provide evidence of satisfactory completion of an undergraduate statistical methods course, such as SOM 307 or MSE 362, within four years of admission to the Program; (3) Provide evidence of basic work processing and spreadsheets software skills; and (4) Be approved by the Department Graduate Coordinator.

**B. Program Course Requirements**

The Quality Management Certificate Program is structured with 6 units of required course work and 9 units of restricted elective courses for a total of 15 semester units. There are two sets of restricted elective courses, and at least one 3-unit course must be selected from each set.

**1. Required program Core (6 units)**

Select 2 units from:

|     |     |                                    |
|-----|-----|------------------------------------|
| SOM | 467 | Quality Management and Control (3) |
| SOM | 667 | Total Quality Management (3)       |

Complete the following course:

|     |     |                                |
|-----|-----|--------------------------------|
| MSE | 507 | Lean Manufacturing Systems (3) |
|-----|-----|--------------------------------|

**2. Program Electives (9 units)**

Select at least 3 units from:

|     |     |                                     |
|-----|-----|-------------------------------------|
| SOM | 466 | Project Management (3)              |
| SOM | 468 | Managing for Service Excellence (3) |
| SOM | 666 | Project Planning and Policy (3)     |

Select at least 3 units from:

|     |      |                                     |
|-----|------|-------------------------------------|
| MSE | 513  | NDE Methods and Analysis (3)        |
| MSE | 514  | Reliability and Maintainability (3) |
| MSE | 601B | Engineering Statistics II (3)       |
| MSE | 617  | Seminar in Quality Management (3)   |
| MSE | 618  | Six Sigma Quality Engineering (3)   |

**C. Certificate Program Completion Requirements**

Criteria for the awarding of the Certificate in Quality Management are:

1. Complete the 15 units of program course requirements with a minimum program GPA of 3.0;
2. Earn no grade lower than a "B-" in any individual course.
3. Satisfactorily complete all program course requirements within 3 years of program admission; and
4. Submit application for the award of the Certificate to the Department Graduate Coordinator.

**Course List****MSE 101/L. Introduction to Engineering and Lab (1/1)**

*Corequisite: MSE 101L.* Introduction to the engineering profession and academic programs. Orientation to the University, the College and its Departments. Development of study, communication, problem-solving, design, analytical and computing skills. Introduction to internet, word processing, spread sheet, computer-aided design and presentation software. Design project development and team experience. 1 hour lecture-discussion, 3 hours lab per week. (Design units: 0.5) (Available to Civil Engineering majors for General Education, Lifelong Learning.)

**MSE 105. Introduction to Computer-Aided Graphics Tools (3)**

Introduction to the use of computer-aided (CA) graphics tools. Development of skills and techniques in graphical, pictorial and rotational representation. Students will be able to work on an individual project tailored to meet the needs of their field of study, and post their project on the Web. Not available for credit toward an Engineering Degree. (Available for General Education, Lifelong Learning.) (IC)

**MSE 106. Introduction to CAD Animation (3)**

Introduction to the use of tools to animate CAD and other objects. Development of skills and techniques to construct or import and animate, 2- and 3-dimensional objects. Animation in an interactive environment. Students will be able to work on an individual project related to their field of study, and post the project on their own web page. Not available for credit toward an Engineering Degree. (Available for General Education, Lifelong Learning.) (IC)

**MSE 196A-Z. Experimental Topics Courses in Manufacturing Systems Engineering (1-4)****MSE 220/L. Construction Materials and Lab (2/1)**

*Prerequisite: PHYS 100A/L. Corequisite: MSE 220L.* Introduction to basic construction materials and their properties, including concrete, masonry, metals, woods and thermal materials. Introduction to finishes, equipment, and specialty items. Not available for credit toward an Engineering Degree. 2 hours lecture-discussion, 3 hours technical activity-lab per week.

**MSE 227. Engineering Materials (3)**

*Prerequisite: MATH 150A. Preparatory: CHEM 101/L; PHYS 220A/L.* Introductory course in engineering materials, including metals, ceramics, polymers and composites. Study of atomic and crystalline structures of materials. Application of basic principles to study of mechanical, physical and chemical behavior of materials. Selection of materials in engineering applications based on above criteria. Design project on materials properties, selection or application. 3 hours lecture per week. (Design units: 0.25)

**MSE 227L. Engineering Materials Lab (1)**

*Prerequisite: MATH 150A. Preparatory: CHEM 101/L; MSE 224; PHYS 220A/L.* Introductory lab course in engineering materials and their properties. Includes experiments in mechanical properties, heat treatment, metallography, corrosion properties and X-ray diffraction. Course culminates in a special project in which students identify, design and perform an experiment of their choosing. One 3-hour lab per week. (Design units: 0.25)

**MSE 248/L. Engineering Cad and Graphics and Lab (2/1)**

*Prerequisite: MATH 250. Corequisite: MSE 248L.* Development of concepts and skills in engineering graphics and computer-aided design (CAD). Reading, interpretation and preparation of working drawings; dimensioning and tolerances; and interpretation of blueprints. Orthographic and isometric representations; auxiliary and sectional views. 3-dimensional solid modeling. Application of CAD graphics in the design and development of an assembly. 2 hours lecture-discussion, 3 hours lab per week. (Design units: 1.0) (May be used in General Education, Lifelong Learning if required by student's major.)

**MSE 292CS. MSEM Robotics Project (2-2-2)**

*Prerequisite: Restricted to students selected to participate in an MSEM Robotics Project.* This course entails the application of engineering theory and practice to a robotics engineering project. Service and mentoring concepts, instruction and practice are integral to the learning experience. This course offers a community service opportunity with activities relating to concepts and theories presented. May be repeated twice for credit. 6 hours lab per week.

**MSE 296A-Z. Experimental Topics Courses in Manufacturing Systems Engineering (1-4)****Upper Division****MSE 300. Construction Technology Economy (3)**

*Prerequisites: ACCT 220; BLAW 280; ECON 160.* Applications of engineering economy and capital investment analyses for construction management technology. Evaluation of project cash flows incorporating effective interest rates, inflation, price and wage rate changes, and uncertainty and risk. Considerations of national fiscal and monetary policy impact on project planning and analysis. Not available for credit toward an Engineering Degree. 3 hours lecture-discussion per week. (Available for General Education, Social Sciences if required by a student's major.)

**MSE 302. Women in Mathematics, Science and Engineering (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Exploration of the activities, contributions, and struggles of women in mathematics, science, engineering and related areas and professions, such as computer science. Research on individual women engaged in these fields. Investigation of different international, ethnic and culture-based practices and perspectives. Consideration of policy-related issues and intervention strategies addressing the participation and achievement of women in pertinent areas of study. (Available for General Education, Comparative Cultural Studies.) (IC)

**MSE 303. Innovation, Invention and Technology (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Exploration of the history, processes, methods and creators of technological innovations and inventions. Global contributions, creator diversity and technological failures are addressed. Critical assessments of technological innovation and invention. Not available for credit toward an Engineering Degree. (Available for General Education, Lifelong Learning.) (IC)

**MSE 304. Engineering Economic Analysis (3)**

*Prerequisites:* MATH 150B; Completion of the Lower Division writing requirement. Systematic evaluation of the economic benefits and costs of projects involving engineering design and analysis. Economic decision making in an environment of limited resources and uncertainty. Present economy, the economy of multi-year projects, selection among competing independent alternatives, sensitivity of outcomes to input parameters, before and after tax analyses, replacement economy, inflation and breakeven analysis in production environments are discussed. (Design units: 0.5) (Available to Civil Engineering majors for General Education, Social Sciences.)

**MSE 315. Green Product Development: Design for Sustainability (3)**

Management of innovation processes for sustainable products, from product definition to sustainable manufacturing and financial models. Students design and develop a product or service focused on sustainability. Processes for collecting customer and user needs data, prioritizing that data, developing a product specification, sketching and building product prototypes, and interacting with the customer/community during product development are covered. The course is intended as a very hands-on experience in the "green" product development process and includes new product development, green product strategic alignment; product planning; sustainable businesses, and life cycle analysis (LCA) for sustainability. (Available for General Education, Lifelong Learning.)

**MSE 362. Engineering Statistical Applications (3)**

*Prerequisites:* CE 240; MATH 250. Development and application of probabilistic and statistical methods for selected classes of engineering design and analysis problems. Applications to product and structural design, engineering experiments and processes, and the reliability of engineering systems.

**MSE 392. Undergraduate Research Program (3-3)**

*Prerequisite:* Enrollment restricted to students selected to participate in the Undergraduate Research Program. The course provides faculty mentoring and guidance to selected undergraduate students in the development of their research skills. The course includes a combination of lecture-discussion, lab experimental research, literature research, field work, research presentations and other learning experiences. May be repeated for credit. (Design units: Varies)

**MSE 396A-Z. Experimental Topics Courses in Manufacturing Systems Engineering (1-4)****MSE 401. Introduction to Engineering and Technology Management (3)**

*Recommended Preparatory:* MSE 304, 362. An introduction to the roles of the engineer in managing engineering and technology activities. Responsibilities of engineering and technology managers, and transitioning into these roles. Challenges and risks in engineering and technology management. Available for graduate credit.

**MSE 402. Engineering Project Management (3)**

*Prerequisite:* MSE 362 or equivalent. The engineering project management process, from the feasibility stage through project close out. Topics include project initiation, project screening and selection, organizational and project structure, time and cost estimation, budgeting, developing work plans, scheduling resources, managing risk, tracking work, managing teams, partnership projects and close out. Students learn to use appropriate software to assist with the project-management process. (Design units: 0.5)

**MSE 403CS. Facilities Planning and Design (3)**

*Prerequisite:* MSE 248/L or equivalent, or graduate status. Basic concepts in the planning and design of manufacturing facilities, product analysis, manufacturing processes and equipment selection, and schedule design; flow, space, activity relationships and space planning; location and layout; material handling systems; and facilities planning models. Offers a community service opportunity with activities relating to concepts and theories presented. (Design units: 1.5)

**MSE 406. Engineering Cost Analysis (3)**

*Recommended Preparatory:* MSE 304, 362. Principles of cost analysis and estimating for the evaluation of engineering design and production, with emphasis on evaluating innovations and inventions. Case studies and practical application experiences. Available for graduate credit.

**MSE 407. Manufacturing Systems (3)**

*Prerequisite:* Instructor consent. Principles, practices and methodologies of manufacturing systems. Effective design and implementation of manufacturing operations, production, control, quality and automated systems. (Design units: 1.0)

**MSE 409/L. Fundamentals of Computer-Aided Manufacturing and Lab (2/1)**

*Prerequisite:* MSE 248/L or equivalent, or graduate status. *Corequisite:* MSE 409L. Topics in computer-aided manufacturing (CAM). Fixed, programmable and flexible automation; numerical control technology; manual NC programming; post-processing; graphical NC programming; and NC programming with CAD/CAM systems. Selection and design of tooling. 2 hours lecture-discussion, 3 hours of lab per week. (Design units: 1.5)

**MSE 410/L. Production Systems Modeling and Lab (2/1)**

*Prerequisite:* Instructor consent. *Corequisite:* MSE 410L. Design and analysis of production systems. Fixed, flexible, and programmable automation. Modeling and simulation of alternative production systems in conjunction with the systems-design process. 2 hours lecture-discussion, 3 hours lab per week. Available for graduate credit. (Design units: 2.5)

**MSE 412/L. Manufacturing Process and Lab (2/1)**

*Prerequisites:* MSE 227/L, 248/L; CE 240. *Corequisite:* MSE 412L. Manufacturing processes for cost-effective, high-quality production. Consideration of technical capabilities and limitations of alternative methods. Includes forming, removal, casting, joining, heat treating, molding, finishing and coating. Course project required. Laboratory experiments include heat treating, deep drawing, powder metallurgy, casting, injection molding, fabricating composites, friction coefficients analysis and milled surface evaluation. 2 hours lecture-recitation, 3 hours lab per week. Available for graduate credit. (Design units: 1.5)

**MSE 415. Product Design (3)**

*Prerequisite:* MSE 412/L or graduate status. Engineering principles and practices of product design. Applications of process design for manufacturing engineering. Approaches to design for manufacture (DFM) and design for assembly (DFA). (Design units: 2.0)

**MSE 488A. MSEM Senior Design I (2)**

*Prerequisites:* Satisfactory completion of all major courses in years 1-3 of the 4-year program plan; Permission of the instructor; Passing score on the Upper Division Writing Proficiency Exam. Student teams engage in complex engineering design projects subject to multiple realistic constraints. Economic, environmental, social, political, ethical, health and safety, manufacturability, sustainability and other relevant factors are addressed. Formal design reviews demonstrating written and oral communication skills are required. MSE 488A and MSE 488BCS must be completed during the same academic year. 6 hours of lab per week. Not available for Graduate Degree Program credit. Offered Fall semester. (Design units: 2.0)

**MSE 488BCS. MSEM Senior Design II (2)**

*Prerequisite:* MSE 488A. Continuation of MSE 488A. Includes a community service opportunity with activities relating to concepts and theories presented. MSE 488A and 488BCS must be completed during the same academic year. 6 hours of lab per week. Not available for Graduate Degree Program credit. Offered Spring semester. (Design units: 2.0)

**MSE 492. Advanced Undergraduate Research Program (3-3-3-3)**

*Prerequisites:* MSE 392; Enrollment restricted to students selected to participate in the Undergraduate Research Program. This course provides faculty mentoring and guidance to selected undergraduate students in the development of their research skills. The course includes a combination of lecture-discussion, lab experimental research, literature research, field work, research presentations and other learning experiences. May be repeated for credit. (Design units: Varies)

**MSE 494A, B, C. Academic Internship (1, 2, 3)**

*Prerequisite:* Senior or graduate standing in a major in the Department of Manufacturing Systems Engineering and Management; Prior approval of the Department Internship Coordinator; Good standing as a matriculated student. Supervised practical professional experience relevant to the field of study in approved public or private organizations. Learning contracts and written reports required. Students may earn up to 3 units credit per semester and up to 6 units total. Units earned may not be used to fulfill Major Program requirements. (Credit/No Credit only)

**MSE 496A-Z. Experimental Topics Courses in Manufacturing Systems Engineering (1-4)****MSE 498AA, AB, AC. Supervised Individual Project (1, 2 or 3)**

*Prerequisite:* Instructor Consent. Individual student field-study projects supervised by individual faculty.

**MSE 499A-C. Independent Study (1-3)**

*Prerequisites:* Senior or graduate standing in Manufacturing Systems Engineering; Written approvals of the faculty sponsor and the Department Chair. Admission is based on evidence of ability to pursue independent study in depth and on approval of a proposal submitted prior to registration in the course. (Design units: Varies)

**Graduate**

Note that 300-level courses in Manufacturing Systems Engineering do not carry credit toward a Master's Degree in Engineering.

**MSE 504. Engineering Management (3)**

*Prerequisite:* Instructor consent. Principles and applications for effective management of technology projects, people, budgets and schedules. Organizing and motivating people, and controlling activities. Managing research, development, design, marketing and production functions in engineering and technology. Ethical considerations in engineering and technology management. (Design units: 0.5)

**MSE 505. Engineering Decision Analysis (3)**

*Preparatory:* MSE 362 or equivalent. Introduction to decision- and risk-analysis methods in the context of engineering. Organizing frameworks for the synthesis, analysis and evaluation of complex unstructured engineering problems and situations. (Design units: 1.0)

**MSE 507. Lean Manufacturing Systems (3)**

*Prerequisite:* MSE 407 or instructor consent. Concepts and principles of lean manufacturing systems. Methods and tools for application to manufacturing systems improvement. Practices and projects for effective design and implementation of lean manufacturing operation, production, control and quality systems.

**MSE 508/L. CAD/CAM Systems and Lab (2/1)**

*Prerequisite:* Instructor Consent. *Corequisite:* MSE 508L. Concepts and applications of computer-aided design and manufacturing systems. 3-dimensional geometric modeling, surface and solid modeling, and finite element modeling and analysis. Data exchange standards. Survey and evaluation of commercial CAD/CAM systems. Computer integrated manufacturing and management systems, and e-factory implementation. Emphasis on advanced modeling tools and applications. 2 hours lecture-discussion, 3 hours lab per week. (Design units: 1.0)

**MSE 509. Computer-Aided Manufacturing Systems (3)**

*Prerequisite:* MSE 409/L or equivalent. Introduction to the design of computer-aided manufacturing systems. Concepts and principles of computer-aided manufacturing programming language development. Methods, tools, practices and projects for design and implementation of computer-aided manufacturing systems.

**MSE 511/L. Robotics with Applications and Lab (2/1)**

*Prerequisite:* Instructor consent. *Corequisite:* MSE 511L. Fundamentals of robotics and robot applications. Topics include control system components, end effectors, sensors, programming, robotic cell design and programmable automation. 2 hours lecture-discussion, 3 hours of lab per week. (Design units: 2.0)

**MSE 512. Fundamentals of MEMS Fabrication (3)**

*Prerequisite:* Instructor consent. Introduction to MEMS technology. Working principles of microsystems, engineering science for microsystem design and fabrication, materials for MEMS and microsystems, fabrication processes, micromanufacturing, packaging, CAD for MEMS design and assembly, and CIM integration for fabrication.

**MSE 513. NDE Methods and Analyses (3)**

*Prerequisite:* Instructor Consent. Study of the methods of measuring quality in manufacturing products, including metrology and non-destructive evaluation (NDE) methods; radiographic, ultrasonic, surface examination; and acoustic emission. The capability limitations and economics of the methods of gathering and interpreting data for measurement of quality. Reliability engineering topics introduced. (Design units: 1.5)

**MSE 514. Reliability and Maintainability (3)**

*Recommended Preparatory:* MSE 362 or equivalent. Reliability and maintainability as design parameters. Assessing and verifying design reliability, maintainability and failure modes. Applications of reliability design methodology. (Design units: 1.0)

**MSE 516/L. CAD/CAM Advanced Tools and Lab (2/1)**

*Prerequisite:* Instructor consent. *Corequisite:* MSE 516L. Advanced approaches to 2- and 3-dimensional computer-aided design and manufacturing. Part and assembly design, stress and mock-up using such advanced tools as CATIA. Design projects and applications. 2 hours lecture-discussion, 3 hours lab per week.

**MSE 517. CAD/CAM Advanced Applications and Lab (2/1)**

*Prerequisite:* MSE 516/L or instructor consent. *Corequisite:* MSE 517L. Examination and employment of advanced CAD/CAM tools throughout the product manufacturing life cycle. Applications to product and fabrication sequences modeling, and to the evaluation of product behavior during automated processes and assembly operations in the production system. 2 hours lecture-discussion, 3 hours lab per week.

**MSE 527/L. Mechanical Behavior of Materials and Lab (2/1)**

*Prerequisite:* Instructor consent. *Corequisite:* 527L. Relationships between mechanical behavior and materials structure. Elements of creep and fracture of metals, ceramics and composites. Introduction to linear-elastic fracture mechanics and its application to design and environmentally-assisted cracking lab methods for evaluating structural property relationships; fracture toughness measurements; and engineering applications to the design of structures and pressure vessels. Fatigue analysis and failure analysis methods. 2 hours lecture-discussion, 3 hours lab per week. (Design units: 1.0)

**MSE 528/L. Principles of Materials Engineering and Lab (2/1)**

*Prerequisite:* Instructor consent. *Corequisite:* MSE 528L. Study of the principles governing the selection, treatment and use of metals and alloys. Introduction to crystal structures, their imperfections and the effect on diffusion, and phase transformations. The application of thermodynamic laws to metallic alloys; solid solutions; alloying and solubility in solids; and metal/metal, metal/liquid and metal/gas interactions. 2 hours of lecture-discussion, 3 hours of lab per week. (Design units: 1.0)

**MSE 531. Corrosion (3)**

*Prerequisite:* Instructor consent. Corrosion and oxidation, thermodynamics of corrosion, electrochemical fundamentals, aqueous corrosion, oxidation, kinetics of corrosion, corrosion rates, corrosion mechanisms, Wagner Theory of Oxidation and corrosion prevention are examined. (Design units: 0.5)

**MSE 536. Introduction to Advanced Biomaterials (3)**

*Prerequisite:* Instructor consent. The interaction between the human body environment and synthetic materials, including materials for medical implants and for dental restoration and appliances is explored. Tissue engineering, biosensing, imaging and drug delivery interact directly with biomaterials. Consideration of new technologies that depend on overcoming present material limits, and improving material/biological environment interactions.

**MSE 550. Thin Film Technology (3)**

*Prerequisite:* Instructor consent. The basic processes for the deposition of films and coatings. Physical vapor deposition (PVD); evaporation, sputtering and ion plating, chemical vapor deposition (CVD) and plasma-assisted chemical vapor deposition (PACVD); electrodeposition and electroless plating. Thermal spraying, plasma spraying and detonation gun technologies. The scientific background, basic processes, as well as relationships and applications of each process will be discussed. (Design units: 0.5)

**MSE 556. Nanomaterials and Nanotechnology (3)**

*Prerequisite:* Instructor consent. Introduction to nanotechnology and types nanomaterials that have been synthesized for applications in nanotechnology (mechanics, electronics, optoelectronics, energy and biomedical sciences). Illustration of the novel synthesis methods of various nanomaterials.

**MSE 595A-Z. Experimental Topics Courses in Manufacturing Systems Engineering (1-4)****MSE 601A. Engineering Statistics I (3)**

*Prerequisite:* Instructor consent. Comprehensive statistical estimation, design and hypothesis testing methods, and their application to selected problems in engineering.

**MSE 601B. Engineering Statistics II (3)**

*Prerequisite:* MSE 601A or equivalent. Continuation of statistical methods and their applications in engineering, inclusive of fixed effects, randomized block, factorial, fractional factorial, regression, response surface and random factors models.

**MSE 602. Engineering Innovation Management (3)**

*Prerequisites:* MSE 504 and 608C, or equivalent. Starting, organizing, and managing engineering and technology research, design, and production. Technology and innovation; technological strategy and forecasting; technical entrepreneurship; evolving organizations; capitalization; and intellectual property.

**MSE 603. Computer Integrated Manufacturing (3)**

*Prerequisite:* MSE 508/L or instructor consent. The integration of CAD/CAM, information management and communication technologies in manufacturing environments. Provides advanced instruction in design and implementation of integrated CAD/CAM, robotics and flexible manufacturing systems, with particular attention toward bridging information gaps. Topics include analysis of product definition processes, communication in manufacturing environments, technological and organization requisites for CIM, manufacturing requirements planning, just-in-time manufacturing and future directions for factory automation.

**MSE 604. Economic Analyses of Engineering (3)**

*Prerequisite:* Instructor consent. Evaluation of economic feasibility of large-scale engineering systems. Projections of future economic environment, growth of demand, planned expansion of the system, use of resources, levels of confidence in projections, risk evaluation and profitability analysis.

**MSE 606A. Engineering Operations Research I (3)**

*Prerequisite:* Instructor consent. Systems methodology and mathematical bases in industry. Selected approaches in optimization methods, such as linear, integer and goal programming; assignment and transportation problems and inventory modeling; network optimization; and PERT/CPM methods. Emphasis will be placed on the modeling and formulation of deterministic problems and the economic interpretation of results.

**MSE 606B. Engineering Operations Research II (3)**

*Recommended Preparatory:* MSE 606A or equivalent. Continuation of selected approaches in systems optimization methods, such as stochastic, probabilistic and waiting line models, with emphasis on applications to real-world problems.

**MSE 607A. Seminar in Automation Engineering (3)**

*Prerequisite:* Instructor consent. Advanced studies of topics of current interest in automation engineering. The course consists in part of an intensive study of selected papers from current literature.

**MSE 607B. Systems Engineering and Management (3)**

*Prerequisite: Instructor consent.* Overview of concepts and methods of systems engineering and management. Considerations of life cycles, requirements, and configuration and cost management. Standards, metrics, architectures, integration and evaluation. Survey of relevant tools and techniques and their relationships to effective systems engineering management.

**MSE 607C. Seminar in Manufacturing Systems (3)**

*Prerequisite: Instructor consent.* Advanced studies of topics of current interest in manufacturing systems. The course consists in part of the study of selected papers from current literature.

**MSE 608A. Seminar in International Engineering Management (3)**

*Prerequisite: Instructor consent.* Advanced studies of topics relevant to international problems in the field of engineering management. The course consists in part of an intensive study of selected papers from current literature.

**MSE 608B. Management of Engineering Professionals (3)**

*Prerequisite: MSE 504 or equivalent.* Study of special considerations in the management of engineering professionals, including selection, performance, termination and conflict situations. The course consists in part of the study of selected current publications.

**MSE 608C. Engineering Financial and Cost Analysis (3)**

*Recommended Preparatory: MSE 604 or equivalent.* Fundamental concepts and methods of engineering financial cost analysis. Understanding the relevance of financial and managerial accounting to the effective management of engineering and technology projects.

**MSE 609. Advanced Topics in CAD/CAM (3)**

*Recommended Preparatory: MSE 508/L or equivalent.* Areas of current interest in computer-aided design and manufacturing. Topics include computer graphics software and hardware, mathematical bases of geometric modeling, simultaneous engineering, manufacturability analysis, feature-based processing and database management for manufacturing environments.

**MSE 611. Robotics and Programmable Automation (3)**

*Prerequisite: Instructor consent. Recommended Preparatory: MSE 511/L.* Introduction to the design of programmable automation with robotic applications. Concepts, principles and applications of programmable automation in manufacturing environments. Methods, tools, practices and projects for design and implementation of programmable automation systems.

**MSE 612. Seminar in Advanced Manufacturing Technologies (3)**

*Prerequisite: Instructor consent.* Advanced studies of topics of current interest in advanced manufacturing technologies. The course consists in part of an intensive study of selected papers from current literature.

**MSE 614. Intelligent Manufacturing (3)**

*Prerequisite: Instructor consent.* Software and methodologies for integrating intelligence into manufacturing, such as artificial intelligence and expert systems, fuzzy logic, agent software, case-based reasoning, feature-recognition, intelligent maintenance and monitoring. Methods of capturing expertise and knowledge for developing intelligent systems. Development of knowledge-based systems. Understanding examples of intelligent manufacturing available in industry.

**MSE 617. Seminar in Quality Management (3)**

*Recommended Preparatory: MSE 362 or equivalent.* Discussion and analysis of current theory, practices and state-of-the-art developments applicable to quality management in engineering and technology.

**MSE 618. Six Sigma Quality Engineering (3)**

*Prerequisite: MSE 601 or instructor consent.* Overview and evolution of continuous improvement methodologies. Comparison of product-related and process-related Six Sigma methodologies. Integration of operating philosophies, applied statistics and project management in continuous improvement deployment. Phases of Six Sigma methodology and application of computing technologies to quality engineering projects. Advanced topics in Six Sigma continuous improvement design.

**MSE 622. Fracture Mechanics (3)**

*Prerequisite: Instructor consent.* Introduction to linear-elastic fracture mechanics and its application to design. Analytical and numerical methods for the calculation of crack tip stress intensity. Engineering applications to the design of structures and pressure vessels. Fatigue analysis methods.

**MSE 623. Composite Materials (3)**

*Prerequisite: Instructor consent.* Introduction to the structural and materials properties of composites. Static and dynamic characteristics. Stress analysis. Environmental and manufacturing effects on composites. Methods of testing composites.

**MSE 624. Failure Analysis (3)**

*Prerequisite: Instructor consent.* Modes, mechanisms, models and theories of materials failures. Environmental-assisted cracking and fatigue of materials. Analyses of engineering failures. Emphasis is placed on the development and formulation of approaches to materials selection based on probable failure modes.

**MSE 628. Applied Metallurgical Thermodynamics (3)**

*Prerequisite: Instructor consent.* Application of thermodynamic laws to metallic alloys; solid solutions; alloying and solubility in solids; metal/metal, metal/liquid and metal/gas interactions; electrochemical processes in metals; defect structure of metals and metallic alloys; and applications.

**MSE 629. Phase Transformations (3)**

*Prerequisite: Instructor consent.* Thermodynamics of phase transformations, kinetics of reactions, diffusion, crystal growth, solidification, recovery, recrystallization and grain growth, solid state phase transformation, and diffusional and martensitic transformations.

**MSE 630. Electronic Materials (3)**

*Prerequisite: Instructor consent.* Electrical behaviors of materials; conductors, semiconductors and insulators; electronic structure of materials; preparation of semiconductor materials; crystal growth and doping; intrinsic and extrinsic semiconductors; semiconductor devices; superconductivity and superconducting materials; photoelectron effects with semiconductors; photovoltaic materials and solar cells; imperfections in semiconductors; and characterization of electronic materials.

**MSE 649. Seminar in Engineering Materials (3)**

Advanced studies of topics of current interest in the field of engineering materials. Consists in part of an intensive study of selected papers from current literature.

**MSE 690. Materials Engineering Research Practicum (3)**

*Prerequisite: Instructor consent.* Applications of advanced materials and processes, engineering laboratory research techniques and methodologies to studies of current interest, such as nanotechnology, MEMS, sensors, smart materials, microelectronics, optoelectronics, bio-materials and environmentally-assisted cracking of advanced materials.

**MSE 691. Automated Systems Practicum (3)**

*Prerequisite: Instructor consent.* Application of advanced engineering principles to automated systems. Research and methodologies of current interest, such as intelligent manufacturing, modern manufacturing automation, automated systems management, automated assembly and disassembly, and the factory of the future.

**MSE 692. Engineering Management Research Practicum (3)**

*Prerequisites:* Completion of at least 18 units in formal program of study with GPA of at least 3.75; Classified status; Instructor consent. Application of advanced concepts of current interest in engineering management to research and implementation in technology-based environments, such as analytical methods, production systems, technical personnel, innovation and cost analyses.

**MSE 695A-Z. Experimental Topics Courses in Manufacturing Systems Engineering (1-4)****MSE 696A-C. Directed Graduate Research (1-3)**

*Prerequisites:* MSE 698; Approvals of the faculty advisor and either the Department Graduate Coordinator or the Department Chair.

(Credit/No Credit only)

**MSE 697. Directed Comprehensive Studies (3)**

(Credit/No Credit only)

**MSE 697MFS. Manufacturing Systems Directed Comprehensive Studies (3)**

*Preparatory:* Classified status in M.S. Manufacturing Systems Engineering Program; Satisfactory completion of at least 24 semester units in formal program of study; Supervising faculty advisor and Graduate Coordinator permission. Preparation for and completion of written and oral comprehensive culminating experience requirement for the Master of Science in Manufacturing Systems Engineering degree. (Credit/No Credit only)

**MSE 697MGT. Engineering Management Directed Comprehensive Studies (3)**

*Preparatory:* Classified status in M.S. Engineering Management; Satisfactory completion of at least 27 semester units in formal program of study; Supervising faculty advisor and Graduate Coordinator permission. Preparation for and completion of written comprehensive case studies culminating experience requirement for the Master of Science in Engineering Management Degree. (Credit/No Credit only)

**MSE 697MTL. Materials Engineering Comprehensive Directed Studies (3)**

*Preparatory:* MSE 690; Classified status in M.S. Materials Engineering Program; Permission from supervising faculty advisor and Department Graduate Coordinator. Preparation for and completion of written comprehensive examination culminating experience requirement for the Master of Science in Materials Engineering Degree. (Credit/No Credit only)

**MSE 698A-C. Thesis or Graduate Project (1-6)**

*Prerequisites:* Advancement to candidacy for the M.S. Degree; Written approvals of the faculty advisor and the Department Graduate Coordinator or Department Chair.

**MSE 699A-C. Independent Study (1-3)**

*Prerequisites:* Classified status in M.S. Degree Program; Written approvals from faculty sponsor and Department Graduate Coordinator or Department Chair. Admission is based in part on evidence of the ability to pursue independent study or research in-depth and approval of a proposal submitted prior to the time of registration.



# Mathematics

## College of Science and Mathematics

**Chair: Werner Horn**

**Santa Susana Hall (SN) 114**

**(818) 677-2721, Fax: (818) 677-3634**

**www.csun.edu/math**

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### Emeritus Faculty

George Biriuk, John Blattner, James Bock, Helen Coulson, Walter Davison, Phillip Emig, Vladimir Filippenko, Lorraine Foster, Jack Gaston, Jerry Gold, Artur Grigori, Robert Henderson, Tung-Po Lin, John Lindsay, John McGhee, Wes Nathanson, David Ostroff, Efreem Ostrow, Ralph Sabella, Ernest Scheuer, Maria Steinberg, Satya Upadhyayula, Warren Willig, Muriel Wright, F. Lynwood Wren

### Programs

Undergraduate:

**B.A., Mathematics**

**Mathematics Option**

**Secondary Teaching Option\***

\*Secondary Teaching Option is available through the regular degree program, the Four-Year Integrated Mathematics (FYI-Math) Teacher Credential Program, or the Junior-Year Integrated Mathematics (JYI-Math) Teacher Credential Program

**B.S., Mathematics**

**Mathematics Option**

**Statistics Option**

**Applied Mathematical Sciences Option**

**Minor in Mathematics**

Graduate:

**M.S., Mathematics**

**Mathematics Option**

**Applied Mathematics Option**

**Mathematics for Educational Careers Option**

Credential:

**Mathematics Subject Matter Program for the Single Subject Credential**

### Department Programs

The B.A. Degree in Mathematics is designed for students who plan to teach mathematics in secondary or middle schools or wish to prepare for graduate work in pure mathematics. The B.S. Degree in Mathematics is designed for students who wish to pursue occupational careers involving applied mathematics or wish to prepare for graduate work in applied mathematics. The Minor in Mathematics is designed to provide students with mathematical preparation useful for future employment opportunities.

The Mathematics Department offers an M.S. Degree Program with three distinct options. Option I concentrates on the core subjects in Mathematics. Option II emphasizes Applied Mathematics. Option III is designed for teachers and other professionals with a Baccalaureate Degree who are seeking educational careers.

### The Major

Mathematicians today are engaged in a wide variety of activities. Research mathematicians create new theories and techniques. Applied mathematicians use that theory and mathematical modeling to solve problems in economics, science, medicine, engineering and management. Teachers of mathematics develop new ways to teach mathematical concepts to children and adults. University-level mathematics involves more than algorithms and computational techniques. Mathematics majors also learn to construct proofs and how to approach a real-life problem from a mathematical point of view.

### Credential Information

The Secondary Teaching Option provides preparation for the student planning to teach mathematics at the secondary level. Students in this option may enroll in a Post-Baccalaureate Teacher Preparation Program to earn a Preliminary Single Subject Credential in Mathematics. Alternatively, students who meet the eligibility requirements can enter either the Four-Year Integrated Mathematics (FYI-Math) Teacher Credential Program or the Junior-Year Integrated Mathematics (JYI-Math) Teacher Credential Program, in which students earn both a Bachelor's Degree and a Preliminary Single Subject Credential and are qualified to teach full-time upon graduation. These Options have been approved by the California Commission on Teacher Credentialing as academic programs for the Single Subject Credential in Mathematics. For details on the Single Subject Credential program, see the Credentials and Department of Secondary Education sections in the Catalog.

### Careers

Math majors tend to be highly satisfied with the jobs they get after college. The pay is generally good and the work is usually strongly related to mathematics. The best 5 jobs listed in a recent *Jobs Rated Almanac*—software engineer, actuary, computer systems analyst, computer programmer, and mathematician—all require a very strong background in mathematics. In fact, almost every one of the top 50 jobs involves a significant amount of mathematical reasoning and knowledge.

### Academic Advisement

Upon admission as a mathematics major, the student should contact the Mathematics Department for assignment of an advisor. Courses taken to fulfill elective requirements must have prior approval by the student's advisor. Undergraduate mathematics majors must consult with their advisor each semester to be cleared for registration. For a current list of advisors, visit [www.csun.edu/math/advisors.html](http://www.csun.edu/math/advisors.html).

### Student Learning Outcomes of the Undergraduate Program

At the end of their program of study, students will be able to

1. Demonstrate a command of the content usually associated with an undergraduate Degree in mathematics;
2. Communicate mathematical ideas clearly and cogently, both orally and in written form;
3. Present clear and rigorous proofs;
4. Build mathematical models and demonstrate problem-solving skills, including proper use of mathematical software;
5. Understand the principles underlying various branches of mathematics and recognize their interrelationship; and
6. Experience mathematical discovery and independently read and understand mathematical articles or texts written at an undergraduate level.

## Requirements for the Bachelor Degrees

It is assumed that the student has a facility in mathematics normally gained by recent completion of 4 years of high school mathematics through trigonometry and "Mathematical Analysis." Because of the variation in curricula at the high-school level, it is necessary to obtain satisfactory scores on the Mathematics Placement Test (MPT) and Entry Level Mathematics Exam (ELM) to enter the first mathematics course in the Program, MATH 150A. Without satisfactory scores, a student will need to complete additional course work.

### 1. Lower Division Core For All Programs (23-24 units)

|      |               |  |
|------|---------------|--|
| COMP | 106/L         | Computing in Engineering and Science and Lab (2/1)       |
|      | or COMP 110/L | Introduction to Algorithms and Programming and Lab (3/1) |
| MATH | 150A          | Calculus I (5)   |
| MATH | 150B          | Calculus II (5)  |
| MATH | 250           | Calculus III (3)   |
| MATH | 262           | Introduction to Linear Algebra (3)                       |
| PHYS | 220A          | Mechanics (3)  |
| PHYS | 220AL         | Mechanics Lab (1)  |

The student must complete the Lower Division Core and one of the following Options, and must have at least a 2.0 GPA for all Upper Division units required in the major.

### Requirements

In addition to University residence requirements for a Bachelor's Degree, the student must complete a minimum of 18 units of Upper Division Mathematics in residence at CSUN with the approval of a Mathematics advisor. Students in B.A. Degree Programs must fulfill the University requirement of at least 40 Upper Division units overall.

## Requirements for the Bachelor of Arts

### A. Mathematics Options

#### 1. Lower Division Required Courses (23-24 Units)

Lower Division Core, listed above.

#### 2. Upper Division Required Courses (24 units)

|      |       |  |
|------|-------|--|
| MATH | 320   | Foundations of Higher Mathematics (3)              |
| MATH | 340   | Introductory Probability (3)                       |
| MATH | 350   | Advanced Calculus I (3)                            |
| MATH | 351   | Differential Equations (3)                         |
| MATH | 360   | Abstract Algebra I (3)                             |
| MATH | 382/L | Introduction to Scientific Computing and Lab (2/1) |
| MATH | 462   | Advanced Linear Algebra (3)                        |
| MATH | 493   | Seminar in Mathematics (3)                         |

#### 3. Upper Division Electives (9 units)

Upper Division Mathematics electives selected with advisor approval, not to include MATH 310/L, 311, 312, 331, 391 or 490. Students considering graduate work in Mathematics are strongly advised to include MATH 450, 455, and 460 in their program of study or to complete a B.S. Degree in Mathematics.

**General Education:** Basic Skills Mathematics and Lifelong Learning are satisfied by required courses in the major. PHYS 220A/L partially satisfies the Natural Sciences section. Students are encouraged to take PHIL 230 to satisfy the Basic Skills Critical Thinking requirement.

### B. Secondary Teaching Option

Students interested in a career in teaching in secondary schools may elect the Secondary Teaching Option for the Bachelor of Arts Degree:

#### 1. Lower Division Required Courses (26-27 Units)

Lower Division Core, listed above.

|      |     |                                  |
|------|-----|----------------------------------|
| PHIL | 230 | Introduction to Formal Logic (3) |
|------|-----|----------------------------------|

#### 2. Upper Division Required Courses (23 Units)

|      |       |  |
|------|-------|--|
| MATH | 320   | Foundations of Higher Mathematics (3)              |
| MATH | 341   | Applied Statistics I (3)                           |
| MATH | 350   | Advanced Calculus I (3)                            |
| MATH | 360   | Abstract Algebra I (3)                             |
| MATH | 370   | Foundations of Geometry (3)                        |
| MATH | 382/L | Introduction to Scientific Computing and Lab (2/1) |
| MATH | 391   | Field Experience in Schools (2)                    |
| MATH | 490   | Capstone Course (3)                                |

#### 3. Upper Division Electives (9 Units)

3 Upper Division Mathematics electives chosen with advisor. Recommended courses: MATH 441, 460, 463 and 470.

**General Education:** Basic Skills Mathematics, Basic Skills Critical Thinking and Lifelong Learning are satisfied by required courses in the major. PHYS 220A/L partially satisfies the Natural Sciences section.

## Four-Year Integrated Mathematics (FYI-Math) Teacher Credential Program

The Four-Year Integrated Mathematics (FYI-Math) Teacher Credential Program is designed for students who are certain about their career choice. For admission, students must be eligible for a course in Basic Skills Analytical Reading and Expository Writing and for MATH 150A, and should see a teacher preparation or credential advisor in the Mathematics Department. Upon entering the Program in their freshman year, students are assigned to a cohort and for some courses must enroll in a section designated for that cohort.

FYI-Math incorporates the requirements for a Bachelor's Degree in Mathematics (Secondary Teaching Option) with the requirements for General Education, Title 5 and the Preliminary Single Subject Credential in Mathematics. Students also will be responsible for passing the Upper Division Writing Proficiency Exam (UDWPE) and California Basic Educational Skills Test (CBEST). Students enrolled in FYI-Math follow the schedule and sequence of classes listed below. Completion of the FYI-Math Program satisfies all GE requirements.

#### Year One: First semester (14 units)

|              |      |                                   |
|--------------|------|-----------------------------------|
| MATH         | 150A | Calculus I (5)                    |
| GE: BS/AR&EW |      | Select any appropriate course (3) |
| GE: SE/A&H   |      | Select any appropriate course (3) |
| GE: SE/CCS   |      | Select any appropriate course (3) |

#### Year One: Second Semester (16 units)

|      |        |   |
|------|--------|---|
| COMS | 151/L  | Fundamentals of Public Speaking and Lab (2/1)                 |
| COMP | 106/L* | Computing in Engineering and Science and Lab (2/1)            |
| MATH | 150B   | Calculus II (5)   |
| MATH | 391    | Field Experience in the Mathematics of the Public Schools (2) |
| PHIL | 230    | Introduction to Formal Logic I (3)                            |

\*Note: COMP 110/L (3/1) may be used to meet this requirement.

#### Year Two: First Semester (15 units)

|      |        |  |
|------|--------|--|
| ENGL | 255    | Introduction to Literature (3)                           |
| MATH | 250    | Calculus III (3)   |
| PHYS | 220A/L | Mechanics and Lab (3/1)                                  |
| POLS | 155    | American Political Institutions (3)                      |
|      |        | Upper or Lower Division elective from any Department (2) |

#### Year Two: Second Semester (16 units)

|             |       |   |
|-------------|-------|---|
| EPC         | 420   | Educational Psychology of Adolescence (3) |
| MATH        | 262   | Introduction to Linear Algebra (3)        |
| MATH        | 382/L | Intro Scientific Computing and Lab (2/1)  |
| PSY         | 312   | Psychological Aspects of Parenthood (3)   |
| GE:SE/NS&L: |       | Select any appropriate course (3/1)       |

**Additional requirements:** Students should take the CBEST and apply for admission to the Credential Program in the College of Education.

**Year Three: First Semester (15 units)**

|               |     |  |
|---------------|-----|--|
| AAS/ARMN/CHS/ |     |  |
| ELPS/PAS      | 417 | Equity and Diversity in Schools (3)                                      |
| MATH          | 320 | Foundations of Higher Mathematics (3)                                    |
| MATH          | 341 | Applied Statistics I (3)   |
| SED           | 511 | Fundamentals of Secondary Education in Multiethnic Secondary Schools (3) |
| SED           | 514 | Computers in the Instructional Program (3)                               |

**Year Three: Second semester (16 units)**

|      |  |  |
|------|--|--|
| HSCI | 496ADO   | Health Concerns of the Adolescent (1)  |
| MATH | 360  | Abstract Algebra I (3)   |
| MATH | 370  | Foundations of Geometry (3)  |
| MATH | Upper Division Elective: Select any appropriate course (3) |  |
| SED  | 525MA/L  | Methods of Teaching Mathematics in the Secondary School and Lab (2/1)  |
| SPED | 420  | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) |

**Year Four: First Semester (16 units)**

|      |     |   |
|------|-----|---|
| ASTR | 301 | The Dynamical Universe (3)  |
| HIST | 371 | Problems in American History:1865 to Present (3)                      |
| MATH | 350 | Advanced Calculus I (3)   |
| SED  | 521 | Literacy, Language, and Learning in Multiethnic Secondary Schools (3) |
| SED  | 554 | Supervised Field Experience and Seminar (4)                           |

**Year Four: Second Semester (12 units)**

|      |  |                                      |
|------|--|--------------------------------------|
| MATH | 490  | Capstone Course (3)                  |
| MATH | Upper Division Elective: Select any appropriate course (3) |                                      |
| SED  | 555  | Supervised Practicum and Seminar (6) |

**Junior-Year Integrated Mathematics (JYI-Math)**

**Teacher Credential Program**

The Junior-Year Integrated Mathematics (JYI-Math) Teacher Credential Program begins in the junior year for students who apply and have been accepted to the Program. JYI-Math integrates undergraduate subject matter knowledge with teacher education content and leads to both a B.A. Degree in Mathematics and a Preliminary Single Subject Credential in Mathematics. For admission, students must be juniors who have completed (with sufficient grades) the Lower Division General Education requirements and the Lower Division Core of the Math major. Applications to both the Mathematics Department and the Credential Program are necessary.

Upon entering the JYI-Math Program during their junior year, full-time students may join a cohort and take courses as outlined by a teacher-preparation advisor in the Mathematics Department (2- and 3-year plans are available). Part-time students may work at their own pace in a non-cohorted version of the program. JYI-Math incorporates the upper division requirements for a Bachelor's Degree in Mathematics (Secondary Teaching Option) with the requirements for the Preliminary Single Subject Credential in Mathematics. Students will be responsible for passing the Upper Division Writing Proficiency Exam (UDWPE). Students considering JYI-Math should seek advisement as soon as possible for guidance in meeting admission and Program requirements.

Students accepted to the JYI-Math Program must complete all courses listed below. A GPA of at least 2.6 is required for all courses in the math major (Secondary Teaching Option) and no major course

grade may be lower than "C." A GPA of 3.0 or higher is required for all professional education course work and no professional education course grade may be lower than "C."

**1. Lower Division Required Courses (must be completed prior to admission to program) (26-27 units)**

Lower division core of the math major, listed above (23-24 units)  
PHIL 230 Introduction to Formal Logic (3)

**2. Upper Division Required Courses (26 units)**

|      |       |   |
|------|-------|---|
| ASTR | 301   | The Dynamical Universe (3)                |
| MATH | 320   | Foundations of Higher Mathematics (3)     |
| MATH | 341   | Applied Statistics I (3)                  |
| MATH | 350   | Advanced Calculus I (3)                   |
| MATH | 360   | Abstract Algebra I (3)                    |
| MATH | 370   | Foundations of Geometry (3)               |
| MATH | 382/L | Intro. Scientific Computing and Lab (2/1) |
| MATH | 391   | Field Experience in Schools (2)           |
| MATH | 490   | Capstone Course (3)                       |

**3. Upper Division Electives (6 Units)**

Two Upper Division Mathematics electives chosen with advisor. Recommended courses: MATH 441, 460, 462, 463 or 470.

**4. Required Credential Courses (32 Units)**

|               |         |  |
|---------------|---------|--|
| AAS/ARMN/CHS/ |         |  |
| ELPS/PAS      | 417     | Equity and Diversity in Schools (3)  |
| EPC           | 420     | Educational Psychology of Adolescence (3)  |
| HSCI          | 496ADO  | Health Concerns of the Adolescent (1)  |
| SED           | 511     | Fundamentals of Teaching in Multiethnic Secondary Schools (3)  |
| SED           | 514     | Technology in Instruction (3)  |
| SED           | 521     | Literacy, Language and Learning in Multiethnic Secondary Schools (3)   |
| SED           | 525MA/L | Methods of Teaching Mathematics in the Secondary School and Lab (2/1)  |
| SED           | 554     | Advanced Field Experience and Seminar (4)  |
| SED           | 555     | Supervised Practicum and Seminar for the Single Subject Credential (6)   |
| SPED          | 420     | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) |

**5. Upper Division General Education Requirement (6 units)**

General Education: Basic Skills Mathematics, Basic Skills Critical Thinking and Lifelong Learning are satisfied by required courses in the major. PHYS 220A/L partially satisfies the Natural Sciences section. ASTR 301 partially satisfies the Upper Division section.

**Mathematics Subject Matter Program for the Single Subject Credential (58-59 units)**

**1. Core (35 units)**

|      |       |  |
|------|-------|--|
| MATH | 150A  | Calculus I (5)                                     |
| MATH | 150B  | Calculus II (5)                                    |
| MATH | 250   | Calculus III (3)                                   |
| MATH | 262   | Introduction to Linear Algebra (3)                 |
| MATH | 320   | Foundations of Higher Mathematics (3)              |
| MATH | 341   | Applied Statistics I (3)                           |
| MATH | 350   | Advanced Calculus I (3)                            |
| MATH | 360   | Abstract Algebra I (3)                             |
| MATH | 370   | Foundations of Geometry (3)                        |
| MATH | 382/L | Introduction to Scientific Computing and Lab (2/1) |
| MATH | 490   | Capstone Course (3)                                |

**2. Breadth and Perspective (21-22 units)**

|      |               |  |
|------|---------------|--|
| COMP | 106/L         | Computing in Engineering and Science and Lab (2/1) |
|      | or COMP 110/L | Introduction to Algorithms and Programming (3/1)   |
| MATH | 391           | Field Experience in Mathematics (2)                |
| PHIL | 230           | Introduction to Formal Logic I (3)                 |
| PHYS | 220A          | Mechanics (3)                                      |
| PHYS | 220AL         | Mechanics Laboratory (1)                           |

<sup>3</sup> Upper Division Mathematics electives (at least 9 units) chosen with advisor approval. Recommended courses: MATH 441, 460, 463 or and 470.

**Requirements for the Bachelor of Science****A. Option I. Mathematics****1. Lower Division Required Courses (23-24 units)**

Lower Division Core, listed above.

**2. Upper Division Required Courses (24 units)**

|      |       |  |
|------|-------|--|
| MATH | 320   | Foundations of Higher Mathematics (3)              |
| MATH | 340   | Introductory Probability (3)                       |
| MATH | 350   | Advanced Calculus I (3)                            |
| MATH | 351   | Differential Equations (3)                         |
| MATH | 360   | Abstract Algebra I (3)                             |
| MATH | 382/L | Introduction to Scientific Computing and Lab (2/1) |
| MATH | 462   | Advanced Linear Algebra (3)                        |
| MATH | 493   | Seminar in Mathematics (3)                         |

**3. Upper Division Electives (15 Units)**

Students must take 5 elective courses chosen with an advisor from the following list, including at least one from MATH 450 and 460: MATH 440A, 440B, 450, 455, 460, 480, 481ABCD, 483, 366, 463 and all 500 level Math courses, except those numbered 510-514.

**General Education:** Basic Skills Mathematics and Lifelong Learning are satisfied by required courses in the major. PHYS 220A/L partially satisfies the Natural Sciences section. Students are encouraged to take PHIL 230 to satisfy the Basic Skills Critical Thinking requirement.

**B. Option II. Statistics****1. Lower Division Required Courses (23-24 units)**

Lower Division Core, listed above.

**2. Upper Division Required Courses (30 units)**

|      |       |  |
|------|-------|--|
| MATH | 320   | Foundations of Higher Mathematics (3)              |
| MATH | 340   | Introductory Probability (3)                       |
| MATH | 350   | Advanced Calculus I (3)                            |
| MATH | 351   | Differential Equations (3)                         |
| MATH | 382/L | Introduction to Scientific Computing and Lab (2/1) |
| MATH | 440A  | Mathematical Statistics I (3)                      |
| MATH | 440B  | Mathematical Statistics II (3)                     |
| MATH | 462   | Advanced Linear Algebra (3)                        |
| MATH | 483   | Mathematical Modeling (3)                          |
| MATH | 494   | Practical Experience in Mathematics (3)            |

**3. Upper Division Electives (9 units)**

Choose 9 units from among (1) all Upper Division Math courses (excluding MATH 310, 310L, 311, 312, 331, 391 and 490); and (2) approved courses in other Departments. At least 3 units must be in Mathematics. Recommended courses: COMP 431 or 465; FIN 303, 431 or 434; ECON 409; MATH 366, 442, 450, 480, 481ABCD, 482, 540 or 542ABCD; MKT 346; PSY 420; SOM 409, 467 or 591. All classes taken outside the Mathematics Department must have the approval of an advisor prior to enrollment, and students must either meet prerequisites or obtain permission of instructor.

*Note: Early completion of MATH 340 and 440A is recommended. Courses outside the Mathematics Department are encouraged.*

**General Education:** Basic Skills Mathematics and Lifelong Learning are satisfied by required courses in the major. PHYS 220A/L partially satisfies the Natural Sciences section.

**C. Option III. Applied Mathematical Sciences****1. Lower Division Required Courses (23-24 units)**

Lower Division Core, listed above.

**2. Upper Division Required Courses (15 units)**

|      |       |  |
|------|-------|--|
| MATH | 320   | Foundations of Higher Mathematics (3)              |
| MATH | 340   | Introductory Probability (3)                       |
| MATH | 350   | Advanced Calculus I (3)                            |
| MATH | 382/L | Introduction to Scientific Computing and Lab (2/1) |
| MATH | 494   | Practical Experience in Mathematics (3)            |

**3. Upper Division Electives (24 Units)**

Choose (with an advisor) 24 units from among (1) all Upper Division Math courses (excluding MATH 310, 310L, 311, 312, 331, 391 and 490); and (2) approved courses in other Departments. At least 12 units must be in Mathematics. Students are encouraged to take courses outside the Mathematics Department, especially Upper Division courses in the sciences, engineering and economics. All courses must have the approval of an advisor prior to enrollment. Students in this Option must meet with an advisor in their junior year and file a program form outlining the planned course work with the Mathematics Department.

**General Education:** Basic Skills Mathematics and Lifelong Learning are satisfied by required courses in the major. PHYS 220A/L partially satisfies the Natural Sciences section.

**Double Major**

A student pursuing either a B.A. or a B.S. Degree may combine a Second Major with Mathematics. In this circumstance, upon approval of an advisor, 6 units of Upper Division electives may be satisfied by courses in the Second Major. The remaining electives must be taken in the department of mathematics. Under certain rare conditions, the physics requirement in the Lower Division Core may be replaced by appropriate course work in the Second Major. Prior approval must be obtained from an advisor and the Department Chair for this latter occurrence.

**Requirements for the Minor****1. Lower Division Required Courses (16 units)**

|      |      |                                    |
|------|------|------------------------------------|
| MATH | 150A | Calculus I (5)                     |
| MATH | 150B | Calculus II (5)                    |
| MATH | 250  | Calculus III (3)                   |
| MATH | 262  | Introduction to Linear Algebra (3) |

*Note: PHIL 230—Symbolic Logic I, is recommended and satisfies the Critical Thinking section of General Education.*

**2. Upper Division Electives (12 units)**

Selected Upper Division Mathematics courses totaling at least 12 units which must be approved in advance by a Mathematics minor advisor. Depending on the student's area of interest, any one of the following sequences could be used as part or all of the required 12 units (or other choices if approved by the Mathematics minor advisor):

|                              |                           |
|------------------------------|---------------------------|
| <b>Computer Mathematics:</b> | MATH 326, 340, 481A, 482  |
| <b>Secondary Teaching:</b>   | MATH 320, 341 or 360, 370 |
| <b>Statistics:</b>           | MATH 340, 440A, 440B      |

## Requirements for the Master of Science Degree Options I and II

### A. For Admission to Graduate Status:

Admission as a Classified Graduate Student requires: 1) Academic preparation essentially equivalent to a B.A. or B.S. Degree in mathematics at CSUN with a GPA of at least 3.0 in all undergraduate work; and 2) A grade of “B” or better in each of the common 5 Upper Division Core courses in the Mathematics major. Students with less than a “B” average may be eligible for Conditionally Classified status. Applicants with undergraduate degrees in fields outside the mathematical sciences also may be considered for Conditionally Classified status, provided that they have successfully taken a significant number of both Lower and Upper Division Mathematics courses. Their eligibility and admission status will be determined by the Graduate Committee on an individual basis. Conditionally Classified students are required to attain Classified status by passing the Mathematics Screening Exam and satisfying all University requirements within 2 semesters of being admitted as a Conditionally Classified graduate student.

### B. The Mathematics Screening Examination

This exam will be given 3 times every year, in the week just before the start of each semester and in the week just after the end of the spring semester. It will cover topics from the Core Undergraduate Upper Division Mathematics curriculum, with emphasis on analysis and linear algebra.

### C. Residency Requirement

To maintain good standing, graduate students must complete at least 1 approved course during each semester. Students who fail to do so will be placed on probation. Students who fail to fulfill this requirement twice will be disqualified.

### D. Comprehensive Exam or Master's Thesis

Students must successfully complete one of the following:

**a) Comprehensive Examination:** This two-part examination will be based on the students' required courses. Students in Option I must take Algebra and either Analysis I or Analysis II. Students in Option II must take Analysis I and one other exam excluding algebra.

**Comprehensive exams are given in the following areas:**

- Algebra (material from MATH 462, 460 and 560)
- Analysis I (material from MATH 501 and 552)
- Analysis II (material from MATH 550 and 655)
- Numerical Analysis (material from MATH 581 and 582)
- Applied Functional Analysis (material from MATH 680 A/B)
- Probability/Statistics (material from MATH 540 and 542)

**b) Master's Thesis:** In order to write a Master's Thesis, students must maintain a GPA of 3.4 in their required courses. Each student also must defend his/her Thesis in an oral examination by his or her Thesis Committee.

The University requires that students take at least one unit of MATH 697 (if they take a Comprehensive Exam) or one unit of MATH 698 (if they write a Thesis). Units for MATH 697 or 698 do not count toward the 31 units required for the Degree.

## Courses of Study

### A. Option I. Mathematics

This Option is primarily designed to prepare students for community college teaching, entry-level positions in industry or future graduate work in Mathematics. The Core of this Program consists of an in-depth study of the mainstream of modern mathematics—algebra, analysis and topology.

#### 1. Required Courses (16 units)

##### Basic course work

|          |                           |
|----------|---------------------------|
| MATH 501 | Topology (3)              |
| MATH 550 | Calculus on Manifolds (3) |
| MATH 552 | Real Analysis (3)         |
| MATH 560 | Abstract Algebra III (3)  |
| MATH 655 | Complex Analysis (3)      |

##### Participating Seminar

|          |                             |
|----------|-----------------------------|
| MATH 589 | Seminar in Mathematics. (1) |
|----------|-----------------------------|

#### 2. Electives (15 units)

Select approved courses. At least 6 of these 15 units must be at 500- or 600-level. Up to 6 units may be taken in Departments outside of Mathematics with prior approval of the Graduate Committee.

### B. Option II. Applied Mathematics

This Option is designed to prepare students for entry-level positions in industry, business and government, or for future graduate work in applied mathematics. Its Core consists of the basic preparation in analysis and courses in differential equations, modeling, numerical analysis or probability/statistics. The Option allows the student to design an individual course of study that best satisfies his/her needs.

#### 1. Required Courses (16 units)

##### Basic preparation

|          |                   |
|----------|-------------------|
| MATH 501 | Topology (3)      |
| MATH 552 | Real Analysis (3) |

##### Participating Seminar

|             |  |
|-------------|--|
| MATH 589    | Seminar in Mathematics (1)               |
| MATH 542A-D | Topics in Probability/Statistics (3)     |
| or MATH 581 | Numerical Methods for Linear Systems (3) |

##### Choose 2 courses from the following:

|              |  |
|--------------|--|
| MATH 540     | Regression Analysis (3)                  |
| MATH 542 A-D | Topics in Probability/Statistics (3)     |
| MATH 581     | Numerical Methods for Linear Systems (3) |
| MATH 582 A-D | Topics in Numerical Analysis (3)         |
| MATH 592 A-D | Topics in Applied Mathematics (3)        |
| MATH 625     | Advanced Mathematical Modeling (3)       |
| MATH 655     | Complex Analysis (3)                     |
| MATH 680 A/B | Applied Functional Analysis I/II (3)     |

#### 2. Electives (15 units)

Select approved courses. At least 6 of these 15 units must be at 500 or 600-level. Up to 9 units may be taken in Departments outside of Mathematics with prior approval of the Graduate Committee.

### Switching Between Options I and II

Students may request in writing to switch between Option I and II. Such requests will be considered by the Graduate Committee.

## Requirements for the Master of Science Degree Option III

### A. For Admission to Graduate Status

Students are expected to have cleared competency for Single Subject Mathematics by program or examination. Students with a Baccalaureate Degree who have not cleared subject matter competency in mathematics may be eligible for the program with the Conditionally Classified status. Conditionally Classified students need to meet the conditions required by the University and clear competency for Single Subject Matter in Mathematics within 2 semesters.

### B. Culminating Experience

At the end of each B section of the courses listed below, students will write a paper that will provide the opportunity for an individual in-depth study of 1 topic of the course that has relevance for mathematics at the secondary-school level. A portfolio containing all articles and individual contributions to the courses will show candidate's mastery of concepts, mathematical breadth and ability to communicate mathematics clearly and engagingly. Students should provide a summary of what they have learned in this curriculum and reflect on the applicability of it to their career. The portfolio will be submitted to a Committee chosen by the candidate and approved by the Graduate Committee. The University requires that students take at least 1 unit of MATH 698 (Thesis or Graduate Project). Units taken in MATH 698 will not count toward the total 30 units required for the Degree.

### C. Option III. Mathematics For Educational Careers

This Program is designed especially for secondary teachers and for other professionals with a Baccalaureate Degree who are seeking educational careers. It will deepen students' knowledge beyond what can be learned in a Baccalaureate Degree Program for secondary teachers of mathematics.

All courses include active learning and presentations on selected topics. In addition, each B section of the courses will culminate with the student working on a project and writing an article. The overall goal is to enable teachers to take leadership roles in their schools. In addition, they will be knowledgeable instructors of AP Statistics and AP Calculus.

#### 1. Required Courses (30 units)

|      |        |                                   |
|------|--------|-----------------------------------|
| MATH | 510A/B | Algebra and Number Theory (3-3)   |
| MATH | 511A/B | Linear Algebra and Geometry (3-3) |
| MATH | 512A/B | Concepts of Analysis (3-3)        |
| MATH | 513A/B | Discrete Mathematics (3-3)        |
| MATH | 514A/B | Probability and Statistics (3-3)  |

*These courses cannot be replaced in the Program by any other graduate course.*

#### Entry Level Mathematics Exam (ELM)

The ELM Examination assesses entry-level mathematics skills that CSUN expects entering students to have acquired in 3 years of rigorous college preparatory Mathematics course work (Algebra I, Geometry and Algebra II). All entering CSUN undergraduates must take the ELM Examination, with the exception of those who present proof of 1 of the following:

1. Successful completion of the Early Assessment Program (EAP);
2. A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Test Level IC or IIC;

3. A score of 23 or above on the American College Testing (ACT) Mathematics Test;
4. A score of 3 or above on the College Board Advanced Placement Calculus AB, Calculus BC or Statistics Examinations; or
5. 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.

Successful completion of the ELM Examination or a grade of credit in the appropriate developmental mathematics courses is one of the requirements for enrollment in most university-level Mathematics courses at CSUN, as well as CHEM 100 and 103, and PHSC 170. ELM exemption based on SAT, ACT or Advanced Placement Test scores, as listed above, also will meet this requirement. However, students who wish to qualify for enrollment in university-level Mathematics courses at CSUN on the basis of a transfer course can do so only if the transfer course is an approved mathematics course above the level of intermediate algebra.

Liberal Studies majors who are Credential candidates should be aware that the ELM requirement must be met in order to enroll in either MATH 210 or 310. A transfer course equivalent to MATH 210 will not enable students to enroll in MATH 310 at CSUN unless they also have met the ELM requirement for enrollment.

**Mathematics Placement Test (MPT):** The Mathematics Placement Test (MPT) is a CSUN test used to determine eligibility for enrollment in MATH 102, 103, 104, 105, 150A and 255A, and must have been taken within the year preceding enrollment in these courses. The MPT does not replace the ELM requirement, but is used in addition to the ELM to determine eligibility for enrollment.

Part I of the MPT consists of questions from intermediate algebra. Part II of the MPT consists of questions on trigonometry and advanced topics from intermediate algebra (precalculus). A qualifying score on Part I is required for entry in MATH 102, 103, 104 and 105.

Qualifying scores on both Parts I and II are required for entry into MATH 150A and 255 A.

A summary of the qualifying scores can be found in Table 1 below. Visit the Testing Center website at [www.csun.edu/testing](http://www.csun.edu/testing) for registration information, required qualifying scores and test dates.

#### Prerequisite Mathematics Courses

The University entrance requirements (2 years of high school algebra and 1 year of geometry) are the basic prerequisites to all Mathematics courses. Additional prerequisites may be listed in the course descriptions that follow. Prerequisite courses must be passed with a grade of “C” or better, unless otherwise stated. The specific minimal prerequisites for Calculus and Calculus preparatory courses are listed in Table 1 below. Students who are only Conditionally prepared for a course may not enroll in that course unless they have credit for or concurrently enroll in the accompanying lab course. Students who wish to transfer credit for MATH 102, 104 or 105 from another college or university also must enroll in the accompanying lab course.

Table 1. Course Prerequisites

| Course:          | Fully Prepared:   | Conditionally Prepared:   | Lab Course    |
|------------------|---|---|---------------|
| <b>MATH 102</b>  | 18 in MPT I<br><i>or</i><br>credit for<br>MATH 102L   | Passing score on or<br>exemption from the<br>ELM Exam <i>or</i> credit<br>in MATH 093             | MATH<br>102L  |
| <b>MATH 103</b>  | 18 in MPT I<br><i>or</i><br>credit for<br>MATH 103L   | Passing score on or<br>exemption from the<br>ELM Exam <i>or</i> credit<br>in MATH 093             | MATH<br>103L  |
| <b>MATH 104</b>  | 30 in MPT I<br><i>or</i><br>"B-" in MATH 102  | 25 in MPT I<br><i>or</i><br>"C-" in MATH 102  | MATH<br>104L  |
| <b>MATH 105</b>  | 27 in MPT I or a B-<br>in MATH 102  | 23 in MPT I <i>or</i><br>"C-" in MATH 102   | MATH<br>105L  |
| <b>MATH 150A</b> | 30 in MPT I and 28<br>in MPT II<br><i>or</i><br>"B-" in MATH 104<br><i>or</i><br>"B-" in MATH 105 | 25 in MPT I and 22 in<br>MPT II<br><i>or</i><br>"C-" in MATH 104<br><i>or</i><br>"C-" in MATH 105 | MATH<br>150AL |
| <b>MATH 255A</b> | 30 in MPT I<br>and 24 in MPT II<br><i>or</i><br>"B-" in MATH 104<br><i>or</i><br>"B-" in MATH 105 | 25 in MPT I and 20 in<br>MPT II<br><i>or</i><br>"C-" in MATH 104<br><i>or</i><br>"C-" in MATH 105 | MATH<br>150AL |
| <b>MATH 150B</b> | "B-" in MATH 150A<br><i>or</i><br>4 in AP Calculus AB   | "C-" in MATH 150A<br><i>or</i><br>3 in AP Calculus AB   | MATH<br>150BL |
| <b>MATH 255B</b> | "B-" in MATH 255A<br><i>or</i><br>4 in AP Calculus AB   | "C-" in MATH 255A<br><i>or</i><br>3 in AP Calculus AB   | MATH<br>150BL |

## Course List

### MATH 090. Introduction to Problem Solving (2)

Introduction to problem-solving, with an emphasis on basic mathematics skills. Diagnostic tests enable students to identify specific topics for study. Involves collaborative learning, individualized advisement and instruction, and use of media and computers. Normally offered as a Summer Bridge course. Credit will not apply toward the Baccalaureate Degree, but will apply as two units of University credit.

### MATH 092. Developmental Mathematics I (3)

First in a 2-semester sequence of developmental mathematics courses. Students scoring below 34 on the ELM need to complete MATH 092 and 093 successfully to be remediated. Credit will not apply toward the Baccalaureate Degree but will apply as 3 units of University Credit. Students who earn Credit in MATH 092 are eligible to enroll in MATH 093. Topics covered include fractions, decimal notation, percent, real numbers and algebraic expressions, equations and inequalities. (Credit/No Credit only)

### MATH 093. Developmental Mathematics II (5)

*Prerequisite:* Score of 34 or above, but below 50 on the ELM Exam or credit in MATH 092. Credit will not apply toward the Baccalaureate Degree, but will apply as 5 units of University credit. Successful completion of MATH 093 qualifies students for entrance into MATH 102, 131, 140 and 210. Review of elementary algebra topics, such as equations

and inequalities, polynomials, factoring, rational expressions, graphing, radical expressions, quadratic equations and functions. (Credit/No Credit only)

### MATH 099 Developmental Mathematics II – Accelerated (3)

*Prerequisite:* A score of 40 or above but below 50 on the ELM Exam or credit in MATH 092. Credit will not apply toward the Baccalaureate Degree, but will apply as 3 units of University credit. Successful completion of MATH 099 qualifies students for entrance into MATH 102 and 103 (conditionally), 131, 140 and 210. This course is not open to students who are currently enrolled in or who have received credit in MATH 093. This is an accelerated review of elementary algebra topics, including equations and inequalities, polynomials, factoring, rational expressions, graphing, radical expressions, quadratic equations and functions. (Credit/No Credit only)

### MATH 102. College Algebra (3)

*Prerequisites:* Listed in Table 1. Students who are conditionally prepared must have credit for or concurrently enroll in MATH 102L. Functions, linear equations, quadratic equations, theory of equations, progressions, inequalities, absolute value, logarithms, permutations, combinations, probability and determinants. Not open to students who have credit in MATH 103, 105 or 106. (Available for General Education, Basic Skills Mathematics.)

### MATH 102L. College Algebra Lab (1)

*Prerequisite:* Required for all Conditionally prepared students enrolled in MATH 102. All students in MATH 102 are encouraged to enroll in this course. This is a Credit/No Credit hybrid enrichment laboratory for students in MATH 102. This course will include a self-paced, modular online component. 2 hours lab per week. (Credit/No Credit only)

### MATH 103. Mathematical Methods for Business (3)

*Prerequisites:* Passing score on or exemption from the ELM Exam or credit in MATH 093; Passing score on the Mathematics Placement Test, Part I or credit or concurrent enrollment in MATH 103L. Concepts and applications of algebra and calculus to business. Topics include functions, systems of equations, matrices, the derivative and business-related topics in calculus. (Available for General Education, Basic Skills Mathematics.)

### MATH 103L. Mathematics for Business Laboratory (1)

*Prerequisite:* Passing score on the ELM Exam. This self-paced, module-based laboratory is designed to give students additional exposure to the applications of college algebra to business and economics beyond what can be done in lecture. The additional hands-on problem-solving skills learned in this class enhance the lecture experience and strengthen the skills necessary for success in MATH 103 and subsequent courses in business majors. The lab environment allows students to both work at their own pace and receive small-group instruction with the laboratory instructor on all modules. Students with an MPT Part I score below 24 may enroll in MATH 103 only if they enroll in this course. 2 hours lab per week. (Credit/No Credit only)

### MATH 104. Trigonometry and Analytic Geometry (3)

*Prerequisites:* Listed in Table 1. Students who are Conditionally prepared must have credit for or concurrently enroll in MATH 104L. Rectangular and polar coordinates; trigonometric functions, identities and equations; inverse trigonometric functions; conic sections; complex numbers. Not open to students who have credit in MATH 103, 105 or 106.

### MATH 104L. Trigonometry Lab (1)

*Prerequisite:* Required for all conditionally prepared students enrolled in MATH 104. All students in MATH 104 are encouraged to enroll in this course. This is a Credit/No Credit hybrid enrichment laboratory for students in MATH 104. This course will include a self-paced, modular online component. w hours lab per week. (Credit/No Credit only)

**MATH 105. Pre-Calculus (5)**

*Prerequisites:* Listed in Table 1 above. Students who are Conditionally prepared must have credit for or concurrently enroll in MATH 105L. Number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry of lines and conic sections; elementary functions, including polynomial, rational, exponential and logarithmic, with emphasis on trigonometric functions; polar equations. Graphing calculators are used and the interplay between graphical and algebraic solutions is stressed. Not open for credit to students who have successfully completed MATH 150A. (Available for General Education, Basic Skills Mathematics)

**MATH 105L. Pre-Calculus Lab (1)**

*Prerequisite:* Required for all conditionally prepared students enrolled in MATH 105. All students in MATH 105 are encouraged to enroll in this course. This is a NC/CR hybrid enrichment laboratory for students in MATH 105. This course will include a self-paced, modular online component. 3 hours lab per week. (Credit/No Credit only)

**MATH 131. Mathematical Ideas (3)**

*Prerequisites:* Passing score on or exemption from the ELM Exam, or credit in MATH 093. General Education course intended to acquaint the student with basic mathematical ideas. (Available for General Education, Basic Skills Mathematics.)

**MATH 140. Introductory Statistics (4)**

*Prerequisites:* Passing score on or exemption from the ELM Exam, or credit in MATH 093. Methods for displaying, describing and producing data. Normal distribution. Correlation and regression. Sampling distributions and probability. Statistical inference for means and proportions. (Available for General Education, Basic Skills Mathematics.)

**MATH 150A. Calculus I (5)**

*Prerequisites:* Listed in Table 1. Students who are Conditionally prepared or who transfer the equivalent of MATH 105 or both MATH 102 and 104 must have credit for or concurrently enroll in MATH 150AL. Limits, derivatives, applications of differentiation. Definite and indefinite integrals, and the fundamental theorem of calculus. (Available for General Education, Basic Skills Mathematics.)

**MATH 150AL: Calculus I Laboratory (1)**

*Prerequisite:* Required for all Conditionally prepared students enrolled in MATH 150B or 255B. All students in MATH 150B and 255B are encouraged to enroll in this course. This is a NC/CR hybrid enrichment laboratory for students in MATH 150B and 255B. This course will include a self-paced, modular online component. 3 hours lab per week. (Credit/No Credit only)

**MATH 150B. Calculus II (5)**

*Prerequisites:* Listed in Table 1. Students who are Conditionally prepared must have credit for or concurrently enroll in MATH 150BL. Techniques of integration, numerical integration, improper integrals and applications of the integral. Taylor polynomials, sequences and series, and power series.

**MATH 150BL. Calculus II Laboratory (1)**

*Prerequisite:* Required for all Conditionally prepared students enrolled in MATH 150B or 255B. All students in MATH 150B and 255B are encouraged to enroll in this course. This is a Credit/No Credit hybrid enrichment laboratory for students in MATH 150B and 255B. This course will include a self-paced, modular online component. 3 hours lab per week. (Credit/No Credit only)

**MATH 210. Basic Number Concepts (3)**

*Prerequisites:* Passing score on or exemption from the ELM Exam or credit in MATH 093. Language of sets, systems of numeration, nature of numbers and fundamentals of operations, relations and functions, domain of integers, and field of rational and real numbers. Designed primarily

for students intending to teach in elementary or junior high school. Not available for credit toward the Major or Minor in Mathematics.

**MATH 250. Calculus III (3)**

*Prerequisite:* Completion of MATH 150B with a grade of "C" or better. Continuation of MATH 150B. Solid analytic geometry, partial differentiation and multiple integrals with applications.

**MATH 255A. Calculus for the Life Sciences I (3)**

*Prerequisites:* Listed in Table 1. Students who are Conditionally prepared must have credit for or concurrently enroll in MATH 150AL. Knowledge of trigonometry is assumed. First semester of a short course in calculus. Topics in calculus of functions of one variable including techniques of differentiation, applications to graphing, extreme problems and an introduction to integration. Not open for credit to students who have successfully completed MATH 150A. (Available for General Education, Basic Skills Mathematics.)

**MATH 255B. Calculus for the Life Sciences II (3)**

*Prerequisites:* Listed in Table 1. Students who are Conditionally prepared must have credit for or concurrently enroll in MATH 150BL. Techniques of integration, series, applications, functions of several variables and partial differentiation. Not open for credit to students who have successfully completed MATH 150AB.

**MATH 262. Introduction to Linear Algebra (3)**

*Prerequisite:* MATH 150B. Systems of linear equations, matrices, determinants, eigenvalues, vector spaces and linear transformations, as well as introduction to inner products on  $R^n$  and spectral theorem for symmetric matrices.

**MATH 280. Applied Differential Equations (3)**

*Prerequisite:* MATH 150B. Recommended Corequisite or Preparatory: MATH 250. Ordinary differential equations, series solutions, systems of equations and Laplace transforms, with emphasis on applications and introduction to numerical techniques. Course is not open to students who have credit for MATH 351.

**Upper Division****MATH 310. Basic Concepts of Geometry, Probability and Statistics (3)**

*Prerequisites:* Passing score on or exemption from the ELM Exam or credit in MATH 093 and completion of MATH 210 with a grade of "C" or better. Articulated course from another college equivalent to MATH 210 may only satisfy the course prerequisite for MATH 310. Students passing such a course with a "C" or better will still need to fulfill the ELM Exam requirement. Second course for students intending to teach in elementary or junior high school. Geometry as a system; congruence and similarity through construction with straightedge and compass; transformational geometry; the nature of measurement, precision and accuracy; basic principles of probability and statistics. Not available for credit toward the Major or Minor in Mathematics.

**MATH 310L. Geometry, Probability and Statistics Lab (1)**

*Recommended Corequisite or Preparatory:* MATH 310. Problem solving using models and simulation in mathematics appropriate for the elementary-school classroom. 2 hours of activities per week. (Credit/No Credit only)

**MATH 311. Basic Geometric Concepts (3)**

*Prerequisites:* Passing score on the ELM Exam and completion of MATH 210 and 310 with a grade of "C" or better, or instructor consent. Continuation of the investigation of elementary geometry begun in MATH 310. Topics selected from topology, motion geometry, metric geometry, geometry as a mathematical system, absolute geometry, Euclidean geometry and non-Euclidean geometry. Not available for credit toward the Math Major or Minor.



**MATH 312. Basic Algebraic Concepts (3)**

*Prerequisites:* Passing score on the ELM Exam and completion of MATH 210 and 310 with a grade of “C” or better, or instructor consent. Topics selected from: abstract algebra and applied algebra using elementary mathematical models. Not available for credit toward the Math Major or Minor.

**MATH 320. Foundations of Higher Mathematics (3)**

*Prerequisite:* MATH 150B. The goal of this course is to help students transition from a primarily computational mode of doing mathematics to a more conceptual mode. The emphasis will be on proofs, which are taught in the context of elementary number theory, combinatorics and analysis; the language of sets, relations, order, equivalence classes, functions and cardinality is introduced. Students are expected to write large numbers of proofs and communicate mathematical ideas clearly.

**MATH 326. Discrete Mathematics (3)**

*Prerequisites:* ECE 320 or PHIL 230; MATH 150B. Propositional calculus, predicate calculus, set algebra, relations, functions, mappings, fields and number systems.

**MATH 331. Mathematical Explorations (3)**

*Prerequisites:* Passing Score on the ELM Exam; Completion of the Lower Division writing requirement; Upper Division standing. A course designed to give students an appreciation of the diversity of mathematics and the spirit in which it is employed in various applications. The character and origin of key topics from different branches of mathematics are explored. The contributions of various cultures to the field are studied, along with the use of mathematical models for physical problems. The development is conceptual rather than axiomatic, and includes several supervised reading and writing assignments. One significant writing assignment is required. Strongly recommended for prospective teachers in all fields. (Available for General Education, Basic Skills Mathematics.)

**MATH 340. Introductory Probability (3)**

*Prerequisite:* MATH 150B. Sample spaces, probability rules, independence, conditional probability, Bayes’ Theorem, discrete and continuous random variables and distributions (e.g. binomial, Poisson, geometric, normal, exponential, uniform), expectation, moment generating functions, joint distributions and central limit theorem.

**MATH 341. Applied Statistics I (3)**

*Prerequisite:* MATH 150B. Introduction to the practice of statistics, emphasizing the role of probability. Includes basic probability, discrete and continuous probability distributions, expectation and variance, sample surveys and experiments, displaying and summarizing data, sampling distributions, central limit theorem, inference for proportions, chi-square test and least squares regression. Mathematics majors who are not in the Secondary Teaching Option may not receive credit for both MATH 340 and 341.

**MATH 350. Advanced Calculus I (3)**

*Prerequisite:* MATH 320. Topics include the real number system, continuous functions, differentiation, and Riemann integration of functions of 1 real variable.

**MATH 351. Differential Equations (3)**

*Prerequisites:* MATH 250, 262. Not open to students who have credit for MATH 280. Linear equations, series solutions, singular points, existence and uniqueness of solutions, and systems of equations.

**MATH 360. Abstract Algebra I (3)**

*Prerequisites:* MATH 262, 320. Survey course in abstract algebra. Introduction to groups, rings, fields and vector spaces.

**MATH 366. Combinatorics (3)**

*Corequisite:* MATH 320 or 326. This is a one-semester introduction to combinatorics. Topics include enumerative combinatorics (inclusion-exclusion, generating functions, Polyá’s Theorem, etc.) and combinatorial structures (graphs, designs, etc.).

**MATH 370. Foundations of Geometry (3)**

*Prerequisite or Corequisite:* MATH 320. One of the goals of this course is to help students write rigorous proofs of results of plane Euclidean geometry. It is also expected that students visualize and develop geometric intuition through the use of dynamic geometry software. The content includes history, axiomatic structure and theorems of plane Euclidean geometry, geometric transformations of the plane, rigid motions, similarities, and inversion, coordinate geometry and an introduction to non-Euclidean geometries.

**MATH 382/L. Introduction to Scientific Computing and Lab (2/1)**

*Corequisite:* MATH 262. This course gives students an introduction to basic numerical techniques and to programming using some of the common software packages used in mathematics. Students apply these techniques in projects from different branches of mathematics. (This course does not replace a rigorous course in numerical analysis.) 2 hours lecture, 2 hours lab.

**MATH 390A-D. Mini-Courses in Mathematics for Pre and in Service Teachers (1)**

*Prerequisites:* MATH 210 with a grade of “C” or better or instructor consent; Passing score on ELM Exam. This course is intended for Liberal Studies Credential Candidates and in-service elementary- and middle-school teachers. Important concepts of mathematics that have particular application to the elementary-school curriculum, including: A—History of Mathematics; B—Computational Methods; C—Computer-Assisted Instruction; and D—Strategies in Problem Solving. (Credit/No Credit only)

**MATH 391. Field Experience in the Mathematics of the Public Schools (2)**

*Prerequisites:* Multiple Subject Candidates—MATH 210 and 310 or corequisite with 310; Passing score on the ELM Exam. Single Subject Candidates—MATH 150A, 150B; Junior standing. Field experience course designed to give the prospective teacher an appreciation of a quality mathematics program in public schools. Requirements include 45 hours of participation in an assigned school and regular group meetings to discuss the classroom experience. (Credit/No Credit only)

**MATH 440A. Mathematical Statistics I (3)**

*Prerequisites:* MATH 262, 340. Point estimation, bias and mean squared error, optimality theory for estimates, maximum likelihood estimation, confidence intervals, test of hypotheses, power, and optimality theory for tests.

**MATH 440B. Mathematical Statistics II (3)**

*Prerequisite:* MATH 440A. Chi-square goodness of fit tests, simple and multiple linear regression, 1- and 2-way analysis of variance, and statistical analysis using the computer.

**MATH 441. Applied Statistics II (3)**

*Prerequisite:* MATH 341. Continuation of MATH 341 with emphasis on statistical inference. Includes design of surveys and experiments, the t-distribution, inference for means, correlation and regression with transformations, and inference for slope.

**MATH 442A-Z. Topics in Mathematical Statistics (3)**

*Prerequisite:* MATH 340 or 440A. Topics selected from statistics and/or probability, such as nonparametric statistics, multivariate statistics, experimental design, decision theory and advanced probability theory.

**MATH 450. Advanced Calculus II (3)**

*Prerequisite:* MATH 350. Topics include sequences and series of functions, Heine-Borel theorem, Jacobians, and inverse and implicit function theorems.

**MATH 455. Complex Variables (3)**

*Prerequisite:* MATH 350. Complex numbers, analytic functions, complex integration, Cauchy's Theorem, power series, calculus of residues and conformal mappings.

**MATH 460. Abstract Algebra II (3)**

*Prerequisite:* MATH 360. Second course in abstract algebra. Group theory, rings and modules, and field extensions.

**MATH 462. Advanced Linear Algebra (3)**

*Prerequisites:* MATH 262, 320. Finite dimensional vector spaces, linear transformations, matrix polynomials, canonical forms.

**MATH 463. Number Theory (3)**

*Prerequisite:* MATH 320. *Recommended Corequisite or Preparatory:* MATH 360. Euclidean algorithm and the unique factorization theorem, congruences, primitive roots and indices, quadratic residues and the law of quadratic reciprocity, and distribution of primes.

**MATH 470. Topics of Geometry (3)**

*Prerequisite:* MATH 370 or 350. Non-Euclidean geometries and/or advanced results in Euclidean geometry.

**MATH 480. Partial Differential Equations (3)**

*Prerequisite:* MATH 351 or 280. Orthogonal functions, Laplace's equation, Poisson's equation, Bessel's equation, self-adjoint operators, Sturm-Liouville theory, Fourier series, separation of variables applied to the heat equation and wave equation, nonhomogeneous problems, Green's functions for time-independent problems, and infinite domain problems.

**MATH 481A. Numerical Analysis (3)**

*Prerequisites:* COMP 106/L or 110/L; MATH 262. Techniques of applied mathematics, solution of equations, interpolation, numerical integration and numerical solution of differential equations.

**MATH 481B. Numerical Analysis (3)**

*Prerequisite:* MATH 481A. Numerical solution of linear systems of equations. Included are direct and iterative methods for solving linear systems, iterative techniques in matrix algebra, applications to approximation theory and techniques for finding eigenvalues. Formal instructions are combined with practical assignments in scientific computing.

**MATH 481C. Numerical Methods for Partial Differential Equations (3)**

*Prerequisite:* MATH 481B. *Corequisite:* MATH 480. Numerical Methods for PDEs are covered, in particular finite difference methods and finite element methods. Application of these methods to linear partial differential equations.

**MATH 481D. Topics in Numerical Mathematics (3)**

*Prerequisite:* MATH 481A. This course explores topics in numerical mathematics that have not been explored elsewhere in the sequence. These include, but are not limited to, topics from statistics and linear and non-linear optimization. The course may be taken twice for credit with the consent of an advisor.

**MATH 482. Combinatorial Algorithms (3)**

*Prerequisites:* MATH 150B, 262; *Some computer programming experience.* Computer-oriented study of seminumerical and non-numerical algorithms. Sorting, tree searching, generation of combinatorial structures, algorithm proof techniques, best algorithms and programming complexity.

**MATH 483. Mathematical Modeling (3)**

*Prerequisites:* MATH 340; 351. Applications of mathematical techniques to solve selected problems in ecology, biology, economics, finance, social sciences, life sciences, physical sciences and engineering. Models discussed include deterministic, stochastic, optimization, static and dynamic ones. Emphasis is placed on the initial phase of building mathematical models and the final phase of interpreting the solutions in terms of real-life applications.

**MATH 490. Capstone Course (3)**

*Prerequisite:* Senior standing. A course where prospective teachers see high-school level mathematics from a more advanced perspective, where there is considerably more emphasis on issues of pedagogy than in other content courses, and where students will see connections between the mathematics they have learned and some of the activities that they will themselves be engaged in as teachers. MATH 490 is required for the Secondary Teaching Option, but a student may choose, in consultation with his or her advisor, to take the course a second time as an elective.

**MATH 493. Undergraduate Seminar in Mathematics (3)**

*Prerequisite:* Junior standing in the major. Students will study current topics in mathematical and/or statistical literature and will prepare written summaries and give oral presentations to the class. Students will be active participants in all seminars by asking questions and providing written critiques and summaries of the presentations of other students.

**MATH 494. Practical Experience in Mathematics (3)**

*Prerequisite:* Junior standing in the major. Students will gain practical experience in the profession by either participating in an internship doing mathematical/statistical work at an outside organization or by doing directed research within the Department. All students are expected to work a minimum of 8 hours per week on this assignment and meet with the course instructor on a regular basis. All students are required to produce a written report on their work at the end of the semester. Students will give oral reports to the Department and their peers.

**MATH 496A-Z. Experimental Topics in Modern Mathematics (3)**

*Prerequisites:* Senior standing and instructor consent.

**MATH 499A-C. Independent Study (1-3)**

See Independent Study under courses of study.

## Graduate

### MATH 501. Topology (3)

*Prerequisite:* MATH 350. Metric spaces, topological spaces, compactness, completeness and connectedness. Introduction to function spaces, with emphasis on the uniform topology.

### MATH 510A/B. Algebra and Number Theory (3-3)

*Prerequisite:* Admission to the Graduate Program. A 2-course sequence on integers and prime numbers, rational and complex algebraic numbers, symmetry and group theory, rings of polynomials and algebraic integers, basic algebraic geometry and algebraic extensions, elementary Galois Theory and the theory of equations. MATH 510A is the prerequisite for MATH 510B. These courses cannot be taken for credit toward the Master's Degree in Options I and II.

### MATH 511A/B. Linear Algebra and Geometry (3-3)

*Prerequisite:* Admission to the Graduate Program. A 2-course sequence on modern applications of mathematics that involve matrices, basic properties of vectors of  $R^2$  and  $R^3$ , dot product, orthonormal basis, cross product, linear transformations of Euclidean 2- and 3-Space and the classification of its rigid motions, symmetric bilinear forms, conics and quadrics, basic topology of  $R^n$ , spherical geometry, Poincaré's models of the hyperbolic plane and their isometries. MATH 511A is the prerequisite for MATH 511B. These courses cannot be taken for credit toward the Master's Degree in Options I and II.

### Math 512A/B. Concepts of Analysis (3-3)

*Prerequisite:* Admission to the Graduate Program. A 2-course sequence on the real number system, countable and uncountable sets, cardinal numbers, Cantor diagonal argument, well-ordered sets, ordinal numbers, numerical sequences and numerical series of real numbers, continuity, differentiability and integration of functions of one variable, sequences and series of functions, uniform convergence and ordinary differential equations. MATH 512A is the prerequisite for MATH 512B. These courses cannot be taken for credit toward the Master's Degree in Options I and II.

### Math 513A/B. Discrete Mathematics (3-3)

*Prerequisite:* Admission to the Graduate Program. A 2-course sequence on permutations, combinations, multinomial coefficients and Pascal triangles, pigeon hole principle, inclusion-exclusion principle, Ramsey numbers, characteristic functions and algorithms, generating functions, finite probabilities, recurrence relations, vonconnected graphs, graph colorings, planar graphs, trees, adjacency matrices, Eulerian paths, Hamiltonian paths, tournaments, matching and covering, networks, information transmission, coding and decoding, and error correcting codes. MATH 513A is the prerequisite for MATH 513 B. These courses cannot be taken for credit toward the Master's Degree in Options I and II.

### Math 514A/B. Probability and Statistics (3-3)

*Prerequisite:* Admission to the Graduate Program. A 2-course sequence on probability rules, discrete and continuous random variables and their distributions, central limit theorem, and on elementary topics in statistics from the advanced point of view, including exploratory analysis, graphical display, random phenomena, probability distributions, simulation, correlation and regression, survey sampling and experimental design, sampling distributions, confidence intervals and significance tests for proportions and means, and chi-square tests. MATH 514A is the prerequisite for MATH 514B. These courses cannot be taken for credit toward the Master's Degree in Options I and II.

### MATH 540. Regression Analysis (3)

*Prerequisite:* MATH 440A. General linear model in matrix form, simple and multiple regression analysis, transformations, variable selection, multicollinearity, analysis of variance, robust regression, logistic regression, principal components and factor analysis. Statistical software utilized.

### MATH 542A-D. Probability and Statistics (3-3-3-3)

*Prerequisite:* MATH 340 or 440A. This course will cover topics in probability and statistics not covered elsewhere in the program. Part A is usually devoted to multivariate statistics, Part B to stochastic processes, and Part C to probability theory. Part D is left to a topic chosen by the individual instructor.

### MATH 550. Calculus On Manifolds (3)

*Prerequisite:* MATH 450. Integration of functions of several variables. Differential forms and differential manifolds, Line integrals, integration on manifolds, Stokes' Theorem and Poincaré's Lemma.

### MATH 552. Real Analysis (3)

*Prerequisite:* MATH 501. Introduction to measure theory and Lebesgue integration, and their application to probability theory. Monotone and dominated convergence theorems, Fubini's theorem, Fourier analysis and Banach spaces.

### MATH 560. Abstract Algebra III (3)

*Prerequisite:* MATH 460. Graduate course in abstract algebra. Group theory, Galois theory and other topics.

### MATH 570. Differential Geometry (3)

*Prerequisite:* MATH 450. The local theory of regular curves in  $R^3$  and Frenet formulas. Regular surfaces in  $R^3$ , the first and second fundamental forms, Gaussian and mean curvatures, and the Egregium Gauss theorem. Geodesics and the Gauss-Bonnet theorem.

### MATH 581. Numerical Methods for Linear Systems (3)

*Prerequisite:* MATH 462. Methods for solving large linear problems and eigenvalue problems are presented at an advanced level. Direct methods such as LU factorization, Cholesky factorization and the Least Squares method, and Iterative methods, such as the Jacobi, Gauss-Seidel, SOR and conjugate Gradient methods, are discussed in detail. Eigenvalue problems are solved via power iteration, the QR method and the Jacobi method.

### MATH 582 A-D. Topics in Numerical Analysis (3-3-3-3)

*Prerequisite:* MATH 581 or consent of instructor. The course will cover topics in numerical analysis which are important in many applications and which are not covered elsewhere in the program. Part A usually covers numerical methods in optimization, Part B covers numerical methods for ordinary differential equations, and Part C covers numerical solution of partial differential equations. Part D covers a subject chosen by the instructor.

### MATH 589. Seminar in Mathematics (1)

*Prerequisite:* Senior or graduate standing in the Mathematics Department. Students will read about advanced topics in the recent literature in mathematics and report on them in a lecture. This course may be taken up to two times with the consent of the advisor. (Credit/No Credit only)

### MATH 592A-D. Topics in Applied Mathematics (3-3-3-3)

*Prerequisites:* MATH 552 or consent of instructor. This course is devoted to a variety of important topics in applied mathematics that are not covered elsewhere in the Program. In particular, Part A will cover the mathematical theory of partial differential equations, Part B covers mathematical optimization and operations research, and Part C covers mathematical biology. The topic of Part D is left to the individual instructor.

**MATH 595A-Z. Experimental Topics (1-3)**

*Prerequisite:* Consent of instructor. Specialized topics from a concentrated field of current interest presented at an advanced level.

**MATH 625. Advanced Mathematical Modeling (3)**

Selected problems in ecology, biology, economics, finance, social sciences, life sciences, physical sciences and engineering are used to develop advanced techniques of mathematical modeling.

**MATH 651 ABC. Advanced Topics in Analysis, Geometry and Topology (3-3-3)**

*Prerequisite:* Consent of instructor. Advanced topics not covered in the previous classes on the subject. Part A covers topics in analysis, Part B covers topics in geometry, and Part C covers topics in topology. May be repeated with the consent of the advisor.

**MATH 655. Complex Analysis (3)**

*Prerequisites:* MATH 501, 455. Topics covered include the general Cauchy theorem, power series and analytic continuation, series and product expansions, conformal mapping and the Dirichlet problem.

**MATH 661 ABC. Advanced Topics in Algebra, Number Theory and Discrete Mathematics (3-3-3)**

*Prerequisite:* Consent of instructor. Advanced topics not covered in the previous classes on the subject. Part A covers topics in algebra, Part B covers topics in number theory, and Part C covers other topics in discrete mathematics. May be repeated with the consent of the advisor.

**MATH 680A/B. Applied Functional Analysis (3-3)**

*Prerequisites:* MATH 501, 552. This 2-semester sequence gives an introduction to Banach and Hilbert spaces and their applications. Fixed Point Theorems and their applications to differential and integral equations and variational principles. Adjoint and self-adjoint operators and spectral theory of linear operators. MATH 680A is a prerequisite for MATH 680B.

**MATH 697A-C. Directed Comprehensive Studies (1-3)****MATH 698A-C. Thesis or Graduate Project (1-3)****MATH 699A-F. Independent Study (1-6)**

See Independent Study under courses of study.

# Mechanical Engineering

## College of Engineering and Computer Science

**Chair: Hamid Johari**

Jacaranda Hall (JD) 4513

(818) 677-2187

[www.ecs.csun.edu/me](http://www.ecs.csun.edu/me)

### Staff

Elaine Alvarado (Office Manager)

### Faculty

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### Emeritus Faculty

Larry Caretto, Shoeleh Di Julio, Melvin Epstein, William J. Rivers, Charles F. Sanders, Sidney H. Schwartz

### Programs

Undergraduate Degree:

**B.S., Mechanical Engineering**

Graduate Degree:

**M.S., Mechanical Engineering**

### Accreditation

The Mechanical Engineering program is accredited by the Engineering Accreditation Commission of ABET, [www.abet.org](http://www.abet.org).

### Mission Statement

The mission of the Mechanical Engineering Department is to provide a broad, rigorous, application-oriented and contemporary understanding of mechanical engineering that prepares graduates for successful careers and lifelong learning.

### The Major

Mechanical Engineering majors at CSUN receive a solid education in the fundamentals of the discipline augmented by hands-on experience that employers have found to be invaluable. Design concepts and projects are integrated throughout the curriculum.

The freshmen and sophomore years provide the student with a breadth of knowledge that is required in specialized courses and in the career work of the mechanical engineer. During these years, students take courses in mathematics, chemistry, physics, computer programming, engineering materials, engineering mechanics, electrical systems and mechanical design. The junior year courses include engineering economics, engineering dynamics, strength of materials, thermodynamics, fluid mechanics, heat transfer, mechanical design, the numerical analysis of engineering systems and computer-aided analysis and design.

The senior year is composed of a group of required and elective courses that are related to the student's area of specialization within Mechanical Engineering. The required courses include system dynamics, mechatronics and 2 semesters of senior design. Students can take their electives to obtain more in-depth knowledge in the following areas: aerospace engineering, automotive engineering, controls engineering, environmental engineering, mechanical design and thermal-fluid systems.

The Mechanical Engineering Department takes a practical approach to engineering, offering hands-on design experience as well as theoretical knowledge. That's an advantage on the job because our graduates have had experience constructing projects, not just analyzing and designing them. A key to this practical training is the Department's Senior Design Program, which is modeled on the industry work groups that students will encounter on the job. Like professional engineers, students design and develop a project, from conception through manufacture. In the process, they gain valuable experience in working as a

team, overcoming technical and management challenges and developing communication skills. Past senior design projects have included an autonomous intelligent ground vehicle, battle-bots, a Formula SAE race car, a human powered vehicle, unmanned aerial systems and systems for petroleum polluted soil and water cleanup.

Department lab facilities, contained in approximately a dozen labs with a total floor space of more than 20,000 square feet, include:

1. A lab for studying modern methods of measurement and mechatronics;
2. A systems engineering lab used for research on automated air traffic simulations;
3. A fully instrumented engine and vehicle performance and emissions test facility, including a chassis and several engine dynamometers;
4. An environmental test chamber for temperature (-30°C to +65°C) and humidity environmental testing that includes an automotive chassis dynamometer;
5. A state-of-the-art computer-controlled manufacturing facility (Haas Lab), together with a student machine shop;
6. Low-speed wind tunnel for testing models at up to 200 mph;
7. A small rocket engine test stand in an explosion-proof test cell;
8. A thermofluid systems lab used for heat transfer and fluid flow experiments;
9. A controls lab used for studying automatic control systems, as well as autonomous vehicles; and
10. A Design Center containing state-of-the-art workstations for conceptual design and analysis.

Through student chapters of two national organizations, the Society of Automotive Engineers and the American Society of Mechanical Engineers, students can get to know more about the field and each other outside of class.

### Educational Objectives

The CSUN Undergraduate Program prepares students to enter the engineering profession as a skilled practitioner who can make a solid contribution to the field, find job satisfaction and have a lifelong career. To accomplish this overall goal, a CSUN graduate should have the following accomplishments during the first few years following graduation:

1. Have an engineering job or a position that requires the application of the graduate's engineering education;
2. A record of effective application of undergraduate educational tools to accomplish tasks assigned in the workplace. This includes mathematics, science, engineering fundamentals, and engineering design, test and evaluation;
3. Demonstrated accomplishments in preparing effective reports, technical presentations and other technical communications;
4. Has been able to learn new material required to carry out job assignments; and
5. Is regarded by colleagues and supervisors as an effective member of the work team, demonstrating skills, initiative, professional and ethical responsibility, and knowledge of all issues (including economic, environmental and societal, in a global context) affecting his or her work. Appropriate leadership skills also are demonstrated.

### Student Learning Outcomes of the Undergraduate Program

The outcomes listed below have been defined for the Mechanical Engineering Program. These outcomes as defined in ABET 2000 Criterion 3 have been modified to include the outcomes required by the Program-specific criteria as given by the American Society of Mechanical Engineers. The following is the list of the 15 outcomes:

- a. An ability to apply knowledge of mathematics, science and engineering;
- b. An ability to design and conduct experiments, as well as to analyze and interpret data;

- c. An ability to design a mechanical/thermal system, component, or process to meet desired needs;
- d. An ability to function on multidisciplinary teams;
- e. An ability to identify, formulate and solve engineering problems;
- f. An understanding of professional and ethical responsibility;
- g. An ability to communicate effectively;
- h. The broad education necessary to understand the impact of engineering solutions in a global and societal context;
- i. A recognition of the need for and an ability to engage in lifelong learning;
- j. A knowledge of contemporary issues;
- k. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice;
- l. A knowledge of chemistry- and calculus-based physics, with depth in at least one of the two;
- m. Applied advanced mathematics through multivariate calculus and differential equations;
- n. Familiarity in statistics and linear algebra; and
- o. Ability to work professionally in both thermal and mechanical areas including the design and realization of such systems.

### Careers

Mechanical engineers design automobiles; aircraft and space vehicles; power plants; heating and cooling systems; gas and steam turbines; servomechanisms; transmissions; engines for rockets, aircraft and ground vehicles; robots; and manufacturing production lines. They use scientific knowledge to create new and useful designs and to harness various types of energy, such as chemical, solar or thermal.

Mechanical Engineering is the broadest engineering specialty. A company that employs any engineer is likely to hire some mechanical engineers. Those companies include power-generation and public utility companies, transportation companies, construction firms, airlines, missile and spacecraft companies, electronics companies and the manufacturing companies that produce all forms of machinery, vehicles, aircraft, appliances and many other products used by industry and/or consumers.

Most CSUN Mechanical Engineering graduates become practicing engineers in industry. Others, however, choose to pursue careers with government agencies or educational institutions. The Degree also can be a stepping-stone to law school for a career as a patent lawyer, or to business school for careers in technical management, marketing or sales, or even to medical school.

Many employers in our local geographic area have CSUN graduates working for them and look forward to hiring more of our graduates.

### Academic Advisement

The Mechanical Engineering faculty is committed to providing a supportive student-centered environment for their students. All Mechanical Engineering majors at CSUN meet with their assigned faculty advisors for academic advisement. Students will need to be advised once each semester until they complete all requirements.

### Community Relations And Departmental Advisory Council

The Department maintains strong relations with the community. We continuously review our Programs with students, alumni and employers of our graduates. The Department's advisory council consists of members in the professional community to ensure that we receive a breadth of information on future engineering trends that would affect our programs.

### Requirements for the Bachelor of Science in Mechanical Engineering (BSME) Degree

The CSUN Mechanical Engineering Program assumes that students have a strong high school preparation in science, mathematics and English. High school courses should include 4 years of mathematics, 4 years of English and at least 1 year of Chemistry and Physics with labs. The mathematics courses should include geometry, trigonometry and algebra. Calculus is desirable.

CSUN provides the opportunity for students who have not had a complete background of pre-engineering work in high school to take courses to prepare for the major. These additional courses will not count toward the major and may increase the time to graduate. CSUN provides testing as outlined below to ensure that students start their engineering course work at an appropriate level.

The University requires all beginning students to take the Entry Level Mathematics Exam (ELM) and the English Placement Test (EPT) or obtain an exemption to these requirements by their score on an equivalent test prior to enrolling in their courses. Refer to the section of the Catalog titled Appendices-Admission for further details on these exams and alternative test.

In addition to these general University requirements, students entering the Mechanical Engineering Program need to take the following exams:

1. **Mathematics Placement Test (MPT)** is required prior to enrollment in MATH 150A. Students who have passed or are exempt from the ELM should take this exam prior to enrolling in their classes so they may be placed in the appropriate mathematics course. Students with scores of 3, 4, or 5 on the AP Calculus AB or BC exams are exempt from the MPT.
2. **Chemistry Placement Test (CPT)** is required with a minimum score of 40 prior to enrolling in CHEM 101. Students who do not achieve this score must complete CHEM 100 with a grade of "C" or better before taking CHEM 101. An advisor will review the details of these examinations with each student before they enroll in their courses.

### Special Grade Requirements

1. All students must pass the English Placement Test with a score of 151 or higher to enroll in any engineering courses at the 200-level.
2. All students must complete the Lower Division writing requirement before enrolling in any 300-level engineering courses.
3. Students who have completed 56 units and have met the Lower Division writing requirement are required to take the Upper Division Writing Proficiency Examination (UDWPE) as early as possible and no later than the semester in which 75 units are completed. Students who have not attempted the exam by the completion of 75 units will have a hold placed on their subsequent class registration and may delay their graduation..
4. Senior year courses cannot be taken unless the student has previously completed, or is concurrently completing, all freshman-, sophomore- and junior year requirements. A grade of "C-" or better is required in all courses in the major. The Mathematics Department requires a grade of "C" in prerequisite courses.

### Lower Division Required Courses (47 units)

#### Freshman Year

|      |        |  |
|------|--------|--|
| CHEM | 101/L  | General Chemistry and Lab (4/1)                      |
| MATH | 150A   | Calculus I (5)                                       |
| MATH | 150B   | Calculus II (5)                                      |
| ME   | 101/L  | Introduction to Mechanical Engineering and Lab (1/1) |
| ME   | 186/L  | Computer-Aided Design and Lab (1/1)                  |
| PHYS | 220A/L | Mechanics and Lab (3/1)                              |

**Sophomore Year**

|      |        |   |
|------|--------|---|
| CE   | 240    | Engineering Statics (3)                           |
| ECE  | 240/L  | Electrical Engineering Fundamentals and Lab (3/1) |
| MATH | 250    | Calculus III (3)                                  |
| MATH | 280    | Applied Differential Equations (3)                |
| ME   | 209    | Programming for Mechanical Engineers (1)          |
| ME   | 286    | Mechanical Engineering Design (2)                 |
| MSE  | 227/L  | Engineering Materials and Lab (3/1)               |
| PHYS | 220B/L | Electricity and Magnetism and Lab (3/1)           |

**Upper Division Required Courses (52 units)****Junior Year**

|     |       |   |
|-----|-------|---|
| AM  | 316   | Engineering Dynamics (3)                      |
| AM  | 317   | Mechanics Lab (1)                             |
| CE  | 340   | Strength of Materials (3)                     |
| ME  | 309   | Numerical Analysis of Engineering Systems (2) |
| ME  | 330   | Machine Design (3)                            |
| ME  | 335/L | Mechanical Measurements and Lab (1/1)         |
| ME  | 370   | Thermodynamics (3)                            |
| ME  | 375   | Heat Transfer I (3)                           |
| ME  | 386/L | Computer-Aided Analysis and Design (2/1)      |
| ME  | 390   | Fluid Mechanics (3)                           |
| MSE | 304   | Engineering Economy (3)                       |

**Senior Year**

|    |       |  |
|----|-------|--|
| ME | 384   | System Dynamics: Modeling, Analysis and Simulation (3) |
| ME | 435/L | Mechatronics and Lab (2/1)                             |
| ME | 486A  | Senior Design in Mechanical Engineering I (2)          |
| ME | 486B  | Senior Design in Mechanical Engineering II (2)         |
| ME | 491   | Experimental Methods in Thermal-Fluids Systems (1)     |

**Upper Division Senior Electives (12 units):**

Students must select 12 units of electives from 400 and/or 500-level engineering courses. These electives, together with the required senior year courses listed above, constitute the student's Mechanical Engineering senior year. The elective program must be approved by the Mechanical Engineering Department before the student files a graduation check. Up to 6 units from the following list of non-ME courses may be taken as senior electives.

|     |       |   |
|-----|-------|---|
| AM  | 410   | Vibrations Analysis (3)                                 |
| CE  | 460/L | Engineering Hydrology and Lab (2/1)                     |
| CE  | 487   | Water Pollution (3)                                     |
| ECE | 410/L | Electrical Machines and Energy Conversion and Lab (3/1) |
| ECE | 411   | Electric Power Systems (3)                              |
| ECE | 412   | Power Electronics (3)                                   |
| ECE | 420   | Digital Systems Design with Programmable Logic (3)      |
| ECE | 425/L | Microprocessor Systems and Lab (3/1)                    |
| ECE | 440/L | Electronics II and Lab (3/1)                            |
| ECE | 501   | Introduction to Biomedical Engineering (3)              |
| MSE | 527/L | Mechanical Behavior of Materials and Lab (2/1)          |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Major</b> | <b>99</b> |
|---------------------------------|-----------|

**General Education (27 Units):** Mechanical Engineering majors follow a modified General Education program depending on the year and enrollment status as a college student. Returning and transfer students should consult an advisor before planning their general Education programs. The requirements for students entering in Fall 2006 or later under the new Plan R is described here. Continuing students and some first-time transfer students may elect to continue with the former GE

Plan C. Students should refer to prior Catalog editions and consult with an academic advisor in selecting their required GE courses.

Mechanical Engineering students are required to take courses in the following GE sections: Analytical Reading and Expository Writing (3 units); Oral Communication (3 units); Social Sciences (3 units); Arts and Humanities (6 units); Comparative Cultures (6 units); and Title 5 (6 units). All other GE requirements are met through completion of courses in the major.

Students are required to complete 1 Upper Division Subject Explorations or Title 5 course that satisfies the Information Competency requirement.

|   |            |
|---|------------|
| <b>Total Units Required for the B.S. Degree</b> | <b>126</b> |
|---|------------|

**Requirements for the Master of Science in Mechanical Engineering (MSME) Degree****A. Requirements for Admission to the Program**

1. Satisfaction of all requirements for admission to the University (see University section regarding Graduate Programs in the Catalog).
2. Approval by the College of Engineering and Computer Science and the Department Graduate Coordinator.
3. Note: Graduate courses can be taken through the Tseng College of Extended Learning without formal admission to the M.S. Degree Program. Up to 9 of these units can be transferred into the Program following admission.

**B. Requirements for Advancement to Classified Graduate Status**

1. Upon completion of 12 units and satisfaction of University requirements for Classified status (see University section regarding Graduate Programs in the Catalog);
2. Completion of all requirements noted on individual admissions documents;
3. Submission of a tentative program of study to the graduate Coordinator; and
4. Approval by the Department Graduate Coordinator.

**C. For the Degree**

1. Completion of 30 units under the Thesis Plan or 33 units under the Comprehensive Examination Plan.

**A. Thesis Plan**

1. 24 units of course work applicable to the M.S. degree, of which at least 18 units must be Engineering courses at the 500 or 600-level. All course work in the student's graduate program must be completed with a C or better.
2. 6 units of Thesis, and successful defense of Thesis.

**B. Comprehensive Examination Plan**

1. 30 units of course work applicable to the M.S. Degree, of which at least 21 units must be Engineering courses at the 500- or 600-level. All course work in the student's graduate program must be completed with a grade of "C" or better.
2. 3 units of Directed Comprehensive Study, and successful passage of a Comprehensive Examination.
2. Formal approval of granting of the Degree by the Mechanical Engineering faculty.

**Required Courses (9-21 units)**

The number of required units depends on the number of "Expected Background" courses taken previously as part of a B.S. Degree Program, and whether the Thesis or Comprehensive Examination Plan is chosen. Any "Expected Background" courses not taken are required in the M.S. Degree Program. The "Prerequisites" courses or their equivalents are required if they have not been taken previ-

ously, but they do not count as part of the M.S. program. Students interested in this Program who do not have an Undergraduate Degree in Mechanical Engineering should contact the Graduate Coordinator regarding prerequisite requirements.

### 1. Required Core M.S. Degree Program

#### Select 1 of the following:

|    |      |  |
|----|------|--|
| ME | 501A | Seminar in Engineering Analysis I (3)  |
| ME | 501B | Seminar in Engineering Analysis II (3) |

#### Select 1 of the following:

|    |     |                                  |
|----|-----|----------------------------------|
| AE | 697 | Direct Comprehensive Studies (3) |
| AE | 698 | Thesis (6)                       |
| ME | 697 | Direct Comprehensive Studies (3) |
| ME | 698 | Thesis (6)                       |

Select at least 1 course from 3 of the 4 Emphasis Groups shown below. Students may select appropriate experimental or special topics courses in an Emphasis that are not shown on the list below with the approval of their advisor and the Graduate Coordinator.

### 2. Electives (12-18 units):

The number of required units of elective courses depends on the number of units of required courses described above. The total number of units in the M.S. Degree program, both required and elective, must be at least 30 (33 with the Comprehensive Examination Option). Students are expected to have the prerequisite courses listed below upon admission to the Program. If they do not have these courses (or appropriate transfer courses) they will have to take the courses when they enter the M.S. Program. Since these prerequisite courses are all 300-level courses, they carry no credit toward the M.S. Degree. The courses listed below as expected background also must be completed as part of the M.D. Degree Program if students have not already taken them (or appropriate transfer courses) as part of their Undergraduate Degree. Students can take a maximum of 6 units (Thesis Option) or 9 units (Exam Option) of 400-level courses as part of their M.S. Degree program. The 400-level courses in the “expected background” list, which are taken as part of the M.S. Degree Program, will be part of this 6- or 9-unit maximum. The elective courses in the M.S. Degree Program are generally selected with the approval of an advisor, to be consistent with the chosen Emphasis. With the approval of an advisor, courses taken outside of the Department are eligible for graduate credit. The elective courses in the M.S. Degree Program are normally chosen from the “Suggested Electives” for each Emphasis.

#### A. Aerospace Emphasis

*Prerequisites: ME 309, 370, 375, 390*

##### Expected Background:

|    |     |   |
|----|-----|---|
| AE | 472 | Aero-Propulsion Systems (3)               |
| AE | 480 | Fundamentals of Aerospace Engineering (3) |
| AE | 589 | Aerodynamics (3)                          |

##### Suggested Electives:

|    |     |                                |
|----|-----|--------------------------------|
| AE | 572 | Rocket Propulsion (3)          |
| AE | 586 | Aircraft Design (3)            |
| AE | 672 | Advanced Aero Propulsion (3)   |
| AE | 680 | Flight Vehicle Performance (3) |
| AE | 689 | Advanced Aerodynamics (3)      |

#### B. Mechanical Systems Design Emphasis

*Prerequisites: ME 309, 330, 370, 375, 384, 390*

##### Expected Background:

|    |     |                                 |
|----|-----|---------------------------------|
| AM | 410 | Vibration Analysis (3)          |
| ME | 415 | Kinematics of Mechanisms (3)    |
| ME | 430 | Machine Design Applications (3) |

##### Suggested Electives:

|    |      |   |
|----|------|---|
| ME | 409  | Computer-Aided Mechanical Engineering (3)           |
| ME | 515  | Dynamics of Machinery (3)                           |
| ME | 560  | Automotive Engineering (3)                          |
| ME | 562  | Internal Combustion Engines (3)                     |
| ME | 630  | Computer-Aided Machine Design (3)                   |
| ME | 686A | Advanced Modeling, Analysis and Optimization I (3)  |
| ME | 686B | Advanced Modeling, Analysis and Optimization II (3) |

#### C. System Dynamics and Controls Emphasis

*Prerequisites: ME 309, 330, 370, 375, 384, 390*

##### Expected Background:

|    |     |                                   |
|----|-----|-----------------------------------|
| AM | 410 | Vibration Analysis (3)            |
| ME | 415 | Kinematics of Mechanisms (3)      |
| ME | 484 | Control of Mechanical Systems (3) |

##### Suggested Electives:

|    |      |  |
|----|------|--|
| ME | 501B | Seminar in Engineering Analysis II (3)         |
| ME | 503  | Biomedical Instrumentation (3)                 |
| ME | 520  | Robot Mechanics and Control (3)                |
| ME | 522  | Auto Intelligent Vehicle (3)                   |
| ME | 584  | Modeling and Simulation of Dynamic Systems (3) |
| ME | 684  | Design and Control of Dynamic Systems (3)      |

#### D. Thermofluid Systems Emphasis

*Prerequisites: ME 309, 370, 375, 390*

##### Expected Background:

|    |     |                                    |
|----|-----|------------------------------------|
| ME | 470 | Thermodynamics II (3)              |
| ME | 490 | Fluid Dynamics (3)                 |
| ME | 575 | Applied Heat and Mass Transfer (3) |

##### Suggested Electives:

|    |      |   |
|----|------|---|
| ME | 483  | Alternative Energy Engineering II (3)         |
| ME | 485  | Introduction to Environmental Engineering (3) |
| ME | 493  | Hydraulics (3)                                |
| ME | 501B | Seminar in Engineering Analysis II (3)        |
| ME | 573  | Chemical Reaction Engineering (3)             |
| ME | 583  | Thermal-Fluids System Design (3)              |
| ME | 590  | Advanced Fluid Dynamics (3)                   |
| ME | 670  | Advanced Topics in Thermodynamics (3)         |
| ME | 675A | Conductive and Radiative Heat Transfer (3)    |
| ME | 675B | Convective Heat and Mass Transfer (3)         |
| ME | 678  | Transport Phenomena (3)                       |
| ME | 683  | Energy Processes (3)                          |
| ME | 692  | Computational Fluid Dynamics (3)              |

|   |              |
|---|--------------|
| <b>Total Units Required for the M.S. Degree</b> | <b>30-33</b> |
|---|--------------|

### Course List—Aerospace Engineering

**AE 196A-Z. Experimental Topics Courses in Aerospace Engineering (1-4)**

**AE 296A-Z. Experimental Topics Courses in Aerospace Engineering (1-4)**

#### Upper Division

**AE 396A-Z. Experimental Topics Courses in Aerospace Engineering (1-4)**

**AE 400A. Engineering Design Clinic I (1-3)**

Group design experience involving teams of students and faculty working on the solution of engineering design problems submitted by industry and government agencies.

**AE 400B. Engineering Design Clinic II (1-3)**

*Prerequisite: AE 400A.* Continuation of AE 400A.



**AE 472. Aeropropulsion Systems (3)**

*Prerequisites:* ME 370, 390. Analysis of aeropropulsion systems: gas turbine, fan jet, ram jet, scram jet, scram-rocket, solid rocket and liquid rocket systems. Introduction to aero-thermodynamics and advanced propellant combustion processes.

**AE 480. Fundamentals of Aerospace Engineering (3)**

*Prerequisites:* ME 390; PHYS 220A/L. Atmospheric structure/space environment. Aircraft/spacecraft configurations. Aircraft/missile systems performance, including flight envelope, aerodynamic approximations, available propulsion systems, structural form, take-off, landing, climb and range. Introduction to vehicle stability and control.

**AE 486A. Senior Design in Aerospace Engineering I (2)**

*Prerequisite:* ME 386. First semester of a 2-semester capstone design experience, simulating professional aerospace engineering practice. Emphasis is on the application of engineering fundamentals to a comprehensive design project utilizing computer-aided design and analysis tools. Addresses effective group participation and preparation of written and oral preliminary and critical design reviews. Ethical, regulatory, manufacturing and economic issues are considered as required by the project definition. Two 3-hour labs per week.

**AE 486B. Senior Design in Aerospace Engineering II (2)**

*Prerequisite:* AE 486A. Continuation of AE 486A. Students carry out the group design project initiated in AE 486A. Influence of technical, legal, ethical and regulatory constraints are considered. Computer-aided engineering design methods are utilized. Two 3-hour labs per week.

**AE 486C. Senior Design in Aerospace Engineering I (3)**

*Prerequisite:* Senior standing in Engineering. Capstone design project management and design leadership through participation in a large group simulation of a “real world” project that takes the process from concept to demonstrated hardware.

**AE 496A-Z. Experimental Topics Courses in Aerospace Engineering (1-4)****AE 498. Supervised Individual Projects (1-3)**

Studies in Aerospace Engineering with course content to be determined. (See subtitle in appropriate Schedule of Classes)

**AE 499A-C. Independent Study (1-3)**

## Graduate

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**AE 572. Rocket Propulsion (3)**

*Prerequisites:* ME 370 and 390, or equivalent background. Flight environment. Mission propulsive requirements, staging and optimization. Chemical rockets. Thrust chamber design, nozzle design, propellant storage and pressurization systems. Liquid propellant combustion and expansion; Monopropellant systems. Solid propellant grain design. Combustion instabilities. Multiple phase, reacting nozzle flow. Ram/rocket hybrid engines. Energy limited vs. power limited systems. Introduction to electrical rocket propulsion.

**AE 586. Aircraft Design**

*Prerequisite:* AE 480. Aircraft conceptual design, focused on industry practice, including discussion of the design process, initial sizing, selection of thrust-to-weight ratio and wing loading, configuration layout, propulsion integration, systems integration, performance optimization and trade-off studies. Students complete an individual aircraft design project. Includes performance analysis via simulated flight testing using a flight simulator.

**AE 589. Aerodynamics**

*Prerequisite:* ME 390. Prediction of aerodynamic forces due to subsonic flows over aircraft/missile wings and bodies. Calculation of pressure distribution, lift, drag, moments and wall-shearing stress in incompressible flow. Compressibility corrections are considered. Impact of these calculations on aerodynamic design are evaluated.

**AE 672. Advanced Topics in Aero-Propulsion (3)**

*Prerequisites:* AE 472 and 589, or equivalents. Off-design performance of aero-propulsion systems. Solid propellant, ram jet, ram rocket, gas turbine, turbo-fan and prop-jet engines. Emphases on air-breathing applications in both subsonic and supersonic flight regimes.

**AE 680. Flight Vehicle Performance (3)**

*Prerequisite:* AE 480. Flight vehicle trajectories with emphasis on preliminary mission planning. Flight vehicle equations of motion, static and dynamic stability, and longitudinal and lateral motion. Influence of aerodynamic forces and heating on trajectory, launch, boost, orbit determination and re-entry. Satellite “capture” problem. Planetary-transfer trajectories.

**AE 689. Advanced Aerodynamics (3)**

*Prerequisite:* AE 589 or ME 490. Application of the principles of fluid dynamics to supersonic flows about wings and bodies. Topics include generalized 1-dimensional flow, shock waves, Prandtl-Meyer expansions, pressure distributions, lift, drag, moments and shear stresses on airfoils, wings and bodies. Applications to design are discussed.

**AE 694. Seminar in Aerospace Engineering (1-3)**

*Prerequisite:* Instructor consent. Advanced studies in selected areas of the field of mechanical engineering.

**AE 695A-Z. Experimental Topics Courses in Aerospace Engineering (1-4)****AE 696A-C. Directed Graduate Research (3)****AE 697. Directed Comprehensive Studies (1-3)**

(Credit/no Credit only)

**AE 698. Thesis or Graduate Project (1-6)****AE 699A-C. Independent Study (1-3)**

## Course List—Mechanical Engineering

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**ME 101/L. Introduction to Mechanical Engineering and Lab (1/1)**

*Prerequisite:* MATH 102, 104, 105, 150A or 150B, or a passing score on the Math Placement Test (MPT) that satisfies prerequisites for MATH 150A or MATH 255A. *Corequisite:* ME 101L. Freshman orientation course introducing the Mechanical Engineering Program, the profession and the University. “Tools of the trade”—the internet, word processing, spreadsheets, power point, computer-aided design, basic lab measurement instruments, commercial component catalogs and numerically controlled machine tools to support prototype fabrication—are introduced in the context of engineering practice. Fundamental engineering analysis/design is explored through simple examples covering all aspects of mechanical engineering. 1 hour lecture, 3 hours lab per week. (Available for General Education, Lifelong Learning for ME majors.)

**ME 122. Energy and Society (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Energy use and its impact on society. Energy production and consumption at all levels from personal to global. Conventional and alternative energy sources, their costs and their environmental impacts. Understanding and participating in public discussions of energy. Designed for non-majors. Regular written assignments are required. (Available for General Education, Lifelong Learning.) (IC)

**ME 125. How Things Work (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Intended for nonscientists seeking a connection between science and technology and the world in which they live. The course’s primary goal is to allow students to begin to see science and technology in everyday life. How Things Work is about ordinary objects and the application of physical concepts that make them possible. Commonly used objects, such as automobiles, amplifiers, cameras, airplanes and rockets, the sea and surfing, computers and more, are used as examples to provide an

easy-to-understand look at the role science and technology plays in our society. Designed for non-engineering majors. (Available for General Education, Lifelong Learning).

**ME 186/L. Computer-Aided Design and Lab (1/1)**

*Prerequisites:* ME 101/L; MATH 102, 104, 105, 150A or 150B, or a passing score on the Math Placement Test (MPT) that satisfies prerequisites for MATH 150A or MATH 255A. *Corequisite:* ME 186L. Introduction to concepts in engineering graphics and their implementation with computer-aided design (CAD) parametric modeling tools. Creation of sketches, parts, assemblies, and engineering drawings. Application to group project, including oral and written reports. 1 hour lecture, 3 hours of lab per week.

**ME 196A-Z/L. Experimental Topics Courses in Mechanical Engineering (1/1)**

*Corequisite:* ME 196AL-ZL

**ME 209. Programming for Mechanical Engineers (1)**

*Corequisite:* MATH 150A. Basic programming concepts implemented with Visual Basic for Applications (VBA), with an emphasis on engineering problem solving. Topics include the use of flowcharts, variable types, the Excel/VBA environment, decision and looping structures, and program debugging. (Available for General Education, Lifelong Learning for ME majors.)

**ME 286. Mechanical Engineering Design (2)**

*Prerequisite:* ME 186/L. Introduction to mechanical design, design methodology and design for manufacturing. Engineering materials selection, metal forming/removal theory and practice. A group design project is required. 2 hours lecture per week.

**ME 296A-Z. Experimental Topics Courses in Mechanical Engineering (1-4)**

Upper Division

**ME 309. Numerical analysis of Engineering Systems (2)**

*Prerequisites:* MATH 150B; ME 209 or COMP 106/L or ECE 206/L or CE 280/L. Features engineering problems which require the use of algorithms and numerical analysis to obtain a solution. Modern tools, such as spreadsheets with imbedded high level-languages, are used for analysis and code development. Program documentation that requires extensive use of computer-based technical writing skills with graphical presentations. Cross section of problems are selected from various branches of engineering. Two 3-hour labs per week.

**ME 322 Principles of Recycling and Municipal Solid Waste Management (3)**

*Prerequisite:* Completion of Lower Division writing requirement. The composition, health and safety aspects of solid waste will be studied. Collection, transfer and disposal infrastructure, landfill design and operation, and integrated solid waste management planning will be among the topics covered. Regulatory framework for recycling and Municipal Solid Waste (MSW) management, waste reduction and recycling, and household hazardous waste, as well as an overview of MSW technology and processing facilities, will be reviewed. Case studies of best practices used in local areas around Los Angeles will be presented. Group projects are assigned. (Available for General Education, Lifelong Learning.)

**ME 330. Machine Design (3)**

*Prerequisites:* CE 340; ME 286. Engineering principles and practice in the selection and design of fasteners, bearings, couplings, shafting, transmissions and other mechanical power transmission devices. Design project. 3 hours lecture per week.

**ME 335/L. Mechanical Measurements and Lab (1/1)**

*Prerequisite:* PHYS 220B. *Corequisite:* ME 335L. Measurement of temperature, pressure, flow rate, force and motion. Statistical methods for analysis of uncertainty and experiment design. Use of data acquisition software for data collection and storage. Analysis of dynamic response of instruments. Written and oral presentations of experimental results. 1 hour lecture, one 3-hour lab per week.

**ME 370. Thermodynamics (3)**

*Prerequisites:* MATH 250; PHYS 220A/L. Fundamental theories and engineering applications of thermodynamics with emphasis of First and Second Laws of Thermodynamics. Thermodynamic properties of solids, liquids, gases, and mixtures. Work-producing and work-absorbing systems. Applications to design.

**ME 375. Heat Transfer I (3)**

*Prerequisites:* MATH 250; PHYS 220A/L. Basic principles of heat transfer and their application. Introduction to conductive, convective and radiative heat transfer. Applications to design.

**ME 384. System Dynamics: Modeling, Analysis and Simulation (3)**

*Prerequisites:* AM 316; ECE 240/L. *Corequisite:* ME 390. Modeling of dynamic engineering systems in various energy domains—mechanical, electrical, hydraulic and pneumatic—using bond graphs, block diagrams and state equations. Analysis of response of system models. Digital computer simulation.

**ME 386/L. Computer-Aided Analysis and Design and Lab (2/1)**

*Prerequisite:* ME 286. *Corequisite:* ME 330, 386. This course addresses the use of finite element analysis (FEA) tools for effective and efficient design of mechanical elements. A commercial, general purpose FEA software application is used for the solution of non-trivial problems. Emphasis will be placed on the selection of suitable FEA models, and interpretation and critical evaluation of the results. The integration of the use of FEA tools in a well-organized design process also is emphasized. Lecture material is complemented by laboratory case studies and a design project. 2 hours lecture, 3 hours lab per week.

**ME 390. Fluid Mechanics (3)**

*Prerequisites:* MATH 250; PHYS 220A/L. Fundamental equations of fluid mechanics are derived and applied to engineering problems, with emphasis on understanding the physical principles involved. Basic developments are applied to compressible as well as incompressible fluids. Selective exploration of the state of the art of experimental knowledge in major areas of applications. Applications to design.

**ME 396A-Z. Experimental Topics Courses in Mechanical Engineering (1-4)**

**ME 400A. Engineering Design Clinic I (1-3)**

Group design experience involving teams of students and faculty working on the solution of engineering design problems submitted by industry and government agencies.

**ME 400B. Engineering Design Clinic II (1-3)**

*Prerequisite:* ME 400A. Continuation of ME 400A.

**ME 415. Kinematics of Mechanisms (3)**

*Prerequisites:* AM 316; Upper Division standing. Study of forces and motion of constrained mechanisms in machine systems. Analysis of linkages, cams, sliders, crank and rocker, offset crank-slider, universal joints and more. An internal combustion engine is utilized to demonstrate application of these elements at a systems level.

**ME 430. Machine Design Applications (3)**

*Prerequisites:* CE 340; ME 330. Continuation of ME 330, with emphasis on fatigue of machine parts, life, wear and friction considerations. Turbine, pump, transmissions and other devices discussed and analyzed as case studies. Design project.

**ME 432. Machine Design Lab (1)**

*Prerequisite:* ME 330. Examination of the design process and review of machine elements. Applications of CAD to machine design. Design projects with machine drawings. Introduction to machining and machine tools: fabrication of machine parts.

**ME 434. Geometric Dimensioning and Tolerancing (3)**

*Prerequisite:* ME 330. Fundamental principles of geometric dimensioning and tolerancing (GD&T) and their applications in computer aided mechanical design. Interpretation of fits, limits, and tolerances. Thorough analysis of coordinate and positional tolerancing. Gaging techniques, material conditions and current standards examined. Design project required. Available for graduate credit. 3 hours lecture per week.

**ME 435/L. Mechatronics and Lab (2/1)**

*Prerequisite:* ECE 240/L. *Corequisite:* ME 435L. *Recommended corequisite:* ME 335 or ECE 320. Machine and process control applications, data acquisition systems, sensors and transducers, actuating devices, hardware controllers, transducer signal processing and conditioning. 2 hours lecture, one 3-hour lab each week. (Cross listed with ECE 435/L)

**ME 470. Thermodynamics II (3)**

*Prerequisite:* ME 370. Continuation of Thermodynamics I, with applications to engineering systems. Gas and vapor cycles for power and refrigeration. Reactive and non-reactive mixtures. Introduction to combustion.

**ME 483. Alternative Energy Engineering II (3)**

*Prerequisites:* ME 370, 375. Solar radiation characteristics. Solar energy collection and conversion devices. Design and analysis of passive and active solar energy systems. Solar electric power production. Wind energy conversion. Economic analysis.

**ME 484/L. Control of Mechanical Systems and Lab (2/1)**

*Prerequisite:* ME 384. *Corequisite:* 484L. Classical feedback control theory emphasizing mechanical systems. Time domain, frequency domain, stability criteria and system sensitivity techniques. Introduction to design compensation and methods. Digital computer simulation of translational and rotational mechanical, hydraulic and pneumatic systems. Control system design projects. 2 hours lecture, one 3-hour lab per week.

**ME 485. Introduction to Environmental Engineering (3)**

*Prerequisite:* ME 370. Application of concepts of mass and energy balances to environmental problems as a basis for analyzing and understanding the multimedia aspect of environmental engineering. Introduction of principles of air-pollution control and global-climate change, water and wastewater treatment, groundwater contamination, hazardous waste, risk assessment and resource recovery. Qualitative and quantitative analysis of sources of pollutants, and treatment and reduction processes. Description of pertinent environmental legislations. A semester-long team design project is assigned.

**ME 486A. Senior Design in Mechanical Engineering I (2)**

*Prerequisite:* ME 386. First semester of a 2-semester capstone design experience simulating professional mechanical engineering practice. Emphasis is on the application of engineering fundamentals to a comprehensive design project utilizing computer-aided design and analysis tools. Addresses effective group participation, and preparation of written and oral preliminary and critical design reviews. Ethical, regulatory, manufacturing and economic issues are considered as required by the project definition. Two 3-hour labs per week.

**ME 486B. Senior Design in Mechanical Engineering II (2)**

*Prerequisite:* ME 486A. Continuation and realization of the design project initiated in ME 486A. Project culminates in a final written report and oral presentation. Two 3-hour labs per week.

**ME 486C. Design Leadership (3)**

*Prerequisite:* Instructor consent. Capstone design project management and design leadership through participation in large-group simulation of engineering design project that takes process from concept to demonstrated hardware.

**ME 490. Fluid Dynamics (3)**

*Prerequisite:* ME 390. Second-semester fluids course with applications to systems of engineering interest. Potential flows, boundary layers, duct flows, lubrication theory, lift and drag. 1-dimensional compressible flow with area change, friction, heating/cooling, normal shock waves, oblique shock waves and Prandtl-Meyer expansions. Both numerical and analytical solution techniques are explored.

**ME 491. Thermal-Fluids Lab (1)**

*Prerequisites:* ME 335, 370, 375, 390. Experimental studies of fluid mechanics, thermodynamics, and heat transfer. Measurement and analysis of performance of simple cyclic devices, aerodynamic shapes, turbo machines, piping systems and heat exchangers. One 3-hour lab per week.

**ME 492. Fundamentals of Energy Systems Design (3)**

*Prerequisites:* ME 370, 375, 390; MSE 304. Design course that integrates fundamental concepts learned in thermal-fluid courses and applies them to analysis and design of components and simple energy systems. Specific course topics include the analysis of turbomachinery, piping systems, heat exchangers and system simulation. Students are required to work in teams to formulate and complete a design project and prepare related presentations and reports.

**ME 493. Hydraulics (3)**

*Prerequisite:* ME 390. Fundamental principles of incompressible fluid flow and their applications to pipe flow, open channel flow and the performance of hydraulic turbomachines. Flow in pipe systems ranging from simple series systems to complex branched networks. Uniform flows, gradually varying flows, rapid transitions and hydraulic jumps in open channels. Performance of radial, mixed-flow and axial flow centrifugal pumps and turbines, and of impulse turbines.

**ME 494. Academic Internship (1-3)**

*Prerequisites:* Sophomore, junior or senior standing in the Department of Mechanical Engineering; Prior approval of the Department Internship Coordinator; Good standing as a matriculated student. Supervised practical professional experience relevant to the field of study in approved public or private organizations. Industrial supervisor and faculty sponsor performance evaluations and student self assessment are required. A final report written by students describing the work accomplished and knowledge and skills acquired are required. Units earned may not be used to fulfill Major Program requirements. Enrollment is limited to 6 units total in any combination of A, B, C. Available for graduate credit. (Letter Grade only)

**ME 496A-Z. Experimental Topics Courses in Mechanical Engineering (1-4)****ME 498. Supervised Individual Projects (1-3)**

Studies in Mechanical Engineering. (See subtitle in appropriate Schedule of Classes.)

**ME 499A-C. Independent Study (1-3)**

## Graduate Courses

Note that 300-level courses in Mechanical Engineering do not carry credit toward the Master's Degree in Mechanical Engineering.

### ME 501A. Seminar in Engineering Analysis (3)

Analytic and numerical methods applied to the solution of engineering problems at an advanced level. Solution methods are demonstrated on a wide range of engineering topics, including structures, fluids, thermal, thermal energy transport and mechanical systems. This course emphasizes physical phenomena that can be described by systems of ordinary differential equations.

### ME 501B. Seminar in Engineering Analysis (3)

Analytic and numerical methods applied to the solution of engineering problems at an advanced level. Solution methods are demonstrated on a wide range of engineering topics, including structures, fluids, thermal, thermal energy transport and mechanical systems. This course emphasizes physical phenomena that can be described by partial differential equations.

### ME 503. Biomedical Instrumentation (3)

*Preparatory: Senior standing.* Covers the design of medical instrumentation, specifically biosensors, therapeutic and prosthetic devices, bio-potential amplifiers and lab instrumentation. Applications to associated human organ systems also are covered. Multidisciplinary analysis, design and simulation of bioengineering instrumentation are studied and implemented using computer methodology and techniques from engineering, physics and mathematics. (Cross listed with ECE 503.)

### ME 515. Dynamics of Machines (3)

*Prerequisite: ME 415. Recommended Corequisite: ME 501A.* Forces, motion and inertia in machines. Analysis of linkages, cams, rotor dynamics, reciprocal and rotational balancing, whirl modes and orbits, and signature analysis of machine elements. Computer simulation of machinery dynamics, including the inverse dynamics.

### ME 520. Robot Mechanics and Control (3)

*Prerequisite: ME 384 or equivalent. Corequisite: ME 415 or consent of instructor.* Overview of the state-of-the-art of robotics and tele-robotics. Analysis, modeling and simulation of motions, differential motions and dynamics of robots. Emphasis will be placed on various aspects of robot controls, including position and force. Experience in robot design will be gained through course projects.

### ME522 Autonomous Intelligent Vehicle (3)

*Prerequisite: Senior standing.* Overview of the state of the art on autonomous ground vehicles. Locomotion, mobile kinematics, perception, localization, obstacle avoidance and navigation of autonomous vehicles. Emphasis will be placed on chassis design, various sensor performance and navigation algorithm development. Knowledge of motion control, vision perception, sensor active ranging and GPS navigation will be gained through course projects.

### ME 560. Automotive Engineering (3)

*Prerequisite: ME 330.* Introduction to automotive engineering. Design and analysis of automotive chassis, suspension, steering, brakes, power plants and drive system. Vehicle dynamics, performance and system optimization. Design project required.

### ME 562. Internal Combustion Engines (3)

*Recommended corequisite: ME 470.* Characteristics and Performance of internal combustion engines, with an emphasis on Otto and Diesel types. Alternative cycles also are considered. Thermodynamics of cycles, combustion, emissions, ignition, fuel metering and injection, friction, supercharging and engine compounding. 3 hours lecture per week.

### ME 563. Fluid Power Systems (3)

*Prerequisite: ME 390. Recommended corequisite: ME 384.* Analysis and design of fluid power systems. Incompressible fluid mechanics and fluid power hydraulics. Hydraulic system components, including pumps, accumulators, reservoirs, valves, filters, tubing and connectors. Operation and control of hydraulic power transmission systems. Applications in aircraft control, robotics, manufacturing equipment, mobile heavy machinery and more.

### ME 571. Power Plant System Design (3)

*Prerequisites: ME 309, 370.* Simulation and design optimization of power generating systems. Steam generating systems, turbines, cooling towers and condensers. Environmental impact, air pollution, water quality and toxic-material control. Impact of multi-unit power dispatching on system performance.

### ME 573. Chemical Reaction Engineering (3)

*Prerequisite: ME 370.* Analysis and process design of engineering systems involving chemical reactions for which the rate of reactions must be considered. Rates of physical and chemical processes are considered; processes introduce where energy and mass transfer, as well as chemical kinetics, are important. Thermodynamics and chemical kinetics involved in the design of homogeneous and heterogeneous reactors. Application to combustion systems and other environmental engineering systems.

### ME 575. Applied Heat and Mass Transfer (3)

*Prerequisite: ME 375 or equivalent.* Continuation of ME 375, with emphasis on the convective modes of heat and mass transfer. Heat exchangers, evaporation, boiling, condensation, high speed flows and combined processes are considered with application to design.

### ME 579. Municipal Solid Waste Management and Engineering Design (3)

*Prerequisite: ME 370. Corequisites: ME 483 or 485.* Engineering principles for problem solving and design of municipal solid-waste management (MSW). Chemical and physical properties and characterization of MSW as it relates to process design. Design and operation of MSW processing facilities. Landfills design and operation. Regulatory framework for recycling. Waste reduction and environmental sustainability. Group projects are assigned.

### ME 583. Thermal-Fluid Systems Design (3)

*Preparatory: ME 470, 490.* System design and optimization course that integrates the disciplines of fluid mechanics, thermodynamics and heat transfer. Intent is to build on and extend information previously acquired in these courses. Emphasis is placed on the synthesis of components into a thermal-fluid system to accomplish a specified task with technical, economical and social constraints. Series of design problems are assigned to the class as homework. These problems require students to incorporate design methodology into their work.

### ME 584. Modeling and Simulation of Dynamic Systems (3)

*Prerequisites: AM 316; ME 501A.* Comprehensive and advanced treatment of the modeling techniques and response analyses of engineering dynamic systems. Both linear and nonlinear dynamic behavior of physical systems of different technical disciplines are studied with the aid of computer simulation. Mixed systems composed of electromechanical, fluid-mechanical and electrohydraulic components also are investigated. Computational and visualization tools, such as Matlab and Simulink, are used to enhance analyzing and understanding of system performance.

**ME 590. Advanced Fluid Dynamics (3)**

*Prerequisite:* ME 490. Analytical and computational techniques for the solution of fluid dynamic problems. Topics include generalized 1-dimensional compressible flows, unsteady and 2-dimensional compressible flows, method of characteristics, compressible laminar and turbulent boundary layers, transition to turbulence, turbulent stress models and application of computational codes to the solution of practical problems.

**ME 595A-Z. Experimental Topics Courses in Mechanical Engineering (3)****ME 630. Computer-Aided Design of Machinery (3)**

*Prerequisites:* ME 330, 415. Presentation and discussion on design of complex machinery based on closed- or open-chain mechanisms. System approach to the design and analysis of practical systems, with emphasis on the use of computer-aided engineering. Iterative design processes are exercised through completing design projects with steps of component selection and design optimization included. Pro-Engineer and Pro-Mechanica software programs are used to facilitate design processes.

**ME 670. Advanced Topics in Thermodynamics (3)**

*Prerequisites:* ME 390, 470. Advanced topics in thermodynamics, emphasizing real fluid behavior and modeling. Interaction between thermodynamics, chemical kinetics, fluid mechanics and transport processes. Selected topics from microscopic thermodynamics applied to both equilibrium and non-equilibrium processes. Applications to real engineering systems are stressed.

**ME 675A. Conductive and Radiative Heat Transfer (3)**

*Prerequisite:* ME 375. Theory and applications of the conductive and radiative modes of heat transfer. Analytical and numerical methods for single- and multi-dimensional steady state and transient conduction. Numerical and analytical techniques as applied to radiative exchanges between diffuse and specular surfaces, and transfer through absorbing-transmitting media.

**ME 675B. Convective Heat and Mass Transfer (3)**

*Preparatory:* ME 575. Theory and application of convective heat and mass transfer. Free and forced convection in laminar and turbulent flows. Heat transfer with change of phase. Mass transfer applications, including ablation and transpiration cooling, condensation and evaporation.

**ME 678. Transport Phenomena (3)**

*Preparatory:* ME 575, 675B. Basic equations of heat mass and momentum transfer. Mass transfer in binary and multicomponent systems. Analysis of combined heat, mass, and momentum-transfer problems. Turbulence. Chemically-reacting flows.

**ME 683. Energy Processes (3)**

*Preparatory:* ME 575, 670. Application of thermodynamic and transport processes to a design system for the development of energy resources. Emphasis is placed on new methods for the development of basic energy resources, and systems for the use and development of alternative energy sources. Topics to be considered include enhanced oil recovery, alternative resource technology (shale, tar sands, etc.), synthetic fuels, geothermal energy development, and other application topics at the choosing of the instructor. Processes for improved efficiency in utilization of energy resources also are considered.

**ME 684. Design and Control of Dynamic Systems (3)**

*Prerequisite:* ME 484. Design and control of mechanical systems. Time-domain and state space methods integrated into the design of dynamic processes. Application to automotive, aircraft, spacecraft, robots and related mechanical/aerospace systems. Digital simulations.

**ME 686A. Advanced Modeling, Analysis and Optimization I (3)**

*Prerequisite:* ME501A or equivalent. Modeling of engineering system performance and constraints; formulating systems of design rules; rules solving and optimization algorithms; and solver software. Students work as an integrated conceptual design team and share information at a CSUN Internet Virtual Design Portal. Students conduct broad-based research on the selected system to harvest formulas, information and requirements needed to model the system and produce a joint report. Past systems have included solar systems and fuel cell systems.

**ME 686B. Advanced Modeling, Analysis and Optimization II (3)**

*Prerequisites:* ME501A, 686A. Review report produced in ME686A. Continued system modeling, conduct simulations of system missions, trade-studies and optimization. Application of latest integrated design methods and supporting software, and application of integrated design techniques to the design of the selected engineering system. Establish Integrated Collaborative Environment (ICE) on CSUN Virtual Design Portal for team information-sharing and passing design parameters between ICE stations.

**ME 692. Computational Fluid Dynamics (3)**

*Prerequisites:* ME 309, 490. Introduction to the numerical analysis of fluid flows. Special techniques required for solution of the governing equations for viscous, inviscid and boundary layer flows. Applications to convective heat and mass transfer. Turbulence modeling and other submodels for complex engineering applications.

**ME 694. Seminar in Mechanical Engineering (1-3)**

*Prerequisite:* Instructor consent. Advanced studies in selected areas of the field of Mechanical Engineering.

**ME 695A-Z. Experimental Topics Courses in Mechanical Engineering (1-4)****ME 696A-Z. Directed Graduate Research (3)****ME 697. Directed Comprehensive Studies (3)**

(Credit/No Credit only)

**ME 698. Thesis or Graduate Project (1-6)****ME 699A-C. Independent Study (1-3)**

# Middle Eastern and Islamic Studies

College of Humanities

**Coordinator: Dr. Nayereh Tohidi**

**Jerome Richfield 340**

**(818) 677-7218**

**www.csun.edu/meis**

## Program Committee

Ahmed Bouguarche (MCLL), Owen P Doonan (Art), Rachel T Howes (History), Sabina Magliocco (Anthropology), Jody E Myers (Religious Studies and Jewish Studies), Mustafa Ruzgar (Religious Studies), Suzanne Scheld (Anthropology), Nayereh Tohidi (GWS), Melissa Wall (Journalism)

## Interdisciplinary Program

**Minor in Middle Eastern and Islamic Studies**

### Middle Eastern and Islamic Studies Minor

The Middle Eastern and Islamic Studies (MEIS) Program at CSUN is an Interdisciplinary Minor that offers courses in the languages, histories, religions, cultures, sociology and politics of Middle Eastern peoples. It also seeks to enhance students' understanding of Islamic cultures and Muslim communities both internationally and within the United States. In addition, MEIS provides an academic home for the study of the intellectual, cultural and material conditions that have shaped our current understandings of and relationships with the Middle East and Islamic societies. Among the primary beneficiaries of this program are students interested in becoming scholars, journalists, translators, interpreters, diplomats, businesspersons, negotiators and personnel in foreign offices. Some of the courses in the MEIS Program satisfy General Education requirements or may be used as electives in several majors.

### Academic Advisement

The Middle Eastern and Islamic Studies Program helps students select the program and courses that best satisfy their individual needs and interests. Contact Nayereh Tohidi (Coordinator) at (818) 677-7218 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a minor in Middle Eastern and Islamic Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

### Student Learning Outcomes

1. Demonstrate an ability to speak, comprehend and write one of the major Middle Eastern languages at novice/intermediate level;
2. Identify the major events of Middle Eastern and Islamic history, and articulate the internal and external forces that led up to and shaped these events;
3. Explain the current cultural, political, and religious challenges facing Middle Eastern peoples;
4. Describe and analyze significant Islamic religious beliefs, ethics, practices, philosophies and cultural expressions;
5. Describe the principal social and cultural contours of Islamic communities, families and gender relations, and explain the complex and multifaceted forms of identities; and
6. Have knowledge of minorities (ethnic, cultural, religious) within the larger Middle Eastern societies, as well as the dynamics of relationships among diverse groups.

### Requirements for the Minor

**1. Language Requirement: Select 1 course—must be level 102 or higher (3 or 4 units)**

|          |                                     |
|----------|-------------------------------------|
| ARAB 102 | Elementary Arabic II and Lab (4)    |
| HEBR 102 | Elementary Hebrew II and Lab (4)    |
| PERS 102 | Elementary Persian II and Lab (4)   |
| PERS 202 | Intermediate Persian II and Lab (4) |

**2. Students must take 15 more units with at least one course from each category:**

#### History Requirement (3 units)

**Choose 1 of the following:**

|                |   |
|----------------|---|
| HIST 185       | Civilization and the Middle East (GE) (3)       |
| HIST 424       | History of Medieval Middle East, 600-1258 (3)   |
| HIST 425       | History of the Early Modern Middle East (3)     |
| HIST 426       | History of Modern Middle East, 1798-Present (3) |
| HIST/JIS 496IH | Israel's History and Peoples (3)                |

#### Politics (3 units)

**Choose 1 of the following:**

|           |   |
|-----------|---|
| POLS 420D | International Relations of the Middle East (3)  |
| POLS 438  | Governments and Politics in the Middle East (3) |

#### Religion (3 units)

**Choose 1 of the following:**

|        |                               |
|--------|-------------------------------|
| RS 346 | Sufism (3)                    |
| RS 363 | Islam in the Modern World (3) |
| RS 365 | Introduction to Islam (3)     |
| RS 384 | Approaching the Qur'an (3)    |

#### Culture (3 units)

**Choose 1 of the following:**

|             |   |
|-------------|---|
| ANTH 356    | Peoples and Cultures of the Mediterranean (3) |
| ANTH 338    | Peoples of Africa (3)                         |
| ART 416     | History of Ancient Near Eastern Art (3)       |
| GWS 420     | Women and Gender in Islamic Societies (3)     |
| GWS 315     | Sexuality, Gender and Islam in the U.S. (3)   |
| JOUR 495MAM | Muslims and the Media (3)                     |

|                                  |              |
|----------------------------------|--------------|
| <b>Total Units for the Minor</b> | <b>18-19</b> |
|----------------------------------|--------------|

# Modern and Classical Languages and Literatures

## College of Humanities

**Chair: Brian J. Castronovo**

**Sierra Tower (ST) 405**

**(818) 677-3467**

**www.csun.edu/mccl**

### Staff

Donald Lilly, Jennifer Lu, Patricia Miller (Director of the Barbara Ann Ward Language Center)

### Faculty

John P. Adams, Ahmed Bouguarche, Brian Castronovo, Anthony Costantini, Edith Dimo, Drake Langford, Kenneth Luna, Sirena Pellarolo, Adrian Pérez-Boluda, Elias Ramos, Vahram Shemmassian

### Programs

Undergraduate:

**B.A., Languages and Cultures**

Language Options: Armenian, French, Italian or Japanese

**B.A., French**

**B.A., Spanish**

Language and Culture Option

Literature Option

**Spanish Subject Matter Program for the Single Subject Credential**

Minors in Armenian, Classics, Italian, French, Japanese,

Russian (See Liberal Studies in this Catalog) and Spanish

Graduate:

**M.A., Spanish**

### Mission Statement

The mission of the Department is to offer curricula, services and research leading to proficiency in language, literature and culture that will enable individuals to function effectively in the international communities in our geographical area and throughout the world. The Department's Programs serve and promote all academic divisions of the University in providing students the language and cultural training necessary to support international and intercultural endeavors.

### Department Programs

The Department of Modern and Classical Languages and Literatures offers a wide variety of courses and Programs in the fields of foreign languages, literatures and cultures. They are designed for those students who intend to major or minor in languages other than English; for students who seek a broad liberal arts education in preparation for a variety of professions; and for students whose careers will be furthered by the knowledge of another language and culture. In addition to the Majors and Graduate Degree, the Department offers Minors in Armenian, Classics, French, Italian, Japanese, Russian and Spanish, and a number of courses in Chinese, Farsi, German, Hebrew and Korean.

Since many students are not able to read many great works of literature in the original language, Foreign Literature in Translation (FLIT) offers students access to them in English.

### Student Learning Outcomes of the Undergraduate Program

1. Demonstrate fluency in listening, speaking, reading and writing in the target language;
2. Demonstrate ability to reason and present sound arguments in both oral and written discourse;
3. Demonstrate critical thinking in the analysis of traditions, cultures and civilizations;

4. Understand the nature of language, its function, structure and interactional (social) purposes; and
5. Analyze and clearly articulate interpretations of literary texts.

### Credential Information

Students interested in teaching Spanish in the secondary schools should seek advisement as soon as possible. The Spanish Program currently offers a Subject Matter Program that has been approved by the California Commission on Teacher Credentialing and that meets the Subject Matter Competency Requirement for a Single Subject Credential. Students wishing to teach Spanish must choose the Language and Culture option of the major, which is designed to meet the requirements for the Single Subject Teaching Credential. For details on the Single Subject Credential program, see the Credentials and Department of Secondary Education sections in the Catalog.

### Academic Advisement

The Modern and Classical Languages and Literatures Department helps students select the program and courses that best satisfy their individual needs and interests. Advisement for specific languages is handled by the language section heads as follows:

Armenian: Vahram Shemmassian, (818) 677-3456

French: Ahmed Bouguarche, (818) 677-3586

Italian: Anthony Costantini, (818) 677-7226

Japanese: Drake Langford, (818) 677-3467

For Spanish, Contact the Department office at (818) 677-3467.

Faculty advisors for the Single Subject Credential are Brian Castronovo, (818) 677-5799; Adrian Perez-Boluda, (818) 677-2092; and Elias Ramos, (818) 677-3581.

The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a major or minor are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

### Credit By Challenge Examination

See individual course descriptions to find out which courses may or may not be challenged. For procedures governing the challenging of language classes, please consult with the Department Office.

### Cooperative Program in Foreign Languages and Literatures

The Cooperative Program in Foreign Languages and Literatures gives CSUN students the opportunity, without additional fees, to take courses in foreign languages not available on this campus but offered at UCLA. In order to take advantage of this cross-enrollment option, students must be academically qualified and must have valid reasons for wanting to take the courses. Students are strongly advised to enroll in the Fall semester when beginning classes are offered. The enrollment process must be completed prior to September 10. Questions regarding qualifications and enrollment procedures should be referred to the Chair of the Department of Modern and Classical Languages and Literatures.

### International Studies

The Department of Modern and Classical Languages and Literatures supports the concept of international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers abroad are equivalent to courses in the Department of Modern and Classical Languages and Literatures and may be used to fulfill some of the requirements for Degree Options offered by the Department and/or certain General Education requirements. Please see the appropriate language advisor in MCLL prior to traveling abroad to determine these equivalencies. Students also should consult the International Programs Bulletin available in the Office of International and Exchange Programs, or the campus International Programs Advisor for more information.

### Barbara Ann Ward Language Center

The Barbara Ann Ward Language Center, located in Jerome Richfield (JR) 316, serves as a language acquisition and teaching-resource facility, primarily for the faculty and students of MCLL and the College of Humanities. Through multimedia, equipment, group and individual training available at the center, faculty and students are encouraged to use technology to enhance the language-acquisition experience. For more information, contact Director Patricia Miller at (818) 677-3452.

### The Major in Languages and Cultures

The Languages and Cultures Major prepares students for an increasingly globalized and interdependent world that rewards knowledge of languages and cultural literacy. The major provides students with advanced proficiency in language skills and cultural competency that will enable them to expand career opportunities and enhance their personal lives in an international and intercultural environment. In addition to studies in a primary target language, students take courses in comparative study of cultures and literatures to gain insight into the interrelation of language, culture and human nature. The 2 required seminars in cultural theories and methodologies constitute the capstone experience for intercultural studies. Students also are encouraged to study abroad, take a secondary target language and select from a rich array of courses offered in other Departments that deal with interactions among peoples, cultures and regions.

### Student Learning Outcomes of the Undergraduate Program

As a result of completing the Languages and Cultures Major, and as appropriate to the level of language completed, students will be able to:

1. Demonstrate fluency in the skills of listening, speaking reading, and writing in the target language;
2. Demonstrate the ability to reason and present sound arguments using the target language;
3. Analyze and clearly articulate interpretations of literary texts;
4. Demonstrate knowledge of the diversity of world cultures; and
5. Apply cultural theory to effectively analyze multiple forms of cultural expression and creativity.

### Requirements for the Bachelor of Arts Degree

#### Cultural Studies Component Requirements: (18 units)

##### 1. Lower Division Required Course: (3 units)

FLIT 234 Virtual Study Abroad (3)

##### 2. Lower Division Elective: (3 units)

###### Select 1 course from the following:

- FLIT 230 Life in Modern France (3)  
 FLIT 245 Introduction to German Literature (3)  
 FLIT 250 Traditional Culture of Japan (3)  
 FLIT 260 Life in Modern Spain (3)  
 FLIT 261 Life in Modern Latin America (3)  
 FLIT 295A Masterpieces of European Literature I (3)  
 FLIT 295B Masterpieces of European Literature II (3)

##### 3. Upper Division Required Courses: (6 units)

- FLIT 391 Cultural Theories and Methodologies (3)  
 FLIT 491 Capstone Seminar (3)

##### 4. Upper Division Electives: (6 units)

Select 2 courses from 2 different cultures, each different from the courses selected for the Lower Division electives:

- ARMN 310 Armenian Culture (3)  
 ARMN 360 Changing Roles of Armenian Women (3)  
 FLIT 320 Business Culture in Asia (3)  
 FLIT 321 Business Culture in Europe (3)  
 FLIT 322 Business Culture in Latin America (3)  
 FLIT 330 Italian Civilization from the Middle Ages to the Renaissance (3)

- FLIT 331 Italian Literary Masterpieces of Humanism and Renaissance (3)  
 FLIT 340 Life in Modern Germany (3)  
 FLIT 341 20th Century European Literature (3)  
 FLIT 370 Modern Japanese Culture (3)  
 FLIT 371 Modern Italian Culture (3)  
 FLIT 380 Cultural Development of Modern Russia and Eastern Europe (3)  
 FLIT 381 Aspects of the Italian-American Experience in Cinema, Literature, Philosophy and Music (3)  
 FLIT 383 Hispanic Civilization and Culture: Middle Ages to Golden Age (3)  
 FLIT 384 Modern Hispanic Culture (Peninsular) (3)  
 FLIT 402 Japanese Literature (3)  
 FLIT 455 Women Writers of Asia (3)

#### Language Option Component Requirements: (24-26 units)

Languages and Cultures majors are strongly encouraged to study abroad, take a secondary target language and select courses and a Minor within their regional or thematic focus.

|   |              |
|---|--------------|
| <b>Total Units in the Major</b>                 | <b>42-44</b> |
| <b>General Education Units</b>                  | <b>48</b>    |
| <b>Additional Units</b>                         | <b>28-30</b> |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b>   |

### A. Armenian Option

#### Required Courses in Armenian: 24 units

##### 1. Lower Division: (9 units)

- ARMN 102 Elementary Armenian II (3)  
 ARMN 201 Intermediate Armenian I (3)  
 ARMN 202 Intermediate Armenian II (3)

##### 2. Upper Division: (15 units)

###### Select 5 courses from the following :

- ARMN 306 Advanced Armenian Composition (3)  
 ARMN 310 Armenian Culture (3)  
 ARMN 315 Masterpieces of Armenian Literature (3)  
 ARMN 360 Changing Roles of Armenian Women (3)  
 ARMN 380 Contemporary Issues in Armenia and Diaspora (3)

### B. French Option

#### Required Courses in French: 24 units

##### 1. Lower Division: (9 units)

- FREN 200 Beginning French Conversation (3)  
 FREN 204 Review of French Grammar (3)  
 FREN 208 Intermediate Reading and Writing (3)

##### 2. Upper Division: (15 units)

- FREN 300 Advanced French Conversation (3)  
 FREN 305 French Pronunciation and Diction (3)  
 FREN 306 Advanced Composition (3)  
 FREN 380 French Civilization (3)  
 FREN 381 The Contemporary French World (3)

### C. Italian Option

#### 1. Required Courses in Italian: 24 units

##### Lower Division: (9 units)

###### Select 3 courses from the following:

- ITAL 201 Intermediate Italian I (3)  
 ITAL 202 Intermediate Italian II (3)  
 ITAL 204 Intermediate Italian Grammar and Composition (3)  
 ITAL 290 Intermediate Reading and Conversation (3)



**2. Upper Division: (15 units)**

**Select 5 courses from the following:**

|      |     |   |
|------|-----|---|
| FLIT | 330 | Italian Civilization from the Middle Ages to the Renaissance (3)                            |
| FLIT | 331 | Literary Masterpieces of Italian Humanism and Renaissance (3)                               |
| FLIT | 371 | Modern Italian Culture (3)  |
| FLIT | 381 | Aspects of the Italian-American Experience in Cinema, Literature, Philosophy, and Music (3) |
| ITAL | 300 | Advanced Conversational Italian (3)   |
| ITAL | 305 | Structure of the Italian Language (3)   |
| ITAL | 306 | Italian Translation and Style (3)   |
| ITAL | 315 | Masterpieces of Italian Literature (3)  |
| ITAL | 335 | Italian Literature of the Middle Ages (3)   |
| ITAL | 360 | Italian Literature of the 19th Century (3)  |

**D. Japanese Option**

**Required Courses in Japanese: 26 units**

**1. Lower Division: (8 units)**

|      |     |                              |
|------|-----|------------------------------|
| JAPN | 201 | Intermediate Japanese I (4)  |
| JAPN | 202 | Intermediate Japanese II (4) |

**2. Lower Division Electives (3 units)**

**Choose 1 course from the following:**

|      |     |                                  |
|------|-----|----------------------------------|
| FLIT | 250 | Traditional Japanese Culture (3) |
| JAPN | 204 | Kanji II (3)                     |
| JAPN | 205 | Kanji III (3)                    |

**3. Upper Division Electives (9 units)**

**Choose 3 courses from the following:**

|      |     |                                      |
|------|-----|--------------------------------------|
| FLIT | 370 | Modern Japanese Culture (3)          |
| JAPN | 300 | Advanced Japanese Conversation (3)   |
| JAPN | 304 | Advanced Grammar and Composition (3) |
| JAPN | 305 | Language and Culture in Japanese (3) |
| JAPN | 306 | Advanced Reading and Composition (3) |

**4. Upper Division Electives (6 Units)**

**Choose 2 courses from the following:**

|      |     |  |
|------|-----|--|
| FLIT | 402 | Japanese Literature (3)                    |
| JAPN | 400 | Japanese Language and Society (3)          |
| JAPN | 401 | Introduction to Literature in Japanese (3) |

|  |       |
|--|-------|
| Total Units in the Major                 | 42-44 |
| General Education Units                  | 48    |
| Additional Units                         | 28-30 |
| Total Units Required for the B.A. Degree | 120   |

## Arabic

Department of Modern and Classical Languages and Literatures

### Course List

**ARAB 101. Elementary Arabic I (4)**

This is an elementary course on the fundamentals of Arabic, including grammatical structures, reading and practice in the spoken language.

**ARAB 102. Elementary Arabic II (4)**

*Preparatory: ARAB 101.* ARAB 102 is the continuation of the study of the fundamentals of Arabic, including grammatical structures, reading and practice in spoken language.

## Armenian

Department of Modern and Classical Languages and Literatures

*Advisor*

Vahram Shemmassian

**Minor in Armenian**

The minor in Armenian will provide students with an understanding and appreciation of the Armenian language, literature, culture and the contributions of Armenians to world civilization. Students with previous studies in Armenian should consult an advisor for advanced placement and course selections to complete the Minor.

**Careers**

Knowledge of the Armenian language and culture has assumed a new importance since Armenia declared independence from the Soviet Union in 1991. As companies and nongovernmental organizations from overseas conduct business in Armenia, the need for representatives who are well versed in both Armenian language and civilization has increased. Similarly, the influx of large numbers of Armenian immigrants from Armenia to greater Los Angeles has created new opportunities for Armenian specialists in various fields, such as medicine, law, law enforcement, education, the federal government and more. Minor in Armenian and/or Majoring in Languages and Cultures with an Option in Armenian is no longer perceived as a purely academic endeavor, but rather as a pursuit with practical ramifications.

**Prerequisites (6 units)**

|      |     |                            |
|------|-----|----------------------------|
| ARMN | 101 | Elementary Armenian I (3)  |
| ARMN | 102 | Elementary Armenian II (3) |

**Lower Division Required Courses (6 units)**

|      |     |                              |
|------|-----|------------------------------|
| ARMN | 201 | Intermediate Armenian I (3)  |
| ARMN | 202 | Intermediate Armenian II (3) |

**Upper Division Required Courses (12 units)**

|      |     |   |
|------|-----|---|
| ARMN | 310 | Armenian Culture (3)                                |
| ARMN | 315 | Masterpieces of Armenian Literature (3)             |
| ARMN | 380 | Contemporary Issues in Armenia and the Diaspora (3) |
| ARMN | 440 | Armenian American Child (3)                         |

**Upper Division Elective Courses (6 units)**

**Select 2 from the following:**

|      |     |                                      |
|------|-----|--------------------------------------|
| ARMN | 306 | Advanced Armenian Composition (3)    |
| ARMN | 317 | DV Equity and Diversity (3)          |
| ARMN | 360 | Changing Roles of Armenian Women (3) |
| ARMN | 391 | Language Practicum (3)               |
| ARMN | 410 | Seminar in Armenian Culture (3)      |
| ARMN | 417 | Equity and Diversity (3)             |

|                          |    |
|--------------------------|----|
| Total Units in the Minor | 24 |
|--------------------------|----|

### Course List

**ARMN 101. Elementary Armenian I (3)**

Study of the fundamentals of Armenian, including alphabet and additional sounds, grammatical structure, reading, writing and practice in the spoken language. (Available for General Education, Comparative Cultural Studies.)

**ARMN 102. Elementary Armenian II (3)**

*Prerequisite: ARMN 101 or equivalent.* Continuation of the study of the fundamentals of Armenian. (Available for General Education, Comparative Cultural Studies.)

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**ARMN 201. Intermediate Armenian I (3)**

*Prerequisite:* ARMN 102 or equivalent. Intensive practice in pronunciation, conversation and writing. Brief review of grammar and study of more advanced grammatical concepts. Introduction to reading of literature and study of Armenian culture. (Available for General Education, Comparative Cultural Studies.)

**ARMN 202. Intermediate Armenian II (3)**

*Prerequisite:* ARMN 201 or equivalent. Extensive grammar study designed to increase students' proficiency in writing, and to clarify and deepen their understanding of Armenian syntax. Readings and discussions of representative Armenian essays, short stories, plays and poetry. Cultural issues are an integral part of this course. (Available for General Education, Comparative Cultural Studies.)

**ARMN 306. Advanced Armenian Composition (3)**

*Prerequisite:* Upper Division standing in Armenian. Conducted in Armenian. Devoted to the analysis of different types of writing patterns and to their practical application. Focuses on language syntax through the study of representative writing styles.

**ARMN 310. Armenian Culture (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Covers all aspects of the Armenian culture from ancient civilization to modern day life both in Armenia and in the diaspora. Introduces the Armenian culture, including language, literature, history (including waves of immigration to the U.S. and the genocide of 1915), religion, political parties, music, visual and performing arts, architecture, tapestry, customs, holidays and ethnic food. Daily class participation and regular written assignments are required. (Available for General Education, Comparative Cultural Studies.)

**ARMN 315. Masterpieces of Armenian Literature (3)**

*Prerequisite:* ARMN 202 or equivalent. Introduction to the highlights of Armenian Literature from the 19th century to modern times.

**ARMN 317DV. Equity and Diversity in School (3)**

This course is intended to prepare teacher candidates to examine principles of educational equity, diversity and the implementation of curricular content and school practices for elementary/secondary students. The course will focus on the history and culture of the Armenian experience, and a comparative analysis will be made with other ethnic groups in California. This course also will engage students to examine, critique and reflect on their personal biases toward children of Armenian heritage.

**ARMN 360. Changing Roles of Armenian Women (3)**

*Prerequisites:* Upper Division standing; Completion of the Lower Division writing requirement. The course explores changing roles of Armenian women with particular emphasis on new definitions and options in the family, community and society. The course perspective is international and comparative, with significant focus on Armenia and the diaspora. Also, the course concentrates on the educational, economic and political changes that support the upward movement of women in the U.S. Students will explore available resources and organizations within Armenian communities and gain appreciation of the roles of women as agents of change. (Available for General Education, Comparative Cultural Studies.)

**ARMN 380. Contemporary Issues in Armenia and the Diaspora (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of contemporary domestic and international issues in Armenia and the Armenian diaspora, with emphasis on Armenians in America. Includes an analysis of Armenian genocide as a historical issue having contemporary relevance, and a focused examination of current-event issues such as immigration, assimilation, social and political activities of community organizations, and participation in the American demo-

cratic process. Attention also is given to the changes brought about by the influx of Eastern Armenians into established Western Armenian communities in the U.S. following the fall of the USSR and the re-emergence of an independent Armenia.

**ARMN 391. Language Practicum (3)**

*Prerequisite:* ARMN 202 or instructor consent. A language practicum is a course in which field experience is the predominant learning mode, and it can include a community service-learning and other practical experiences in Armenian-speaking organizations approved by the MCLL Department, such as Armenian schools, social welfare, political or other community organizations. Faculty assist students in obtaining appropriate placement. The field work requires an extensive use of the target language and exposure to the target culture. Emphasis will be on the development of appropriate professional vocabulary, as well as speaking and comprehension skills and culturally-appropriate interaction skills. The field work is complemented by academic study and written assignments. May be repeated once. (Credit/No Credit only)

**ARMN 396A-Z. Experimental Topics in Armenian (3)****ARMN 410. Seminar in Armenian Culture (3)**

*Prerequisites:* ARMN 310; one other Upper Division Armenian course; Completion of the Lower Division writing requirement. Examines in detail some fundamental aspects of Armenian culture that shaped the identity of the Armenians people through 3,000 years of history. The topics, which may differ from one semester to another, may include Pre-Christian culture; the impact of Christianity on language, literature and art; illuminated manuscript art; the Enlightenment of the 18th century; the Renaissance of the 19th century; the impact of the Genocide on culture; culture in the First Republic of Armenia (1918-1920), Soviet Armenia (1920-1991); the modern Republic of Armenia (since 1991); and culture of the diaspora.

**ARMN 417. Equity and Diversity in School (3)**

Prepares teacher candidates to examine principles of educational equity, diversity and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience, and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique and reflect on their personal biases regarding children of color. (Cross listed with AAS, CHS, ELPs and PAS 417.)

**ARMN 440. Armenian American Child (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Study of the development of the Armenian child with particular emphasis on bicultural and bilingual issues that may influence educational progress. Culturally relevant socialization patterns of children from Armenia and the Armenian diaspora are examined. Intended for prospective teachers and students interested in human services. (Available for Section A of the Multicultural requirement for Credential Candidates.)

**ARMN 496A-Z. Experimental Topics in Armenian (3)****ARMN 499A-C Independent Study (1-3)**

## Chinese

Department of Modern and Classical Languages and Literatures

### Course List

**CHIN 101. Elementary Mandarin Chinese I (4)**

*Prerequisite:* Not open to students with oral proficiency or who have attended schools where Mandarin was the language of instruction. Study of the fundamentals of Mandarin Chinese, including grammatical structure, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**CHIN 102. Elementary Mandarin Chinese II (4)**

*Prerequisite:* Not open to students with oral proficiency or who have attended schools where Mandarin was the language of instruction. *Preparatory:* CHIN 101 or instructor consent. Continuation of the study of the fundamentals of Mandarin Chinese. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**CHIN 201. Intermediate Mandarin Chinese I (3)**

*Prerequisite:* CHIN 102 or equivalent. May not be challenged if principal schooling has been in Mandarin. (Available for General Education, Comparative Cultural Studies)

**CHIN 202. Intermediate Mandarin Chinese II (3)**

*Prerequisite:* CHIN 201. Recapitulation of basic grammar, including intense practice in reading and writing, reading of short stories, poems and essays and analysis of the reading. May not be challenged if principal schooling has been in Mandarin. (Available for General Education, Comparative Cultural Studies.)

**CHIN 499A-C. Independent Study (1-3)**

## Minor in Classics

Department of Modern and Classical Languages and Literatures

*Advisor*

John Adams

### The Minor\*

The Classics section offers courses in Greek and Latin languages, literatures and civilizations. The Minor is designed for students who desire to become acquainted with the literature and culture of Ancient Greece and Rome, who need Latin as a necessary background for an understanding of the development of the Romance Languages or who plan to teach. Students with advanced placement:

1. Cannot receive credit for courses below the level at which they are enrolled; and
2. Must include additional courses approved by an advisor to complete the Minor.

*\*Enrollment has been suspended for the 2012-2014 academic years.*

### Requirements for the Minor

#### 1. Lower Division Required Courses (12 units)

|      |      |                           |
|------|------|---------------------------|
| CLAS | 101L | Elementary Latin I (3)    |
| CLAS | 102L | Elementary Latin II (3)   |
| CLAS | 201L | Intermediate Latin I (3)  |
| CLAS | 202L | Intermediate Latin II (3) |

#### 2. Upper Division Required Courses (12 units)

|      |     |   |
|------|-----|---|
| CLAS | 315 | Greek and Roman Mythology (3)                 |
| FLIT | 423 | The Greek and Roman Epic in Translation (3)   |
| FLIT | 424 | Drama of Greece and Rome (3)                  |
| FLIT | 480 | Greek and Roman Literature in Translation (3) |

*Note: Interviews with instructors designed to place Lower Division students at appropriate levels of language achievement are given before registration week.*

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>24</b> |
|---------------------------------|-----------|

### Course List

#### CLAS 101G. Elementary Greek I (3)

Fundamentals of Attic Greek, including reading of a simplified nature from Xenophon's Anabasis. (Available for General Education, Comparative Cultural Studies.)

#### CLAS 101L. Elementary Latin I (3)

Introduction to the structure of Latin, with emphasis on reading Latin and on the role of Latin to the development of English. (Available for General Education, Comparative Cultural Studies.)

#### CLAS 102G. Elementary Greek II (3)

Continuation of Elementary Greek I. (Available for General Education, Comparative Cultural Studies.)

#### CLAS 102L. Elementary Latin II (3)

Continuation of CLAS 101. (Available for General Education, Comparative Cultural Studies.)

#### CLAS 201L. Intermediate Latin I (3)

*Prerequisite:* CLAS 102L. Reading and analysis of selected Latin prose.

#### CLAS 202L. Intermediate Latin II (3)

*Prerequisite:* CLAS 201L. Reading and analysis of classical Latin poetry.

#### CLAS 315. Greek and Roman Mythology (3)

*Prerequisite:* Completion of the Lower Division writing requirement. Study of the myths of Greeks and Romans, and of their impact on the literature of the Western world. Conducted in English. (Available for General Education, Arts and Humanities.)

#### CLAS 496A-Z. Experimental Topics Courses in Classics (3)

*Prerequisite:* Upper Division standing. Selected topics in classics, with course content to be determined.

#### CLAS 499G. Independent Study—Greek (1-3)

#### CLAS 499L. Independent Study—Latin (1-3)

## Foreign Literatures in English Translation (FLIT)

Department of Modern and Classical Languages and Literatures

In addition to its traditional curricula, the Department offers a number of foreign literature and culture courses taught in English that are designed for students who do not have the background to read the works in the original language. Students are urged to consult the Foreign Literatures in Translation (FLIT) Section in the Schedule of Classes for offerings in selected topics courses.

### Course List

#### FLIT 150. Gateways to Western Civilization: Greece and Rome (3)

*Prerequisite:* May not be taken by students who have completed FLIT 350. Basic elements of modern civilization have their origins in Greece and Rome. Emphasis on historical development and on their impact on contemporary society. Conducted in English. (Available for General Education, Comparative Cultural Studies.)

#### FLIT 234. Virtual Study Abroad (3)

*Prerequisite:* Completion of the Lower Division writing requirement. This course will give students a simulated experience of studying abroad via technology mediation and exposure to people and products from international cultures. Through the virtual exposure to global cultures and research projects, students will learn to use technology to access information sources, develop strategies to evaluate the accuracy and usefulness of information, and investigate how cultural information and products impact individuals and society. The course will help students become discriminating consumers of cultural products and sophisticated global citizens with skills to interact with diverse people in a culturally appropriate manner in their professional and personal lives. (Available for General Education, Lifelong Learning.) (IC)

#### FLIT 250. Traditional Culture of Japan (3)

*Prerequisite:* Completion of the Lower Division writing requirement. The course explores the traditions that inform the values and aesthetics of

present-day Japan and make one of the most technologically advanced nations distinctly Asian and traditional. It also examines the foreign influences on Japan, the modifications that were made to suit Japanese taste and influences of Japan on other countries. The areas investigated include indigenous beliefs, religious and philosophical teachings that inform the arts and martial arts, and various aesthetic principles and their manifestations in poetry, theater and other arts. Conducted in English. (Available for General Education, Arts and Humanities.)

**FLIT 260. Life and Thought in Modern Spain (3)**

*Prerequisite: Cannot be applied toward the major or minor requirements in Spanish. No knowledge of Spanish required.* A study of the ideas and events that have influenced the development of modern Spanish intellectual and social life. Special emphasis will be placed on intellectual currents. Conducted in English.

**FLIT 295A. Masterpieces of European Literature I (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Introduction to masterpieces of European literature from the Middle Ages through the Classical period. Conducted in English. (Available for General Education, Arts and Humanities.)

**FLIT 295B. Masterpieces of European Literature II (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Introduction to masterpieces of European literature from Romanticism to the modern period. Conducted in English. (Available for General Education, Arts and Humanities.)

**FLIT 320. Business Culture in Asia (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* In this course, students interested in international business develop cross-cultural sensitivity and communication skills to achieve progress toward global competence. Students learn to research and assess cultural issues, and political and economic risks and opportunities in Asia, and become sensitive to interpersonal cues, rules of behavior, and other norms. Students examine factors that affect business practices and consumer behavior, such as religions, gender roles, socialization patterns and socio-cultural and economic demography in Asia. The skills that students develop in this course may be applied in career settings to help ensure, for instance, that business plans and long-term strategic goals are culturally appropriate. (Available for General Education, Comparative Cultural Studies.) (IC)

**FLIT 321. Business Culture in Europe (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* In this course, students interested in international business develop cross-cultural sensitivity and communication skills to achieve progress toward global competence. Students learn to research and assess cultural issues, and political and economic risks and opportunities in Europe, and become sensitive to interpersonal cues, rules of behavior and other norms. Students examine factors that affect business practices and consumer behavior, such as religions, gender roles, socialization patterns and socio-cultural and economic demography in Europe. The skills that students develop in this course may be applied in career settings to help ensure, for instance, that business plans and long-term strategic goals can be conducted in culturally appropriate ways. (Available for General Education, Comparative Cultural Studies.) (IC)

**FLIT 322. Business Culture in Latin America (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* The course focuses on the identification of cultural differences in customs, customer needs and expectations, communication and socialization patterns. It will examine cultural factors that affect consumer behavior, such as religions, beliefs, philosophies, sacred objects, cultural taboos, gender roles and socio-cultural and economic demography. Issues that affect business practices in a region also will be studied, such as cost and competitive factors, appropriate sales and advertising techniques,

human resources and employment practices, corruption, government control, issues of major trade agreements and laws regulating international business. (Available for General Education, Comparative Cultural Studies.) (IC)

**FLIT 330. Italian Civilization from the Middle Ages to the Renaissance (3)**

This course focuses on those elements that shaped the Italian “mind” and “spirit,” and formed that unique culture that was the roots of Western civilization. Deals with a series of intellectual and artistic manifestations of Italian culture as incorporated in a variety of disciplines (religion, music, art, literature, economics and philosophy) from the Middle Ages to the Renaissance.

**FLIT 331. Literary Masterpieces of Italian Humanism and Renaissance Literature (3)**

*Prerequisite: Completion of the Lower Division writing requirements. No background of Italy or knowledge of the language required.* This course offers students an in-depth study of major Italian literary masterpieces (fiction, poetry and drama) and aesthetic theories developed during the period of Humanism and Renaissance (1380-1550). Such a study allows students to appreciate the importance of new literary, spiritual and human values that emerged at that time and the unique role played by Italian Humanism and Renaissance on European literature and civilization. Conducted in English. (Available for General Education, Arts and Humanities.)

**FLIT 350. Classical World and Western Civilization (3)**

*Prerequisite: Completion of the Lower Division writing requirement. May not be taken by students who have completed FLIT 150.* Examines the influence of the ancient Greek and Roman cultures on Western civilization. Includes an examination of primary materials (e.g., inscriptions, documents, poems, plays, historical writings) that become the subjects for extensive study for reports and papers. Conducted in English. (Available for General Education, Comparative Cultural Studies.)

**FLIT 370. Modern Japanese Culture (3)**

*Preparatory: No background knowledge of Japan or the language is required.* Explores the country that quickly modernized and Westernized to become an economic and industrial force in the world and yet remains distinctly Asian. Examines the Japanese people and culture, their recent changes and the current critical issues in Japan, such as changes in the basic values, philosophy and behavior that the recent political, economic and social situations have wrought. Compares the interpretations and presentations of Japanese culture made by the Japanese and the non-Japanese, and by scholars and popular writers, to learn to critically look at issues from various perspectives. Conducted in English. (Available for General Education, Comparative Cultural Studies.)

**FLIT 371. Modern Italian Culture (3)**

Survey of contemporary Italy. Captures the major literary and cultural aspects and examines the social relations, customs, traditions and productive forces that have contributed to the emergence of Italy as a leading industrial European country. Meets the Upper Division General Education writing requirements. Conducted in English. (Available for General Education, Comparative Cultural Studies.)

**FLIT 380. Cultural Development of Modern Russia and Eastern Europe (3)**

Examines the cultural history and current developments of the Slavic people in the Russian States and Eastern Europe, and traces the role of these people in American culture and society. Conducted in English. (Available for General Education, Comparative Cultural Studies.)

**FLIT 381. Aspects of the Italian-American Experience in Cinema, Literature, Philosophy and Music (3)**

*Prerequisite: Completion of the Lower Division writing requirements.* This course will examine different individuals within the Italian-American

experience, exploring their contributions in the fields of cinema, literature, philosophy and classical music, and how through each we see an additional paradigm offered in and to the mainstream artistic and humanistic endeavor in the U.S. Conducted in English. (Available for General Education, Art and the Humanities.) (IC)

**FLIT 383. Hispanic Civilization and Culture: Middle Ages to Golden Age (3)**

*Preparatory: No background knowledge of Spain or Spanish is required.* This course is a survey of the Middle Ages and the Golden Age, 1040-1700, and captures major literary and cultural age aspects, and examines the social relations, customs, traditions and productive forces that transitioned Spain from kingdoms to empire. This course meets the Upper Division General Education writing requirements. Conducted in English. (Available for General Education: Art and Humanities.)

**FLIT 384. Modern Hispanic Culture (Peninsular) (3)**

*Preparatory: No background of Spain or Spanish is required.* This course is a survey of contemporary Spain, and captures its major literary and cultural aspects; examines the social relations, customs, traditions, and productive forces that took Spain to a new era and globalization. It conveys the Hispanic spirit and its 20th century lifestyle. Meets the Upper Division General Education writing requirements. Conducted in English. (Available for General Education: Art and Humanities.)

**FLIT 391. Cultural Theories and Methodologies (3-3)**

*Preparatory: FLIT 234.* Intensive interdisciplinary study of an age, movement, problem or theme, with emphasis on the practices and methodologies of intercultural study. The topic of the seminar varies. May be repeated once for credit. (Cross listed with HUM 391.)

**FLIT 396A-Z. Experimental Topics Courses (3)**

**FLIT 402. Japanese Literature (3)**

Survey of Japanese literature from earliest times to the present, with particular emphasis on Japanese cultural values as applied to Western literary forms. Conducted in English.

**FLIT 423. The Greek and Roman Epic in Translation (3)**

Traces the development of the epic genre in antiquity. Emphasis on readings from Homer's *Iliad* and *Odyssey* to Virgil's *Aeneid*. Conducted in English. (Cross listed with ENGL 423.)

**FLIT 424. Drama of Greece and Rome (3)**

Analysis of major Greek and Roman plays, literature and works for the theater. Conducted in English. (Cross listed with ENGL 424.)

**FLIT 426. Drama from 1660 to Ibsen (3)**

Study of significant plays of the Neoclassic period, including romanticism, realism and naturalism. Conducted in English. (Cross listed with ENGL 426.)

**FLIT 427. Drama from Ibsen to the Present (3)**

Development of significant theater movements in Europe and America, including an intensive study of selected plays. Conducted in English. (Cross listed with ENGL 427.)

**FLIT 455. Women Writers of Asia (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Study of selected literary works by women of Asia. Examines the roles of gender and women's creativity in response to the religious and ideological currents and social conditions in the region. Conducted in English.

**FLIT 480. Greek and Roman Literature in Translation (3)**

Study of representative works of classical literature in translation, including consideration of their contributions to Western thought. Conducted in English. (Cross listed with ENGL 480.)

**FLIT 485. Major Russian Writers (3)**

Study of major Russian writers, with emphasis on writers of the pre-revolutionary period. Conducted in English. (Cross listed with ENGL 485.)

**FLIT 491. Capstone Seminar (3)**

*Prerequisite: FLIT 391.* Intensive interdisciplinary study of an age, movement, problem or theme, with emphasis on the application of cultural theory in interdisciplinary study. The topic of the seminar varies. Students will complete a senior project, such as a research paper or a creative performance, that demonstrates the integrated knowledge, understanding and linguistic skills they have gained in the course of studies in the Major. The project will be presented in English to fellow students and MCLL faculty members at the senior presentation. May be repeated once for credit with a different topic. (Cross listed with HUM and LRS 491.)

**FLIT 496A-Z. Experimental Topics Courses (FLIT)(3)**

*Prerequisite: Upper Division standing.* Selected topics in Foreign Literature in Translation with course content to be determined. Conducted in English.

**FLIT 499A-C. Independent Study (1-3)**

## French

### Department of Modern and Classical Languages and Literatures

#### Advisor

Ahmed Bouguarche

#### Degrees Offered

B.A., French

#### The Major

The French major is designed for student who wish to prepare for a career in teaching or for one in which a strong background in French language and culture is essential. By completing the Major, the student is prepared to pursue graduate work in French/Francophone literatures and cultures.

Students with some knowledge of French wishing to take Lower Division courses should take the French placement exam before registration. The exam is available on a drop-in basis at certain hours or by appointment in the Barbara Ann Ward Language Center (BAWLC), JR 316.

Students with advanced placement cannot receive credit for courses below the level at which they are enrolled. However, 200-level classes may be waived or replaced by appropriate classes. Please consult an advisor.

#### Careers

In our multicultural global community, French, with more than 150,000,000 speakers in 52 countries, is a major means of communication between peoples in more than 40 countries of the world. As such, it is essential both for students who anticipate a career as teachers of French language, civilization and culture, and for those who see the study of French as an adjunct to studies in another field. Careers for these students are available in such areas as international business, the tourist industry (including hotel and restaurant management) and public services, both with local and national governmental agencies and with international agencies, such as the U.N., NAFTA and the European Community.

### Requirements for the Bachelor of Arts Degree

#### 1. Lower Division Required Courses (9 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| FREN | 200 | Beginning French Conversation (3)    |
| FREN | 204 | Review of French Grammar (3)         |
| FREN | 208 | Intermediate Reading and Writing (3) |

#### 2. Lower Division Electives (3 units)

##### Choose 1 from the following:

|      |      |  |
|------|------|--|
| FLIT | 295A | Masterpieces of European Literature I (3)  |
| FLIT | 295B | Masterpieces of European Literature II (3) |

#### 3. Upper Division Required Courses (21 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| FREN | 300 | Advanced French Conversation (3)     |
| FREN | 305 | French Pronunciation and Diction (3) |

|      |      |  |
|------|------|--|
| FREN | 315A | Masterpieces of French Literature I (3)  |
| FREN | 315B | Masterpieces of French Literature II (3) |
| FREN | 380  | French Civilization (3)                  |
| FREN | 381  | The Contemporary French World (3)        |
| LING | 417  | Language Development and Acquisition (3) |

#### 4. Upper Division Electives (15 units)

##### Choose 1 course from the following:

|      |     |                                     |
|------|-----|-------------------------------------|
| FREN | 312 | Readings in French for Business (3) |
| FREN | 405 | Art of Translation (3)              |

##### Choose 1 course from the following:

|      |     |                                     |
|------|-----|-------------------------------------|
| ANTH | 310 | Anthropological Linguistics (3)     |
| COMS | 420 | Language and Symbolic Processes (3) |
| ENGL | 301 | Language and Linguistics (3)        |

##### Choose 2 courses from the following:

|      |     |   |
|------|-----|---|
| FREN | 306 | Advanced Composition (3)                |
| FREN | 313 | Beginning Commercial Correspondence (3) |
| FREN | 406 | Textual Analysis and Composition (3)    |

##### Choose 1 course from the following:

|      |      |                    |
|------|------|--------------------|
| FREN | 415D | French Drama (3)   |
| FREN | 415F | French Fiction (3) |
| FREN | 415P | French Poetry (3)  |

**General Education:** The French Major satisfies the Arts and Humanities Requirement of GE. Anthropology 310 (if taken) satisfies Comparative Cultural Studies GE requirement.

|  |       |
|--|-------|
| Total Units in the Major                 | 48    |
| General Education Units                  | 46-49 |
| Additional Units                         | 17-20 |
| Total Units Required for the B.A. Degree | 120   |

### Minors in French

General Minor or Minor in French for Business Majors

#### A. General Minor

##### 1. Lower Division Required Courses (9 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| FREN | 200 | Beginning French Conversation (3)    |
| FREN | 204 | Review of French Grammar (3)         |
| FREN | 208 | Intermediate Reading and Writing (3) |

##### 2. Upper Division Required Courses (6 units)

|      |     |                                      |
|------|-----|--------------------------------------|
| FREN | 305 | French Pronunciation and Diction (3) |
| FREN | 306 | Advanced Composition (3)             |

##### 3. Upper Division Electives (9 units)

###### Choose 1 from the following:

|      |      |  |
|------|------|--|
| FREN | 315A | Masterpieces of French Literature I (3)  |
| FREN | 315B | Masterpieces of French Literature II (3) |

###### Choose 1 from the following:

|      |     |                                   |
|------|-----|-----------------------------------|
| FREN | 380 | French Civilization (3)           |
| FREN | 381 | The Contemporary French World (3) |

One additional Upper Division course chosen in consultation with an advisor (3)

|                                  |    |
|----------------------------------|----|
| Total Units in the General Minor | 24 |
|----------------------------------|----|

#### B. Minor In French for Business Majors

##### 1. Lower Division Required Courses (9 units)

|      |     |                                   |
|------|-----|-----------------------------------|
| FREN | 200 | Beginning French Conversation (3) |
|------|-----|-----------------------------------|

|      |     |                                      |
|------|-----|--------------------------------------|
| FREN | 204 | Review of French Grammar (3)         |
| FREN | 208 | Intermediate Reading and Writing (3) |

##### 2. Upper Division Required Courses (15 units)

|      |     |   |
|------|-----|---|
| FREN | 300 | Advanced Conversation (3)               |
| FREN | 306 | Advanced Composition (3)                |
| FREN | 312 | Readings in French for Business (3)     |
| FREN | 313 | Beginning Commercial Correspondence (3) |
| FREN | 381 | The Contemporary French World (3)       |

|  |    |
|--|----|
| Total Units in the Minor for Business Majors | 24 |
|--|----|

### Course List

#### FREN 101. Elementary French I (4)

*Prerequisite:* Not open to students who have attended schools where French was the language of instruction. Study of the fundamentals of French, including grammatical structures, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### FREN 102. Elementary French II (4)

*Prerequisites:* FREN 101. Not open to students who have attended schools where French was the language of instruction. Continuation of the study of the fundamentals of French, including grammatical structures, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### FREN 200. Beginning French Conversation (3)

*Prerequisite:* FREN 102 or equivalent. Not open to students who have attended schools where French was the language of instruction. Intended to develop students' aural-oral skills and to improve their fluency in spoken French. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### FREN 204. Review of French Grammar (3)

*Prerequisite:* FREN 102. *Recommended Corequisite:* FREN 208. Extensive grammar study intended to clarify and deepen the students' understanding of French grammar through a thorough review of its basic concepts. May not be challenged if principal schooling has been in French. (Available for General Education, Comparative Cultural Studies.)

#### FREN 208. Intermediate French Reading and Writing (3)

*Prerequisite:* FREN 102 or equivalent. Students acquire the techniques and strategies necessary to read and write French at appropriate intermediate levels. May not be challenged if principal schooling has been in French.

#### FREN 300. Advanced French Conversation (3)

*Prerequisite:* Upper Division standing in French. Not open to students who have attended schools where French was the language of instruction. Intended to encourage Majors and Minors in French engaged in the junior-year program to further develop their ability to express themselves in the French language. May not be challenged.

#### FREN 305. French Pronunciation and Diction (3)

*Prerequisite:* Upper Division standing in French. Applied phonetics. Students apply what they learn about the nature of French sounds toward improving their pronunciation by means of dramatic readings ranging from simple prose to poetry and drama.

#### FREN 306. Advanced Composition (3)

*Prerequisites:* Upper Division standing in French. Devoted to the analysis of types of French style and to the practical application of these type patterns in writing.

#### FREN 312. Readings in French for Business (3)

*Prerequisite:* Upper Division standing in French. *Preparatory:* FREN 306. Readings and discussion of texts dealing with various aspects of business, designed to introduce the students to the basic vocabulary and structures of commercial French.

**FREN 313. Beginning Commercial Correspondence (3)**

*Prerequisites:* FREN 312. Introduction to the basic principles of business correspondence in French.

**FREN 315A. Masterpieces of French Literature (3)**

*Prerequisite:* Upper Division standing in French. Introduction to the highlights of French literature from the Middle Ages to the Classical period.

**FREN 315B. Masterpieces of French Literature II (3)**

*Prerequisite:* Upper Division standing in French. Introduction to the highlights of French literature from the 18th century to the contemporary period.

**FREN 380. French Civilization (3)**

*Prerequisite:* Upper Division standing in French. Study of the historical, cultural and societal evolution of the French people from the earliest records to the contemporary period.

**FREN 381. The Contemporary French World (3)**

*Prerequisite:* Upper Division standing in French. Advanced conversation, focusing on aspects of modern culture.

**FREN 391. Language Practicum (3)**

*Prerequisite:* FREN 204 or instructor consent. A language practicum is a course in which field experience is the predominant learning mode, and it can include a community service-learning and other practical experiences in French-speaking organizations approved by the MCLL Department, such as French schools, social welfare, political or other community organizations. Faculty assist students in obtaining appropriate placement. The field work requires an extensive use of the target language and exposure to the target culture. Emphasis will be on the development of appropriate professional vocabulary, as well as speaking and comprehension skills, and culturally-appropriate interaction skills. The field work is complemented by academic study and written assignments. May be repeated once. (Credit/No Credit only)

**FREN 405. The Art of Translation (3)**

*Prerequisite:* Upper Division standing in French or instructor consent. Examination of the similarities and differences between English and French idiom and syntax by means of translation exercises ranging from colloquial to literary in nature.

**FREN 406. Textual Analysis and Composition (3)**

*Prerequisites:* FREN 306 or 313, and 315A or 315B. *Preparatory:* It is recommended that this course be taken before enrollment in FREN 415D, 415F or 415P. Assists students in acquiring literary analytical faculties and in applying these stylistic techniques to written analysis based on classroom discussion, explication in class and students' developing sensitivities to structure, style and composition.

**FREN 415D. French Drama (3)**

*Prerequisite:* Upper Division standing in French. *Preparatory:* FREN 406. Examination of French drama from the medieval period to the 20th century.

**FREN 415F. French Fiction (3)**

*Prerequisite:* Upper Division standing in French. *Preparatory:* FREN 406. Study of selected French novels and short stories tracing the development of the genre from the Middle Ages to the present.

**FREN 415P. French Poetry (3)**

*Prerequisite:* Upper Division standing in French or instructor consent. *Preparatory:* FREN 406. Study of French poetry as a genre from its origins to its modern manifestations in the 19th and 20th centuries.

**FREN 496A-Z. Experimental Topics Courses in French Literature (3)**

*Prerequisites:* Senior standing; one Upper Division course in French literature. Selected topics in French literature with course content to be determined.

**FREN 499A-C. Independent Study (1-3)**

## German

Department of Modern and Classical Languages and Literatures

### Course List

**GERM 101. Elementary German I (4)**

*Prerequisite:* Not open to students who have attended schools where German was the language of instruction. Study of the fundamentals of German grammatical structures, including reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**GERM 102. Elementary German II (4)**

*Prerequisite:* Completion of GERM 101 or equivalent. Not open to students who have attended schools where German was the language of instruction. Continuation of the study of the fundamentals of German, including grammatical structures, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**GERM 201. Intermediate German (3)**

*Prerequisite:* GERM 102 or equivalent. Brief review of grammar and study of more advanced grammatical concepts. Introduction to the reading of literature. May not be challenged if principal schooling has been in German. (Available for General Education, Comparative Cultural Studies.)

**GERM 202. Intermediate German Reading (3)**

*Prerequisite:* GERM 201 or equivalent. *Recommended Corequisite:* GERM 204. Readings and discussion of German essays, short stories, poetry and plays. No formal grammar. May not be challenged if principal schooling has been in German. (Available for General Education, Comparative Cultural Studies.)

**GERM 204. Intensive German Grammar (3)**

*Prerequisite:* Completion of GERM 201 or equivalent. *Recommended Corequisite:* GERM 202. One-semester course consisting of extensive grammar review. May not be challenged if principal schooling has been in German. (Available for General Education, Comparative Cultural Studies.)

## Hebrew

Department of Modern and Classical Languages and Literatures

### Course List

**HEBR 101. Elementary Hebrew I (4)**

*Prerequisite:* Not open to students who have attended schools where Hebrew was the language of instruction. Open only to students who are beginning their study of Hebrew. Study of the fundamentals of Hebrew, including grammatical structure, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**HEBR 102. Elementary Hebrew II (4)**

*Prerequisite:* Completion of HEBR 101. Not open to students who have attended schools where Hebrew was the language of instruction. Continuation of the study of the fundamentals of Hebrew, including grammatical structure, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**HEBR 201. Intermediate Hebrew I (3)**

*Prerequisite:* HEBR 102. May not be challenged if principal schooling has been in Hebrew. 3 hours lecture. (Available for General Education, Comparative Cultural Studies.)

# Italian

## Department of Modern and Classical Languages and Literatures

### Advisor

Anthony Costantini

### Minor

The Minor in Italian offers students the opportunity to attain an advanced level of proficiency in Italian language along with an in-depth study of the culture that has shaped Italian society, both past and present. Students with previous studies in Italian should consult the advisor for advanced placement and course selections to complete the minor. Those students interested in pursuing careers to teach in elementary or secondary education also should consult with the advisor in order to plan their program of studies.

### Student Learning Outcomes of the Minor

Students will be able to:

1. Demonstrate advanced level competence in understanding, speaking, reading and writing in Italian;
2. Demonstrate knowledge of the fundamental historical and cultural events that shaped present-day Italy;
3. Analyze and articulate interpretations of literary works.

### Careers

The Minor in Italian prepares students for teaching Italian and for career opportunities in business and the arts.

#### 1. Lower Division Required Courses (9 units)

|      |     |  |
|------|-----|--|
| ITAL | 201 | Intermediate Italian I (3)                       |
| ITAL | 202 | Intermediate Italian 2 (3)                       |
| ITAL | 204 | Intermediate Italian Grammar and Composition (3) |
| ITAL | 290 | Intermediate Reading and Conversation (3)        |

#### 2. Upper Division Required Courses (12 units)

|      |        |  |
|------|--------|--|
| FLIT | 330    | Italian Civilization from the Middle Ages to the Renaissance (3)           |
| FLIT | 331    | Literary Masterpieces of Italian Humanism and Renaissance (3)              |
| FLIT | 371    | Modern Italian Culture (3)   |
| FLIT | 381    | Aspects of Italian-American Experience in Cinema, Literature and Music (3) |
| ITAL | 300    | Advanced Conversational Italian (3)  |
| ITAL | 305    | Structure of the Italian Language (3)                                      |
| ITAL | 306    | Italian Translation and Style (3)  |
| ITAL | 315    | Masterpieces of Italian Literature (3)                                     |
| ITAL | 335    | Italian Literature of the Middle Ages (3)                                  |
| ITAL | 360    | Italian Literature of the 19th Century (3)                                 |
| ITAL | 496A-Z | Experimental Topics Courses in Italian Literature (3)                      |

|  |    |
|--|----|
| <b>Total Units Required in the Minor</b> | 21 |
|--|----|

### Course List

#### ITAL 101. Elementary Italian I (4)

*Prerequisite:* Not open to students who have attended schools where Italian was the language of instruction. Study of the fundamentals of Italian, including grammatical structures, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### ITAL 102. Elementary Italian II (4)

*Prerequisite:* ITAL 101 or equivalent. Not open to students who have attended schools where Italian was the language of instruction. Continuation of the

study of the fundamentals of Italian, including grammatical structures, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### ITAL 201. Intermediate Italian I (3)

*Prerequisite:* ITAL 102. May not be challenged if principal schooling has been in Italian. (Available for General Education, Comparative Cultural Studies.)

#### ITAL 202. Intermediate Italian II (3)

*Prerequisite:* ITAL 201. *Recommended Corequisite:* ITAL 204. Brief review of grammar. Intensive practice in pronunciation and conversation. Reading of essays, short stories and plays, as well as study of some problems pertinent to Italian culture. May not be challenged if principal schooling has been in Italian. (Available for General Education, Comparative Cultural Studies.)

#### ITAL 204. Intermediate Italian Grammar and Composition (3)

*Prerequisite:* ITAL 201 or instructor consent. *Recommended corequisite:* ITAL 202. One-semester course for non-native speakers consisting of extensive grammar review and literary composition. May not be challenged if principal schooling has been in Italian. (Available for General Education, Comparative Cultural Studies.)

#### ITAL 290. Intermediate Reading and Conversation (3)

*Prerequisite:* ITAL 202 or equivalent. This course offers the opportunity to increase functional language competence. Reading comprehension and communicative skills will be fostered with the use of active vocabulary, media presentations and performances. Guided conversations, reading, and pronunciation will emphasize the development of accurate idiomatic expressions. Use of internet resources and multimedia materials will be an integral part of this course. Course will target computer literacy and technology competencies.

#### ITAL 300. Advanced Conversational Italian (3)

*Prerequisite:* ITAL 204. One-semester course intended to encourage students to further develop their ability to express themselves in the Italian language.

#### ITAL 305. Structure of the Italian Language (3)

*Prerequisite:* ITAL 204. One-semester course devoted to the analysis of the structure of Italian.

#### ITAL 306. Translation and Style (3)

*Prerequisite:* ITAL 204 or permission of the instructor. This course is designed to help students enhance their mastery of the Italian language through translation from English into Italian and Italian into English. This course is a study of the syntactic, morphemic and semantic structures of both languages. Texts to be translated will include literary excerpts, newspaper articles, business letters, technical and scientific material and a variety of essays. This course will allow students to understand the various stylistic differences between Italian and English, to increase vocabulary proficiency and, above all, to achieve a higher writing competence in the target language.

#### ITAL 315. Masterpieces of Italian Literature (3)

*Prerequisite:* ITAL 202. Presents the highlights of Italian literature from its origins to the contemporary period.

#### ITAL 335. Italian Literature of the Middle Ages (3)

*Prerequisite:* ITAL 204 or permission of the instructor. This course offers students a view of major Italian literary schools and works of writers of the Middle Ages.

#### ITAL 360. Italian Literature of the 19th Century (3)

*Prerequisite:* ITAL 204 or equivalent. Offers students of Italian a view of the literary movements (classicism, romanticism, realism, positivism, verism, symbolism) and of the works of major Italian poets and writers of the 19th century.

#### ITAL 391. Language Practicum (3)

*Prerequisites:* ITAL 202 or instructor consent. A language practicum is a course in which field experience is the predominant learning mode, and it can include a community service-learning and other practical experiences in Italian-speaking organizations approved by the MCLL



Department, such as Italian schools, social welfare, political or other community organizations. Faculty assist students in obtaining appropriate placement. The field work requires an extensive use of the target language and exposure to the target culture. Emphasis will be on the development of appropriate professional vocabulary as well as speaking and comprehension skills, and culturally-appropriate interaction skills. The field work is complemented by academic study and written assignments. May be repeated once. (Credit/No Credit Only)

**ITAL 396A-Z. Experimental Topics Courses in Italian Literature (3)**

*Prerequisites: ITAL 204 or equivalent.* Experimental topics in Italian literature or linguistics, with content to be determined.

**ITAL 496A-Z. Experimental Topics Courses in Italian Literature (3)**

*Prerequisite: ITAL 315.* Selected topics in Italian literature, with course content to be determined.

**ITAL 499A-C. Experimental Topics Courses in Italian Literature (3)**

## Japanese

### Department of Modern and Classical Languages and Literatures

#### Advisor

Drake Langford

#### The Minor

The Minor in Japanese is designed to provide students with language training and an understanding of Japanese society and culture as revealed through the study of the language and literature. Students with previous studies in Japanese should consult the advisor for advanced placement and course selections to complete the Minor. Successful completion of the Minor in Japanese will be noted on the student's official CSUN transcript.

#### Student Learning Outcomes of the Minor

As appropriate to the level completed, students will be able to:

1. Demonstrate fluency in the skills of listening, speaking, reading and writing in Japanese;
2. Demonstrate ability to reason and present sound arguments using the Japanese language;
3. Analyze and clearly articulate interpretations of literary texts; and
4. Demonstrate knowledge of Japanese culture and tradition.

#### Careers

The Minor prepares students to teach Japanese and enter graduate programs requiring knowledge of the Japanese language, including area studies, business or law. It also helps students aspiring to careers in international business and law, public and community service, and communication and the media.

#### 1. Prerequisites for the Minor

- JAPN 101 Elementary Japanese I (4)  
JAPN 102 Elementary Japanese II (4)

#### 2. Lower Division Required Courses (8 units)

- JAPN 201 Intermediate Japanese I (4)  
JAPN 202 Intermediate Japanese II (4)

#### 3. Lower Division Elective Courses (3 units)

##### Select 1 course from the following:

- FLIT 250 Traditional Culture of Japan (3)  
JAPN 105 Kanji I (3)  
JAPN 204 Kanji II (3)  
JAPN 205 Kanji III (3)

#### 4. Upper Division Required Courses (9 units)

##### Select 3 courses from the following:

- FLIT 370 Modern Japanese Culture (3)  
FLIT 402 Japanese Literature (3)

- JAPN 300 Advanced Japanese Conversation (3)  
JAPN 304 Advanced Grammar and Composition (3)  
JAPN 305 Language and Culture in Japanese (3)  
JAPN 306 Advanced Reading and Composition (3)

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>20</b> |
|---|-----------|

### Course List

#### JAPN 101. Elementary Japanese I (4)

*Prerequisite: Not open to students with oral proficiency or who have attended schools where Japanese was the language of instruction.* Study of the fundamentals of Japanese, including grammatical structure, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### JAPN 102. Elementary Japanese II (4)

*Prerequisite: JAPN 101 or equivalent.* Not open to students with oral proficiency or who have attended schools where Japanese was the language of instruction. Continuation of the study of the fundamentals of Japanese, including grammatical structure, reading and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### JAPN 105. Kanji I (3)

*Prerequisite: JAPN 101 or equivalent.* Can be taken concurrently with JAPN 102. Students learn to read and write 250 basic kanji characters, and learn to use them in context. The course provides students with the opportunity to further their study of Japanese language and culture and to increase functional language competence. Reading comprehension and writing skills will be targeted with the use of readings, compositions and exercises, including web-based programs and reading materials. The course will include formal study of language structure, although not as the central focus of the course content. The course will be particularly helpful to students planning to learn as many kanji as possible, and eventually all the 1,950 "Kanji for Common Use." (Available for General Education, Comparative Cultural Studies.)

#### JAPN 201. Intermediate Japanese I (4)

*Prerequisite: JAPN 102 or equivalent.* Japanese students with sufficient oral fluency and knowledge of fewer than 100 kanji may enroll in 201 only. Study of grammar, sentence patterns and writing. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### JAPN 202. Intermediate Japanese II (4)

*Prerequisite: JAPN 201 or equivalent.* Students with sufficient oral proficiency and knowledge of fewer than 250 kanji may enroll in 202 only. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

#### JAPN 204. Kanji II (3)

*Prerequisite: JAPN 102 or equivalent.* Can be taken concurrently with JAPN 201. Students learn to read and write 500 basic kanji characters, and learn to use them in context. The course will provide students with the opportunity to further their study of Japanese language and culture and to increase functional language competence. Reading comprehension and writing skills will be targeted with the use of readings, compositions and exercises, including web-based programs and reading materials. The course will include formal study of language structure, although not as the central focus of the course content. The course will be particularly helpful to students planning on learning as many kanji as possible, and eventually all the 1,950 "Kanji for Common Use." (Available for General Education, Comparative Cultural Studies.)

**JAPN 205. Kanji III (3)**

*Prerequisite:* JAPN 201 or equivalent. Can be taken concurrently with JAPN 202. Students learn to read and write 750 kanji, and learn to use them in context. The course will provide students with the opportunity to further their study of Japanese language and culture and to increase functional language competence. Reading comprehension and writing skills will be targeted with the use of readings, compositions and exercises, including web-based programs and reading materials. The course will include formal study of language structure, although not as the central focus of the course content. The course will be particularly helpful to students planning on learning as many kanji as possible, and eventually all the 1,950 “Kanji for Common Use.” (Available for General Education, Comparative Cultural Studies.)

**JAPN 300. Advanced Japanese Conversation (3)**

*Prerequisite:* Completion of 2nd year sequence in Japanese. Designed to develop further the students’ ability to express themselves in spoken Japanese. Strongly recommended for students planning to participate in study abroad programs in Japan.

**JAPN 304. Advanced Grammar and Composition (3)**

*Prerequisite:* Completion of 2nd year sequence in Japanese. Consisting of advanced studies in grammar, syntax, and kanji characters, with composition exercises designed to develop the students’ command of the written language.

**JAPN 305. Language and Culture in Japanese (3)**

*Prerequisite:* JAPN 300 or equivalent. Practice in communication utilizing grammatical and socio-linguistic studies. Through video presentation, role play, interpretation exercises and other activities, the students describe the situation, identify any problems and practice solving problems or accomplishing goals in a non-confrontational manner appropriate in the Japanese social context.

**JAPN 306. Advanced Reading and Composition (3)**

*Prerequisite:* JAPN 304 or equivalent. Aims to increase balanced skills in reading and writing. Focuses on various aspects of Japanese society and values. Designed to develop ability to address intercultural differences and resulting problems.

**JAPN 400. Japanese Language and Society (3)**

*Prerequisite:* JAPN 304 or equivalent. The goal of this course is for students to learn how the Japanese people and society are depicted in the media, and to use Japanese skills for authentic communication purposes. The course will focus on advanced grammar, idioms and reading comprehension skills, enabling students to become better able to express themselves and comprehend both spoken and written Japanese. The course will cover 250 new kanji characters. The course will be conducted through interactive group/pair activities and discussions, as well as written and web-based assignments. Students also will engage in collaborative projects with a partner class at a Japanese university.

**JAPN 401. Introduction to Literature in Japanese (3)**

*Prerequisite:* JAPN 400 or equivalent. In this course, students read authentic work of literature, beginning with poetry, essays and short stories. The goal of this course is for students to improve their facility to read and to recognize the subtle differences in the ways Japanese and Americans communicate, interact, and live their lives. This course focuses on 250 new kanji characters, advanced grammar, idioms, and reading comprehension skills, enabling students to become better able to comprehend both spoken and written Japanese and express themselves. The course is conducted through interactive group/pair activities, discussions and written and web-based assignments, such as listening to podcast readings of a literary work.

**JAPN 499A-C. Independent Study (1-3)**

## Korean

Department of Modern and Classical Languages and Literatures

### Course List

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**KOR 101. Elementary Korean I (4)**

*Preparatory:* Instructor consent. Study of the fundamentals of Korean, including alphabet and additional sounds, grammatical structure, reading, writing and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**KOR 102. Elementary Korean II (4)**

*Preparatory:* Instructor consent. Study of the fundamentals of Korean, including alphabet and additional sounds, grammatical structure, reading, writing and practice in the spoken language. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**KOR 296A. Intermediate Korean I (3)**

*Prerequisite:* KOR 102 or equivalent. In this course, the emphasis will be placed on intermediate listening, speaking, reading, writing and grammar. Using various grammatical patterns, students will learn to form compound and complex sentences. May not be challenged if principal schooling has been in Korean. (Available for General Education, Comparative Cultural Studies.)

## Persian (Farsi)

Department of Modern and Classical Languages and Literatures

### Course List

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**PERS 101. Elementary Persian I (4)**

Study of the fundamentals of Persian, including grammatical structure, alphabet, writing and and practice of the spoken language. May not be challenged. (Available for General Education, Comparative Culture Studies.)

**PERS 102. Elementary Persian II (4)**

*Prerequisite:* PERS 101 or instructor consent. Continuation of the fundamentals of Persian, including grammatical structure, reading, writing and practice of the spoken language. Discussion of Persian history and culture is integrated into the lessons. May not be challenged. (Available for General Education, Comparative Culture Studies.)

**PERS 201. Intermediate Persian I (3)**

*Prerequisite:* PERS 102. Intermediate course designed to strengthen existing communicative skills and cultural knowledge in Persian. Emphasis on oral expression, vocabulary expansion, grammar and, more specifically, reading and writing. Introduction to reading of literature and culture.

**PERS 202. Intermediate Persian II (3)**

*Prerequisite:* PERS 201. Intermediate course designed to strengthen existing communicative skills and cultural knowledge developed in PERS 201. Emphasis on oral expression, vocabulary expansion, spelling, grammar, composition and, more specifically, reading and writing and culture. Conducted in Persian.

## Russian

See “Liberal Studies” page 420 for information on Russian

## Spanish

Department of Modern and Classical Languages and Literatures

### Chair

Brian Castronovo

### Undergraduate Advisors

Brian Castronovo, Edith Dimo, Kenneth Luna, Sirena Pellarolo, Adrian Perez-Boluda, Elias Ramos

### Graduate Advisor

Edith Dimo

### Programs

Undergraduate:

- B.A., Spanish
- Language and Culture Option
- Literature Option

Minors:

- General Minor
- Minor for Business Majors
- Minor for the Health Sciences
- Interdisciplinary Minor: Spanish-Language Journalism

Graduate Degrees Offered:

- M.A., Spanish

### Credential

Spanish Subject Matter Program for the Single Subject Credential (Language and Culture Option)

### Major in Spanish

The Spanish major—consisting of 2 Options: I. Literature and II. Language and Culture—is designed for students who wish to prepare for a career in secondary, college or university teaching, or who intend to pursue other careers where a strong background in Spanish is essential. Students should seek advisement from Spanish faculty advisors concerning the Option best suited to their goals.

The Spanish Major requires a capstone paper to be written in a 500-level course of the student's choice.

Students with some knowledge of Spanish wishing to take Lower Division courses should take the Spanish placement exam before registration. The exam is available on a drop-in basis at certain hours or by appointment in the Barbara Ann Ward Language Center (BAWLC), JR 316.

Students with advanced placement cannot receive credit for courses below the level at which they are enrolled. However, 200-level classes may be waived or replaced by appropriate classes. Please consult an advisor.

### Student Learning Outcomes of the Undergraduate Program

1. Prepare students for careers in teaching (secondary, community college, university), and legal, medical, administrative and journalistic fields, etc., that require advanced-level (ACTFL Guidelines) abilities in both oral and written skills;
2. Provide students with techniques, strategies, methodologies, and skills to carry out independent research that supports career choices;
3. Establish a solid foundation for lifelong learning, service and participation in the Hispanic, Latino and global communities;
4. Carry out research and apply critical theories in analysis of Hispanic linguistics, literatures, civilizations and cultures;
5. Communicate at the advanced level using a variety of rhetorical modes in both oral and written discourse; and
6. Achieve subject matter competency (as stated in the Standards of the California Commission on Teacher Credentialing) to enter a Credential or a Graduate Program in Spanish at any U.S. university.

## Requirements for the Bachelor of Arts Degree

### A. Option I: Literature

#### 1. Lower Division Required Courses (15 units)

##### Choose 1 from the following:

|      |                        |   |
|------|------------------------|---|
| FLIT | 295A                   | Masterpieces of European Literature I (3)                                       |
| FLIT | 295B                   | Masterpieces of European Literature II (3)                                      |
| SPAN | 210A/L<br>or SPAN 210B | Communicating in Spanish and Lab (2/1)<br>Intermediate Spanish Conversation (3) |
| SPAN | 220A                   | Intermediate Spanish I (3)  |
| SPAN | 220B                   | Intermediate Spanish II (3)   |

#### 2. Upper Division Required Courses (33 units)

##### Writing (3 units)

##### Choose 1 from the following:

|      |     |   |
|------|-----|---|
| SPAN | 306 | Advanced Composition (3)<br>Literary Analysis (3 units) |
| SPAN | 307 | Introduction to the Analysis of Hispanic Literature (3) |

##### Literature (9 units)

##### Choose 3 from the following:

|      |      |                                    |
|------|------|------------------------------------|
| SPAN | 315A | Literature of Spain I (3)          |
| SPAN | 315B | Literature of Spain II (3)         |
| SPAN | 363  | Literature of Latin America I (3)  |
| SPAN | 364  | Literature of Latin America II (3) |

##### Civilization and Culture (3 units)

##### Choose 1 from the following:

|      |     |   |
|------|-----|---|
| SPAN | 380 | Latin American Civilization (3)             |
| SPAN | 381 | Spanish Civilization (3)                    |
| SPAN | 382 | Literature and Society in Latin America (3) |
| SPAN | 383 | Literature and Society in Spain (3)         |

##### Language and Linguistics (3 units)

##### Choose 1 from the following:

|      |     |                          |
|------|-----|--------------------------|
| SPAN | 395 | Spanish Phonetics (3)    |
| SPAN | 401 | Language and Culture (3) |

##### Electives (12 units)

##### Select 3 courses from the following. Choose courses to assure a balance between Peninsular and Latin American Spanish.

|      |            |   |
|------|------------|---|
| SPAN | 421 or 521 | Central American Literature (3)*                              |
| SPAN | 508        | Literature of the Middle Ages (3)                             |
| SPAN | 509        | Literature of the Renaissance (3)                             |
| SPAN | 512        | Golden Age Prose (3)  |
| SPAN | 513        | Golden Age Poetry (3)   |
| SPAN | 518        | Spanish Neoclassicism and Romanticism (3)                     |
| SPAN | 519        | Spanish Realism and Naturalism (3)                            |
| SPAN | 520        | Latin American Cinema and Literature (3)                      |
| SPAN | 550        | Latin American Novel (3)                                      |
| SPAN | 560        | Latin American Women Writers (3)                              |
| SPAN | 561        | Spanish Women Writers (3)                                     |
| SPAN | 580        | Spanish Literature from 1898 to 1936 (3)                      |
| SPAN | 581        | Spanish Literature Since 1936 (3)                             |
| SPAN | 584        | The Novel of the Mexican Revolution (3)                       |
| SPAN | 587        | The Contemporary Mexican Novel (3)                            |
| SPAN | 595A-Z     | Experimental Topics in Hispanic Literatures and Cultures. (3) |

\*Spanish Majors should take SPAN 521

#### 3. Select 1 course from the following with prior advisement (3 units)

Foreign Literature in Translation (FLIT) 341, 423, 424, 427, 440, 480, 485, 488, 496A-Z; or Classics 315.

### B. Option II: Language and Culture

This is the option with same requirements for the Single Subject Credential.

**1. Lower Division Required Courses (9 Units)**

|              |  |
|--------------|--|
| SPAN 210A/L  | Communicating in Spanish and Lab (2/1) |
| or SPAN 210B | Intermediate Spanish Conversation (3)  |
| SPAN 220A    | Intermediate Spanish I (3)             |
| SPAN 220B    | Intermediate Spanish II (3)            |

**2. Upper Division Required Courses (39 units)****A. Language Proficiency Development (9 units)**

|          |                                      |
|----------|--------------------------------------|
| SPAN 304 | Advanced Grammar and Composition (3) |
| SPAN 306 | Advanced Composition (3)             |

**Choose 1 from the following:**

|          |   |
|----------|---|
| SPAN 300 | Advanced Conversational Spanish (3)         |
| SPAN 310 | Language and Contemporary Hispanic Life (3) |

**B. Language and Linguistic Analysis (9 units)**

|          |                          |
|----------|--------------------------|
| SPAN 395 | Spanish Phonetics (3)    |
| SPAN 401 | Language and Culture (3) |

**Choose 1 from the following:**

|          |  |
|----------|--|
| SPAN 400 | Structure of the Spanish Language (3)            |
| SPAN 497 | Comparative Structure of Spanish and English (3) |

**C. Literature and Literary Aspects of Culture (15 units)**

|          |   |
|----------|---|
| SPAN 307 | Introduction to the Analysis of Hispanic Literature (3) |
|----------|---|

**Choose 1 from Group A and one from Group B:****Group A**

|           |                            |
|-----------|----------------------------|
| SPAN 315A | Literature of Spain I (3)  |
| SPAN 315B | Literature of Spain II (3) |

**Group B**

|          |                                    |
|----------|------------------------------------|
| SPAN 363 | Literature of Latin America I (3)  |
| SPAN 364 | Literature of Latin America II (3) |

**Choose 1 from the following:**

|             |  |
|-------------|--|
| SPAN 508    | Literature of the Middle Ages (3)                          |
| SPAN 509    | Literature of the Renaissance (3)                          |
| SPAN 512    | Golden Age Prose (3)                                       |
| SPAN 513    | Golden Age Poetry (3)                                      |
| SPAN 518    | Spanish Neoclassicism and Romanticism (3)                  |
| SPAN 519    | Spanish Realism and Naturalism (3)                         |
| SPAN 561    | Spanish Women Writers (3)                                  |
| SPAN 580    | Spanish Literature from 1898 to 1936 (3)                   |
| SPAN 581    | Spanish Literature Since 1936 (3)                          |
| SPAN 595A-Z | Experimental Topics in Hispanic Literature and Culture (3) |

**Choose 1 from the following:**

|                 |  |
|-----------------|--|
| SPAN 520        | Latin American Cinema and Literature (3) |
| SPAN 421 or 521 | Central American Literature (3)*         |
| SPAN 550        | Latin American Novel (3)                 |
| SPAN 560        | Latin American Women Writers (3)         |
| SPAN 584        | Novel of the Mexican Revolution (3)      |
| SPAN 587        | The Contemporary Mexican Novel (3)       |

\*Spanish Majors should take SPAN 521

**D. Civilization and Culture (6 units)****Choose one from Group A and one from Group B:****Group A**

|          |   |
|----------|---|
| SPAN 380 | Latin American Civilization (3)             |
| SPAN 382 | Literature and Society in Latin America (3) |

**Group B**

|          |                                     |
|----------|-------------------------------------|
| SPAN 381 | Spanish Civilization (3)            |
| SPAN 383 | Literature and Society in Spain (3) |

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>48</b>  |
| <b>General Education Units</b>                  | <b>48</b>  |
| <b>Additional Units</b>                         | <b>24</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

**Minors In Spanish**

General Minor or Minor in Spanish for Business Majors or for Health Sciences

**A. General Minor****1. Lower Division Required Courses (9 units)**

|           |                             |
|-----------|-----------------------------|
| SPAN 220A | Intermediate Spanish I (3)  |
| SPAN 220B | Intermediate Spanish II (3) |

**Choose 1 from the following:**

|             |  |
|-------------|--|
| SPAN 210A/L | Communicating in Spanish and Lab (2/1) |
| SPAN 210B   | Intermediate Spanish Conversation (3)  |

**2. Upper Division Required Courses (15 units)****a. Language (6 units)**

|          |                          |
|----------|--------------------------|
| SPAN 306 | Advanced Composition (3) |
| SPAN 401 | Language and Culture (3) |

**b. Literature (6 units)****Choose 1 from the following:**

|           |                                |
|-----------|--------------------------------|
| SPAN 315A | The Literature of Spain I (3)  |
| SPAN 315B | The Literature of Spain II (3) |

**Choose 1 from the following:**

|          |  |
|----------|--|
| SPAN 363 | The Literature of Latin America I (3)  |
| SPAN 364 | The Literature of Latin America II (3) |

**c. Linguistics (3 units)****Choose 1 from the following:**

|          |                                       |
|----------|---------------------------------------|
| SPAN 395 | Spanish Phonetics (3)                 |
| SPAN 400 | Structure of the Spanish Language (3) |

|   |           |
|---|-----------|
| <b>Total Units in the General Minor</b> | <b>26</b> |
|---|-----------|

**B. Minor In Spanish for Business Majors****1. Lower Division Required Courses (9 units)**

|           |                              |
|-----------|------------------------------|
| SPAN 220A | Intermediate Spanish I (3)   |
| SPAN 220B | Intermediate Spanish II (3)* |

\*SPAN 211, when offered, should be taken instead of SPAN 220B.

**Choose one from the following:**

|             |  |
|-------------|--|
| SPAN 210A/L | Communicating in Spanish and Lab (2/1) |
| SPAN 210B   | Intermediate Spanish Conversation (3)  |

**2. Upper Division Required Courses (15 units)****a. Language and Culture (9 units)**

|          |  |
|----------|--|
| SPAN 300 | Advanced Conversational Spanish (for non-natives only) (3) |
|----------|--|

|          |                          |
|----------|--------------------------|
| SPAN 306 | Advanced Composition (3) |
|----------|--------------------------|

|          |   |
|----------|---|
| SPAN 310 | Language and Contemporary Hispanic Life (3) |
|----------|---|

**b. Spanish for Business (6 units)**

|          |                                      |
|----------|--------------------------------------|
| SPAN 312 | Readings in Spanish for Business (3) |
|----------|--------------------------------------|

|          |   |
|----------|---|
| SPAN 313 | Beginning Commercial Correspondence (3) |
|----------|---|

Students with advanced placement, or native speakers who are not permitted to take SPAN 300 must include an additional Upper Division course chosen with the approval of an advisor.

|  |           |
|--|-----------|
| <b>Total Units in the Spanish for Business Minor</b> | <b>24</b> |
|--|-----------|

**C. Minor in Spanish for the Health Sciences**

**1. Lower Division Required Courses (9 units)**

- SPAN 220A Intermediate Spanish I (3)
- SPAN 220B Intermediate Spanish II (3)

**Choose 1 from the following:**

- SPAN 210A/L Communicating in Spanish and Lab (2/1)
- SPAN 210B Intermediate Spanish Conversation (3)

**2. Upper Division Required Courses (15 units)**

**a. Language (9 units)**

- SPAN 300 Advanced Conversational Spanish (for non-natives only) (3)
- SPAN 303 Practical Spanish for Health Professionals (3)
- SPAN 306 Advanced Composition (3)

**b. Culture (3 units)**

- SPAN 310 Language and Contemporary Hispanic Life (3)

**c. Medical Practicum (3 units)**

- SPAN 391 Medical Practicum: Interpreting for the Spanish Speaking (3)

|   |           |
|---|-----------|
| <b>Total Units in the Spanish for Health Sciences Minor</b> | <b>24</b> |
|---|-----------|

**Spanish Subject Matter Program for the Single Subject Credential:**

Core requirements are the same as those for the Language And Culture Option.

**Additional Requirements for the Spanish Subject Matter Program:**

1. Exit interview with Department faculty;
2. Overall GPA of 2.75; and
3. GPA in Spanish Subject Matter Program of 2.6.

For details on the Single Subject Credential Program, see the Credentials and Department of Secondary Education sections in the Catalog.

**Master of Arts Degree in Spanish**

**A. Major Goals and Objectives**

1. Prepare students to participate in a wide variety of careers (legal, medical, diplomatic, business, teaching, administrative, translation) that require native or near-native abilities in oral and written skills;
2. Provide students with techniques, methods, strategies and skills to carry out independent research that supports career choices;
3. Establish a solid foundation for lifelong learning and community service in the Hispanic communities; and
4. Design, organize and successfully deliver advanced level seminars that demonstrate superior level oral proficiency, as well as teaching methodologies.

**Requirements for the Master of Arts Degree**

**A. Admission to the Program:**

Department evaluation and approval by a graduate advisor are required before a student can be admitted to either Classified or Unclassified Graduate Standing. Please see additional information regarding Classified status in the Graduate Section. Admission requirements for Classified Graduate Status in the Spanish Program are the same as the general University requirements for Classified Status.

**B. Special Requirements**

Candidates are expected to have reading competence in a second foreign language other than English. The second foreign language is to be selected with the approval of the graduate advisor. See Foreign Language Reading Examination, Successful Completion of a Comprehensive Examination and SPAN 697 for more information.

**1. Required Courses (18 units)**

Choose a total of 6 courses (at least one in each field):

**a. Language**

- SPAN 600 History of the Spanish Language (3)
- SPAN 603 Seminar in Romance Linguistics (3)
- SPAN 605 Advanced Translation (3)

**b. Literature**

- SPAN 606 Seminar in a Genre (3)
- SPAN 607 Seminar in a Literary Period (3)
- SPAN 608 Seminar in Selected Authors (3)
- SPAN 609 Seminar in Style (3)
- SPAN 620 Spanish Literary Criticism (3)

**c. Civilization**

- SPAN 680 Topics in Latin-American Culture (3)
- SPAN 681 Topics in Spanish Culture (3)

**2. Electives (12 units)**

**Select at least 2 courses from each group:**

**a. Language**

- SPAN 400 Structure of the Spanish Language (3)
- SPAN 505 Art of Translation (3)
- SPAN 506 Advanced Written Expression (3)

**b. Literature**

Any 400- or 500-level literature courses not used to satisfy B.A. Degree requirements, or any 600-level literature courses listed in the Core but not used to satisfy Core requirements.

|   |           |
|---|-----------|
| <b>Total Units Required for the M.A. Degree</b> | <b>30</b> |
|---|-----------|

**Course List**

**SPAN 101. Elementary Spanish I (4)**

*Prerequisite:* Not open to students with oral proficiency or who have attended schools where Spanish was the language of instruction. Study of the fundamentals of Spanish, including grammatical structures, reading and practice in the spoken language. Credit will not be given for both SPAN 101 and 103. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**SPAN 102. Elementary Spanish II and (4)**

*Prerequisite:* Completion of SPAN 101 or instructor consent. Not open to students who have attended schools where Spanish was the language of instruction. Continuation of the study of the fundamentals of Spanish grammatical structures, reading and practice in the spoken language. May not be challenged. Credit will not be given for both SPAN 102 and 104. (Available for General Education, Comparative Cultural Studies.)

**SPAN 103. Elementary Written Spanish I (3)**

*Prerequisite:* Open only to those with oral fluency in Spanish. Preparatory: Instructor consent, subject to verification of oral skills at the beginning of the semester. Emphasizes the development of reading and writing skills, and includes the study of specific areas of grammar. Reading selections emphasize Hispanic culture. Taught in Spanish. May not be challenged. Credit will not be given for both SPAN 101 and 103. (Available for General Education, Comparative Cultural Studies.)

**SPAN 106CLD. Elementary Spanish II CLAD (2)**

*Prerequisite:* SPAN 101. Supplements SPAN 101 and allows students to satisfy the 6-unit language requirement of the CLAD Portion of the Teaching Credential Program. Enables future teachers to improve their Spanish and to provide them with the skills to express themselves on a daily basis in their classrooms.

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**SPAN 210A/L. Communicating in Spanish and Lab (2/1)**

*Prerequisites:* SPAN 102 or 104 or equivalent. Not open to students who have attended schools where Spanish was the language of instruction. *Corequisite:* SPAN 210AL. Situational Spanish for intercultural communication. Development of listening and speaking skills in the context of worldwide Hispanic cultures. Reading and writing activities in addition to lab requirement. Recommended for students wanting to strengthen Spanish skills before entering other 200-level courses, or for those primarily interested in developing practical communicative ability. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**SPAN 210B. Intermediate Spanish Conversation (3)**

*Prerequisites:* SPAN 102 or 104 or equivalent. Not open to students who have attended schools where Spanish was the language of instruction. *Recommended corequisites:* SPAN 220A and 220B. Intended to develop the students' oral-aural skills and to improve their fluency in spoken Spanish. May not be challenged. (Available for General Education, Comparative Cultural Studies.)

**SPAN 211. Intermediate Readings in Business Spanish (3)**

A course in intermediate Spanish reading, focusing on aspects of business. Does not count toward the Major or Minor in Spanish.

**SPAN 220A. Intermediate Spanish I (3)**

*Prerequisite:* SPAN 102 or 104 or equivalent. *Recommended Corequisite:* SPAN 210B. Improves listening and speaking skills, although reading and writing skills are strengthened as necessary. Review of basic grammar and introduction of more advanced grammatical structures and syntax. Vocabulary expansion. May not be challenged if principal schooling has been in Spanish. (Available for General Education, Comparative Cultural Studies.)

**SPAN 220B. Intermediate Spanish II (3)**

*Prerequisite:* Completion of SPAN 220A or equivalent. *Recommended Corequisite:* SPAN 210B. Improves reading and writing skills in Spanish and use of these skills in the context of an introductory study of Hispanic literature. Introduces critical theory as an essential to analysis. Reviews application of grammar skills to composition. Conducted in Spanish. May not be challenged if principal schooling has been in Spanish. (Available for General Education, Comparative Cultural Studies.)

**SPAN 300. Advanced Conversational Spanish (3)**

*Prerequisite:* SPAN 220A or equivalent. Not open to students who have attended schools where Spanish was the language of instruction. *Recommended corequisite:* SPAN 220B. Encourages Majors and Minors in Spanish engaged in the junior-year program to further develop their ability to express themselves in the Spanish language. Strongly recommended for prospective teachers of Spanish. May not be challenged.

**SPAN 304. Advanced Grammar and Composition (3)**

*Prerequisite:* Upper Division standing in Spanish. One-semester course consisting of the study of difficult problems of syntax unique to the Spanish language, with composition exercises that develop students' command of the written language.

**SPAN 306. Advanced Composition (3)**

*Prerequisite:* SPAN 304 or upper division standing in Spanish. Analysis and evaluation of types of Spanish style and the practical application of these type patterns in writing.

**SPAN 307. Introduction to the Analysis of Hispanic Literature (3)**

*Prerequisites:* SPAN 220B or equivalent. Reading, discussion and practical analysis of selected works of Hispanic literature to acquire the basic knowledge of the genres, archetypes and movements that are unique to it. Introduction to the analytical tools (terminology, critical approaches, research methodology, and term-paper format) necessary to the study of the above. Conducted in Spanish.

**SPAN 310. Language and Contemporary Hispanic Life (3)**

*Prerequisite:* Upper Division standing in Spanish. Advanced conversation focused on aspects of contemporary culture.

**SPAN 312. Readings in Spanish for Business (3)**

*Prerequisite:* SPAN 306. Readings and discussion of texts dealing with various aspects of business that introduce students to the basic vocabulary and structures of commercial Spanish.

**SPAN 315A. Literature of Spain I (3)**

*Prerequisite:* SPAN 306, 307. Introduction to the highlights of Spanish literature from its origins to the Golden Age period, including Cervantes.

**SPAN 315B. Literature of Spain II (3)**

*Prerequisite:* SPAN 306, 307. Introduction to the highlights of Spanish literature from the Golden Age period to the modern period.

**SPAN 320A. Culture and Civilization in Contemporary Hispanic Society (3)**

*Prerequisite:* Completion of SPAN 220B or equivalent. Not open to Majors or Minors. For the Liberal Studies Program concentration. Develops the formal writing skills needed in the preparation of essays and research papers. Readings upon which the writing exercises are based discuss Hispanic (European and Latin American) culture and civilization from the mid-19th century to the present. Conducted in Spanish.

**SPAN 320B. Literature and Culture in Contemporary Hispanic Society (3)**

*Prerequisite:* SPAN 320A. Not open to Majors or Minors. For the Liberal Studies Program concentration. Reading and discussion of selected literary works, with emphasis on their place in the development of Spanish and Spanish-American literature, and their relationship to social and historical movements, the history of ideas and the development of the arts from the mid 19th century to the present. Conducted in Spanish.

**SPAN 363. Literature of Latin America I (3)**

*Prerequisites:* SPAN 306, 307. First part of a 2-semester course dealing with representative authors of Central and South America; the study of the cultural and social backgrounds of their work; and analysis of literary genres, such as native Indian elements and gauchesco literature.

**SPAN 364. Literature of Latin America II (3)**

*Prerequisites:* SPAN 306, 307. Second part of a 2-semester course dealing with representative authors of Central and South America; the study of the cultural and social backgrounds of their work; and analysis of literary genres, such as native Indian elements and gauchesco literature.

**SPAN 380. Latin American Civilization (3)**

*Prerequisite:* Upper Division standing in Spanish. Evolution of Latin American civilization, with special reference to social, cultural and artistic elements.

**SPAN 381. Spanish Civilization (3)**

*Prerequisite:* Upper Division standing in Spanish. Study of Spanish customs and institutions in the light of their historical development.

**SPAN 382. Literature and Society in Latin America (3)**

*Prerequisite:* Upper Division standing in Spanish. Reading and discussion of selected works of fiction and non-fiction, with emphasis on their place in the development of Latin American literature, and their relationship to social and historical movements, the history of ideas and the development of the arts. Conducted in Spanish.

**SPAN 383. Literature and Society in Spain (3)**

*Prerequisite:* Upper Division standing in Spanish. Reading and discussion of selected works of fiction and non-fiction, with emphasis on their relationships to social and historical movements, the history of ideas and the development of the arts in Spain. Conducted in Spanish.

**SPAN 391 Practicum in Spanish: Working in the Hispanic Community (3)**

*Prerequisite:* SPAN 300 or consent of instructor. A course designed to provide training and practical field experience in interpreting for the Spanish-speaking in such areas as medicine, legal aid, education and others. Emphasis will be placed on the development of appropriate professional vocabulary, as well as speaking and comprehension skills. May be repeated once. (Credit/No Credit only)

**SPAN 395. Spanish Phonetics (3)**

*Prerequisite:* Upper Division standing in Spanish. Improves pronunciation, and consolidates and supplements basic theoretical knowledge about sounds, sound relationships and sentence inflection.

**SPAN 400. Structure of the Spanish Language (3)**

*Prerequisite:* Upper Division standing in Spanish. Scientific analysis of the structure of Spanish; comparison with traditional descriptions; and review of problems of usage in writing and speaking Spanish.

**SPAN 401. Language and Culture (3)**

*Prerequisite:* Upper Division standing in Spanish. Linguistic study of the Spanish language in a social and cultural context. Topics covered may include the study of cultural influences on the development of the language and its varieties, languages in contact with other languages, bilingualism and socio-cultural factors in language use.

**SPAN 421. Central American Literature (3)**

*Prerequisites:* For Spanish Majors: SPAN 306, 307. For CAS Minors: CAS 201; Upper Division standing or instructor consent. Recommended Corequisite: SPAN 521. Examines Central American literary traditions, with emphasis on the 20th century. Focuses on the aesthetic proposals, the historical and political context in which Central American literature is produced, the Central American transnational experience, and the ways in which literary production contributes to the construction of a contemporary version of Central American identity. Emphasizes application of recent trends in literary theories and critical methodologies. Variable topics. Conducted in Spanish.

**SPAN 496A-Z. Experimental Topics Courses in Spanish Literature (3)**

*Prerequisites:* SPAN 306, 307. Selected topics in Spanish literature or linguistics, with course content to be determined.

**SPAN 497. Comparative Structure of Spanish and English (3)**

*Prerequisite:* SPAN 395. Recommended for native speakers. Comparative study of the Spanish and English linguistic structures at the phonemic, morphemic, syntactic and semantic levels as they interact in the bilingual learning process.

**SPAN 499A-C. Independent Study (1-3)****Graduate**

All graduate-level classes are conducted in Spanish. For ways to meet the foreign language graduate reading requirement, see Foreign Language Reading Examination.

**SPAN 505. The Art of Translation (3)**

*Prerequisite:* SPAN 306 or instructor consent. Study of the morphemic, syntactic and semantic problems of translating Spanish into English and vice versa, complemented by practical work in both areas. Conducted in Spanish.

**SPAN 506. Advanced Written Expression (3)**

*Prerequisite:* SPAN 306 or instructor consent. Advanced expository writing designed to take the student beyond the basic skills of clarity and organization to improved language mastery and use of stylistic modes. Conducted in Spanish.

**SPAN 508. Literature of the Middle Ages (3)**

*Prerequisites:* SPAN 306, 307. Study of the literary and intellectual developments in Spain during the Middle Ages. Conducted in Spanish.

**SPAN 509. Literature of the Renaissance (3)**

*Prerequisites:* SPAN 306, 307. Study of the literary and intellectual developments in Spain during the Renaissance. Analysis of the development of major genres. Conducted in Spanish.

**SPAN 512. Golden Age Prose (3)**

*Prerequisites:* SPAN 306, 307. Study of the major trends in the prose literature of the Golden Age, including Cervantes and the novel, mystic prose, the essay and historiography. Conducted in Spanish.

**SPAN 513. Golden Age Poetry (3)**

*Prerequisites:* SPAN 306, 307. Study of the principal trends and types of Golden Age poetry, including epic, lyric and drama. Conducted in Spanish.

**SPAN 518. Spanish Neoclassicism and Romanticism (3)**

*Prerequisites:* SPAN 306, 307. Study of the aesthetic, social and philosophical ideas in the writings of major Spanish neoclassic and romantic figures. Conducted in Spanish.

**SPAN 519. Spanish Realism and Naturalism (3)**

*Prerequisites:* SPAN 306, 307. Study of the major realistic and naturalistic authors. Analysis of the development of aesthetic theory and the influence of growing social consciousness and scientific theory on literature. Conducted in Spanish.

**SPAN 520. Latin American Cinema and Literatures (3)**

*Prerequisites:* SPAN 306, 307. Studies the relationship between film and literature in Latin America, focusing on cinematic adaptations of literary works. Films are viewed by the students outside of the classroom. Class time is devoted almost entirely to discussions of readings and films. Conducted in Spanish.

**SPAN 521. Central American Literature (3)**

*Prerequisites:* SPAN 306, 307. Recommended Corequisite: SPAN 421. Examines Central American literary traditions, with emphasis on the 20th century. Focuses on the aesthetic proposals, the historical and political context in which Central American literature is produced, the Central American transnational experience, and the ways in which literary production contributes to the construction of a contemporary version of Central American identity. Application of recent trends in literary theories and critical methodologies are emphasized. Variable topics. Conducted in Spanish.

**SPAN 530. Spanish Dialectology (3)**

*Prerequisites:* SPAN 395, 400. Study of the objective, methods and issues involved in Spanish dialectology. Exploration of major differences between Iberian and Latin American Spanish, and in-depth analysis of phonetic, morphosyntactic and lexical characteristics of regional and national varieties, including the Spanish of the U.S. Students conduct a research project that includes a small-scale linguistic survey involving native speakers of such dialects. Relevant findings reported through oral presentations and a research paper. Conducted in Spanish.

**SPAN 550. The Latin American Novel (3)**

*Prerequisites:* SPAN 306, 307. Development of the Latin American novel from the colonial period to the present day. Emphasis on the "Nueva Novela" (Fuentes, García Márquez, Rulfo, Roa Bastos, Sabato, Vargas Llosà and others.) Conducted in Spanish.

**SPAN 560. Latin American Women Writers (3)**

*Prerequisites:* SPAN 306, 307. Topical study of selected works of Latin American women writers, exploring women's literary traditions and their relationships to mainstream literary movements. Application of recent trends in literary theories and critical methodologies are emphasized. Conducted in Spanish.

**SPAN 561. Spanish Women Writers (3)**

*Prerequisites:* SPAN 306, 307. Topical study of selected works of Spanish women writers, exploring women's literary traditions and their relationship to mainstream literary movements. Application of recent trends in literary theories and critical methodologies are emphasized. Conducted in Spanish.

**SPAN 580. Spanish Literature from 1898 to 1936 (3)**

*Prerequisites:* SPAN 306, 307. Study of social, philosophical and aesthetic issues as reflected in Spanish literature from 1898 to 1936. Conducted in Spanish.

**SPAN 581. Spanish Literature Since 1936 (3)**

*Prerequisites:* SPAN 306, 307. Study of the major works of Spanish literature from 1936 to the present, including those of writers exiled during the Spanish Civil War (1936-39). All works are studied within the framework of life in Spain during and after the Civil War and in relation to the Spanish literary tradition. Conducted in Spanish.

**SPAN 584. The Novel of the Mexican Revolution (3)**

*Prerequisites:* SPAN 306, 307. Study of selected novels that describe the revolutionary struggle during the years 1910-1915 and the profound changes that the revolution produced in Mexican society. Also emphasizes the novelists' disillusion with many of the revolutionary governments. Conducted in Spanish. (Cross listed with CHS 584.)

**SPAN 587. The Contemporary Mexican Novel (3)**

*Prerequisites:* SPAN 306, 307. Study of the recent trends in the Mexican novel through the reading of selected works by the best-known contemporary Mexican novelists. Conducted in Spanish. (Cross listed with CHS 487.)

**SPAN 595A-Z Experimental Topics Courses in Hispanic Literatures and Cultures (3-3)**

*Prerequisites:* 2 Upper Division courses in the Major; Senior standing. Study of experimental topics in the discipline of Hispanic literatures and cultures, with course content to be determined each semester. May be repeated once for credit. Conducted in Spanish.

**SPAN 600. History of the Spanish Language (3)**

Development of Spanish from Latin to the present. Conducted in Spanish.

**SPAN 603. Seminar in Romance Linguistics (3)**

Major linguistic problems, with specific reference to Spanish. Conducted in Spanish.

**SPAN 605. Advanced Translation (3)**

*Prerequisite:* SPAN 505 or instructor consent. Further study of translation as it goes beyond the functional conveyance of meaning to the more complex tasks of transferring stylistic features of genre patterns. Analysis of texts already translated into English or Spanish and practice according to the students' area of interest. Conducted in Spanish.

**SPAN 606. Seminar in a Genre (3)**

Topics vary from semester to semester. Conducted in Spanish.

**SPAN 607. Seminar in a Literary Period (3)**

Period studied varies from semester to semester. Conducted in Spanish.

**SPAN 608. Seminar in Selected Authors (3)**

This course will focus attention on a specific author or group of authors, either in Spanish or Latin American literature. This course may be repeatable for credit only if the topic for the semester changes.

**SPAN 609. Seminar in Style (3)**

Review of principal stylistic theories and their application to Spanish. Conducted in Spanish.

**SPAN 620. Spanish Literary Criticism (3)**

Historical development of Spanish literary criticism, including analysis of representative critics. Conducted in Spanish.

**SPAN 680. Selected Topics in Latin American Culture (3)**

*Preparatory:* SPAN 380 or its equivalent, or instructor consent. Detailed analysis of the complex interplay of political, artistic and intellectual forces at work at any given moment in history. Period or area treated varies from semester to semester. Conducted in Spanish.

**SPAN 681. Topics in Spanish Culture (3)**

*Preparatory:* SPAN 381 or its equivalent, or instructor consent. Detailed analysis of the complex interplay of political, artistic and intellectual forces at work at any given moment in history. Period treated varies from semester to semester. Conducted in Spanish.

**SPAN 697. Directed Comprehensive Studies (3)**

*Required for Comprehensive Examinations. Taken in final semester.* Conducted in Spanish.

**SPAN 699A-C. Independent Study (1-6)**

Conducted in Spanish.



# Music

## Mike Curb College of Arts, Media, and Communication

Cypress Hall (CY) 116

(818) 677-3181

[www.csun.edu/music](http://www.csun.edu/music)

### Staff

Lea Antone, Phil Calvert, Linda Gray, Jim Karukas, Jill Price, Suzanne Recer, Jan Sanborn, Kyle Stephens

### Full-time Faculty

David Aks, Ric Alviso, Katherine Ramos Baker, Ron Borczon, Carey Christensen, John Daversa, Matt Harris, Julia Heinen, Dan Hosken, Liviu Marinescu, Alexandra Monchick, Deanna Murray, Gary Pratt, Dmitry Rachmanov, Diane Roscetti, John Roscigno, David Sannerud, Elizabeth Sellers, Paul Smith, Lawrence Stoffel, Steven Thachuk, William Toutant

### Part-time Faculty

Ann Baltz, Carolyn Beck, Robert Berg, Greg Bissonett, Sandra Bostrom, John Buonamassa, Phil Calvert, John Dearman, Kay Dell, Helen Dolas, James Dorsa, Robert Eisenhart, Bryan Fasola, Michael Ferril, Edward Francis, Gary Fukushima, Peter Garcia, Glen Garrett, Kimaree Gilad, Scott Glasgow, Benoit Grey, Richard Hofmann, David Hoover, Timothy Howard, David Joyce, Don Kasper, Phil Keen, Diane Ketchie, Sandra Kipp, Milen Kirov, Larry Koonse, Jon Lewis, Kate Lewis, Rob Lockart, Jerry Luedders, John Magnussen, Andrew Malloy, William Malpede, Nick Mancini, Joel Mankey, Bob McChesney, Oscar Meza, Linda Mouradian, Geoff Nudell, Jihye Oh, Dariusz (Oles) Oleszkiewicz, John Pisano, Dave Pozzi, Gee Rabe, Julia Ray, Jacqueline Salas, Mary Schliiff, David Scott, Judy Scott, Kathleen Scott-Meske, Howard Shear, David Shostac, Janet Shulman, Aaron Smith, Linda Stones, Richard Weller, Julie West

### Emeritus Faculty

Frank Campo, Robert Danes, Aurelio de la Vega, Robert Delwarte, Margery Gossard, Beverly Grigsby, Ralph Heidsiek, Elmer Heerema, Jeanine Jacobson, Daniel Kessner, Gerard Knieter, Gerald Lawson, Joel Leach, Frank McGinnis, James Ostrem, Ron Purcell, Francoise Regnat, Mary Louise Reilly, David Scott, Linda Stones, Frances Ulrich, David Whitwell, Clarence Wiggins

### Programs

Undergraduate:

**B.A., Music Education, Music Industry, Music Therapy, and Breadth Studies Options**

**B.M., Music Performance and Composition Options**

Graduate:

**M.M., Composition, Conducting, Performance**

### Accreditation

The CSUN Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

### The Major

Research increasingly confirms and reveals the power and potential of music in human development. The study of music, requiring a variety of learning modalities, develops essential skills that carry over into the study of other fields. The performance components allow for deep cultivation of its expressive potential. The student also has opportunity to develop maturity and poise in public settings, leading to growth in self-confidence and flexibility. In group music making, the student becomes part of an artistic community, reaping the satisfaction of working with others toward common goals and the sense of accomplishment resulting from fine performance.

### Careers

Music Department graduates are gainfully employed in diverse positions throughout the world, including teachers in public and private schools and colleges, practicing music therapists; conductors of orchestras and bands; published composers and arrangers; award-winning recording artists; and performers in renowned opera companies, major symphony orchestras, recording studios and professional chamber ensembles; and many involvements with the entertainment industry in Southern California and elsewhere.

### Academic Advisement

All Music Majors are required to meet with the designated faculty in each Option during the last 3 weeks of each semester for mandatory academic advisement. Students who fail to meet with his/her advisor will not be allowed to enroll through System Registration, which could result in missing his/her System Registration Priority Registration time.

Undergraduate Music Advisor Lea Antone is available to assist students with general music advisement. Questions regarding academic status, selecting a major, changing major, Degree Progress Reports (DPR), unofficial transcripts, graduation and transfer evaluation should be directed to her attention.

Questions regarding graduate studies should be directed to the Graduate Advisor at (818) 677-3181.

### Admission to the Major

Students wanting to select Music as a major are expected to have had a variety of pre-college cognitive and affective experiences. These could include high school performance, high school theory programs, individual private instruction with music professionals, and music professional and vocational experiences. Admission to the Major in Music for all undergraduate degrees is determined by audition. Students must complete this audition and be accepted to the Department prior to being accepted in the major. Those auditioning for the Bachelor of Music Degree must exhibit a high performance competence in the audition.

Transfer students seeking admission to Performance Options must audition at the appropriate entrance-level determined by the number of transferable units accepted by the University. (Example: At the time of the audition, students with more than 60 transferable units must demonstrate musical proficiency at the junior level for admission to a Performance Option.) Exceptions to this policy are rare and are at the discretion of the Music Department.

Students admitted on a probationary basis to the Bachelor of Music Degree Program will receive 1 semester of B.M. lessons (2 units). If probationary status continues beyond 1 semester, students will receive B.A. lessons (1 unit).

All persons applying for admission to a Graduate Program in Music must take placement examinations in history and theory, in addition to any entrance requirements for the field of study.

### Requirements for the Bachelor Degrees in Music

After admission to the University and admission to the Music Department (audition for Performance Options and audition plus interview for other Options), students will need to complete required course work in the Music Core curriculum and in an Option. Successful progress toward the Degree is in part determined by appropriate course work taken in a sequential manner and by earning a grade of "C-" or better in all courses in the Music curriculum, including those outside the Music Department. Students will not be admitted to Upper Division study in Music until all Lower Division course work has been successfully completed.

### Lesson and Ensemble Requirements

To qualify for individual lessons in any semester, an undergraduate student must be enrolled in a minimum of 12 units, including lesson units and the correct number of ensemble units required by his or her Option.

Enrollment in the designated ensemble(s) for the student's instrument is a corequisite of enrollment in private lessons each semester of enrollment. Students who do not meet this requirement by the third week of the semester will not be eligible for lessons that semester.

All students enrolled in individual lessons must demonstrate their progress in the major before a faculty jury at the end of each semester of study. Students receiving lower than a grade of "C-" in that semester of lessons will need to take additional study at their own expense to achieve their required level of performance before resuming Department-paid lessons.

### Credential Program

A Music Education Major, to be cleared for the Credential Program, must have met all of the Music Education requirements, including the Music Education Assessment and additional criteria found in the Credential Section of the current University Catalog.

### Student Learning Outcomes for All Bachelor Degrees in Music

1. Demonstrate the ability to hear, identify and work conceptually with the elements of music, through sight-reading, basic keyboard proficiency and musical analysis;
2. Perform standard repertoire appropriate to their performance area, as individuals, members of ensembles and/or conductors;
3. Demonstrate a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires beyond that area, including a wide selection of Western and world music literature;
4. Demonstrate a working knowledge of music technology and its application to their area of specialization;
5. Develop pedagogical and/or clinical skills fundamental to their area of specialization for application across a variety of music and music-related professions;
6. Demonstrate professional competence in the execution of business processes and practices commonly employed within their area of specialization; and
7. Create derivative or original music in both extemporaneous and written form.

### Requirements for the Bachelor of Arts Degree

#### 1. Lower Division Required Courses (26 units)

|     |       |  |
|-----|-------|--|
| MUS | 101   | Your Career in Music: College and Beyond (2) |
| MUS | 110A  | Keyboard Musicianship I (1)                  |
| MUS | 110B  | Keyboard Musicianship II (1)                 |
| MUS | 111/L | Musicianship I and Lab (1/1)                 |
| MUS | 112/L | Musicianship II and Lab (1/1)                |
| MUS | 191/L | Fundamentals of Music Technology and Lab (3) |
| MUS | 201   | Style and Literature of Western Music I (3)  |
| MUS | 202   | Style and Literature of Western Music II (3) |
| MUS | 210A  | Keyboard Musicianship III (1)                |
| MUS | 211/L | Musicianship III and Lab (1/1)               |
|     |       | Individual Lessons (1-1)                     |
|     |       | Ensembles (4)                                |

#### 2. Upper Division Required Courses (3-4 Units)

|     |     |   |
|-----|-----|---|
| MUS | 307 | Music from a Global Perspective (3)   |
| MUS | 495 | Senior Recital/Project (Applies only to B.A. Music Education and Breadth Studies) (1) |

### Option Requirements

#### A. Breadth Studies In Music (35 Units)

This is a flexible Program with minimum performance requirements that allows students to combine studies in music with other fields of interest (entrance audition required).

|     |       |                               |
|-----|-------|-------------------------------|
| MUS | 210B  | Keyboard Musicianship IV (1)  |
| MUS | 212/L | Musicianship IV and Lab (1/1) |
| MUS | 213   | Harmony I (3)                 |
| MUS | 214   | Harmony II (3)                |

Individual Lessons (1-1)

Ensembles (4)

Upper Division music courses to be selected in consultation with the Breadth Studies Advisor and directed toward a specific Capstone, including 2 music literature courses (20 units)

**Literature (choose 2):** 401—Opera Literature; 403—Vocal Literature; 404—Symphonic Literature; 405—Wind; 407—Keyboard Literature; 409—Chamber Literature; 411—Performance Practices; 412—Choral Literature; 306—Introduction to Jazz; 309—Traditional Music of the U.S.

**Individual Lessons:** Maximum of 2 units (in addition to the required 4 units), may be requested of the Department Chair by the student in writing at the time of the 4th semester jury. If approved, this choice leads to a Capstone no. 4 as listed below.

**Ensembles:** Maximum of 4 Upper Division units toward the 20-unit elective total (4 units required for students receiving 2 additional units of lessons).

**Other:** Maximum of 6 units in 1 or more disciplines outside music. MUS 307 and 495 do not count toward the 20 unit upper division requirement.

**Capstone:** (MUS 495 in Core, Credit/No Credit). One of the following (detailed requirements available from Breadth Studies Advisor):

1. Undergraduate Thesis (35-page minimum).
2. Lecture/demonstration—plus written report (15-page minimum).
3. Custom-designed project. Student must describe the specifics of the project and how it relates—plus written report (15-page minimum).
4. Lecture/recital: Requires Department Chair approval, normally not permitted. In rare circumstances the student and his/her faculty member may petition the Department Chair during the fourth semester of lessons for consideration of the lecture/recital Capstone and additional lessons.

**General Education:** The following 9 units of Music courses count for GE: MUS 191/L, 202, 307.

|  |            |
|--|------------|
| <b>Total Units in the Breadth Studies Option</b> | <b>65</b>  |
| <b>General Education Units</b>                   | <b>39</b>  |
| <b>Additional Units</b>                          | <b>16</b>  |
| <b>Total Units Required for the B.A. Degree</b>  | <b>120</b> |

#### B. Music Industry Studies (39 units):

For students preparing for a career in the various business-related aspects of the field (entrance audition required). Required Capstone experience: Internship.

|     |       |  |
|-----|-------|--|
| MUS | 210B  | Keyboard Musicianship IV (1)                           |
| MUS | 213   | Harmony I (3)  |
| MUS | 293/L | Early Field Experience in Music Industry and Lab (1/1) |
| MUS | 302   | Jazz History (2)                                       |
| MUS | 303   | History of Rock and Pop Music (2)                      |
| MUS | 391/L | MIDI-Sequencing Technology and Lab (2/1)               |
| MUS | 397AB | Recording (2)  |

- MUS 419 Music Industry Foundations (3)
- MUS 493 Music Production (3)
- MUS 494ABC Internship (6)

Individual Lessons (2)\*

\*Lessons will apply to instrument used for audition.

Ensembles (4)

**Courses outside music:**

- BLAW 280 Business Law (3)
- MGT 360 Management and Organizational Behavior (3)

**General Education:** The following 9 units of Music courses count for GE: MUS 191/L, 202, 307.

|  |            |
|--|------------|
| <b>Total Units in the Breadth Studies Option</b> | <b>65</b>  |
| <b>General Education Units</b>                   | <b>39</b>  |
| <b>Additional Units</b>                          | <b>13</b>  |
| <b>Total Units Required for the B.A. Degree</b>  | <b>120</b> |

**C. Music Education (45 units)**

For students preparing for teaching careers in public schools (entrance audition required). Capstone experience: Half-hour recital. To earn a California Single-Subject Credential in Music, students must also complete the Credential requirements in the Department of Secondary Education, detailed in the Credential section of the Catalog.

- MUS 212/L Musicianship IV and Lab (1/1)
- MUS 213 Harmony I (3)
- MUS 214 Harmony II (3)
- MUS 233 Keyboard Application for Music Education (1)

Individual Lessons (5)

Lessons, including the 2 units in the core, must be on one instrument.

Ensembles (10)

Subject Matter Program (21 Units)

Subject Matter Core (14 Units)

Choral or Instrumental Emphasis (7 Units)

**Core (14 units)**

- MUS 219A Jazz Improvisation (1)
- MUS 266 Foundations and Field Observation in Music Education (2)
- MUS 334 String Instrument Class (1)
- MUS 335 Woodwind Instrument Class (1)
- MUS 336 Brass Instrument Class (1)
- MUS 337 Percussion Instrument Class (1)
- MUS 363/L Choral Conducting and Arranging and Lab (2/1)
- MUS 364/L Instrumental Conducting and Arranging and Lab (2/1)
- MUS 479 General Music Practicum (1)

**Choral Emphasis (7 units)**

- MUS 339AB Diction 339A and 339B (2)
- MUS 468 Pedagogy of Singing (2)
- MUS 473/L Choral Methods and Practicum and Lab (2/1)

**or Instrumental Emphasis (7 units)**

- MUS 338A Elements of Vocal Technique (1)
- MUS 369 Field Band Techniques (1)
- MUS 474/L Instrumental Methods and Practicum (2/1)

**Select 1 pedagogy course from the following**

- MUS 464 String Pedagogy (String Majors) (2)
- MUS 465 Wind Pedagogy (Wind Majors) (2)
- MUS 467 Percussion Pedagogy (Percussion Majors) (2)

Music Education majors will take PHYS 305—Physics of Music as a requirement for GE Natural Sciences.

**Requirements for the Credential Program:**

1. Completed B.A. requirements and graduated;
2. An overall 3.0 GPA in music courses;
3. No grade lower than a “B-” in any of the Subject Matter courses;
4. Successfully completed the Music Education Assessment (Information is available in the Music Education Advisor’s Office); and
5. Met additional criteria found in the Credential Section of the Catalog.

**General Education: The following 9 units of Music courses count for GE: MUS 191/L, 202, 307.**

|  |            |
|--|------------|
| <b>Total Units in the Music Education Option</b> | <b>75</b>  |
| <b>General Education Units</b>                   | <b>39</b>  |
| <b>Additional Units</b>                          | <b>6</b>   |
| <b>Total Units Required for the B.A. Degree</b>  | <b>120</b> |

**D. Music Therapy (52 units)**

For students preparing for careers in the therapeutic applications of music (entrance audition required). Capstone experience: Internship. Completion of the Program qualifies students to take the national examination needed to become a Board-Certified Music Therapist.

- MUS 210B Keyboard Musicianship IV (1)
- MUS 212/L Musicianship IV and Lab (1/1)
- MUS 213 Harmony I (3)
- MUS 214 Harmony II (3)

Individual Lessons (must all be on one instrument, including the 2 units in the Core requirement) (2)

Ensembles (4)

Electives (to be chosen through advisement) (5)

**Required Therapy Courses (32 units)**

- MUS 292 Orientation (2)
- MUS 360/L Functional Skills for Therapy and Lab (2/1)
- MUS 390MI Music Therapy Improvisation (2)
- MUS 392/L Music in Therapy and Lab (3/1)
- MUS 477 Practicum (1-1-1-1)
- MUS 491 Psychology of Music (3)
- MUS 492/L Influence of Music on Behavior (3/1)
- MUS 494AC Internship (4)
- PSY 310 Behavior Disorders (3)
- SPED 400 Introduction to Special Education. (3)

**General Education:** The following 9e units of Music courses count for GE: MUS 191/L, 202, 307.

|   |            |
|---|------------|
| <b>Total Units in the Music Therapy Option</b>  | <b>81</b>  |
| <b>General Education Units</b>                  | <b>39</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

**Requirements for the Bachelor of Music Degree**

**1. Lower Division Required Courses (39 Units)**

Capstone experience for all Options: One-hour recital (Performance), 45-minute recital (Composition/Commercial and Media Writing)

- MUS 101 Your Career in Music: College and Beyond (2)
- MUS 112/L, 211/L, 212/L, 311/L and 312/L—Musicianship II, III, IV, V, VI (2-2-2-2-2) (total of 10)
- MUS 110AB Keyboard Musicianship I, II and 110AB Keyboard Musicianship II, IV (1-1-1-1) (total of 4)

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|-----|-------|--|
| MUS | 191/L | Fundamentals of Music Technology and Lab (2/1) |
| MUS | 201   | Style/Literature of Western Music I (3)        |
| MUS | 202   | Style/Literature of Western Music II (3)       |
| MUS | 213   | Harmony I (3)                                  |
| MUS | 214   | Harmony II (3)                                 |
|     |       | Individual Lessons (4)                         |
|     |       | Ensembles (4)                                  |

## 2. Upper Division Required Courses (7 units)

|     |     |                                     |
|-----|-----|-------------------------------------|
| MUS | 307 | Music from a Global Perspective (3) |
| MUS | 316 | Musical Analysis (3)                |
| MUS | 495 | Recital/Senior Project (1)          |

## B.M. Degree Requirements

### Strings

#### 1. Orchestral

##### Select 2 of the following:

|     |     |                           |
|-----|-----|---------------------------|
| MUS | 404 | Symphonic Literature (2)  |
| MUS | 409 | Chamber Literature (2)    |
| MUS | 411 | Performance Practices (2) |
| MUS | 464 | String Pedagogy (2)       |
| MUS | 487 | Chamber Music (1,1,1)     |
|     |     | Individual Lessons (12)   |
|     |     | Ensembles (12)            |

#### 2. Classical Guitar

|     |       |   |
|-----|-------|---|
| MUS | 130   | Fretboard Sight Reading (1)                 |
| MUS | 406A  | Fretboard Literature (2)                    |
| MUS | 406B  | Fretboard Literature (2)                    |
| MUS | 433/L | Master Class and Lab (1/1)                  |
| MUS | 462/L | Guitar Pedagogy I and Lab (1/1)             |
|     |       | Individual Lessons (12)                     |
|     |       | Ensembles (4 units met by MUS 287/487) (12) |

### Winds

##### Select 1 of the following:

|     |       |                           |
|-----|-------|---------------------------|
| MUS | 287   | Chamber Music (1,1)       |
| MUS | 404   | Symphonic Literature (2)  |
| MUS | 405   | Wind Literature (2)       |
| MUS | 411   | Performance Practices (2) |
| MUS | 435/L | Master Class: Winds (1/1) |
| MUS | 465   | Wind Pedagogy (2)         |
| MUS | 487   | Chamber Music (1,1)       |
|     |       | Individual Lessons (12)   |
|     |       | Ensembles (12)            |

### Percussion

|     |       |                                   |
|-----|-------|-----------------------------------|
| MUS | 187   | Percussion Ensemble (1,1)         |
| MUS | 387   | Percussion Ensemble (1,1)         |
| MUS | 410   | Percussion History/Literature (2) |
| MUS | 437/L | Master Class: Percussion (1/1)    |
| MUS | 467   | Percussion Pedagogy (2)           |
|     |       | Individual Lessons (12)           |
|     |       | Ensembles (12)                    |

### Keyboard

*Note: MUS 110AB, 210AB (4 units) from the Core are not required (or allowed) for B.M. Keyboard Majors.*

|     |      |                                |
|-----|------|--------------------------------|
| MUS | 132A | Keyboard Sight Reading (1)     |
| MUS | 132B | Functional Keyboard Skills (1) |
| MUS | 232B | Alternative Keyboards (1)      |

## 1. Piano: a) Performance, and b) Pedagogy\*

|     |     |  |
|-----|-----|--|
|     |     | Individual Lessons (12)                                      |
|     |     | Ensembles  |
| MUS | 276 | (1 unit, taken four times) (4)                               |
| MUS | 476 | (1 unit, taken four times) (4)                               |
|     |     | Elective Ensembles (chosen in consultation with advisor) (4) |

### Select 10 additional units from the following, in consultation with advisor:

|     |        |   |
|-----|--------|---|
| MUS | 314    | Tonal Counterpoint (3)  |
| MUS | 407    | Keyboard Literature (2)   |
| MUS | 432/L  | Master Class: Piano and Lab (1/1)   |
| MUS | 461A/L | Beginning Piano Pedagogy and Lab (1/1)  |
| MUS | 461B/L | Intermediate Piano Pedagogy and Lab (1/1)   |
| MUS | 478    | Piano Pedagogy Resources and Practicum (2-2)  |
|     |        | <i>*Students in the Piano Pedagogy Emphasis are strongly encouraged to take PSY 150 (3 units) to meet 3 units of the G.E. requirement in Social Sciences)</i> |

## 2. Organ:

|     |            |  |
|-----|------------|--|
|     |            | Individual Lessons (12)                                      |
|     |            | Ensembles  |
| MUS | 276 or 476 | (1 unit, taken four times) (4)                               |
|     |            | Elective Ensembles (chosen in consultation with advisor) (8) |

### Select 10 additional units from the following, in consultation with advisor:

|     |       |   |
|-----|-------|---|
| MUS | 314   | Tonal Counterpoint (3)                      |
| MUS | 315   | Orchestration I (2)                         |
| MUS | 363/L | Choral Conducting and Arranging and Lab (3) |
| MUS | 407   | Keyboard Literature (2)                     |
| MUS | 411   | History of Performance Practices (2)        |
| MUS | 412   | Choral Literature (2)                       |
| MUS | 438   | Master Class: Church Music (2)              |

### Vocal Arts

|     |        |  |
|-----|--------|--|
| MUS | 339ABD | Diction for Singers (1-1-1)                  |
|     |        | A: IPA/English/Italian; B: German; D: French |
| MUS | 468    | Pedagogy of Singing (2)                      |

##### Select 1 of the following:

|     |     |                         |
|-----|-----|-------------------------|
| MUS | 403 | Vocal Literature (2)    |
| MUS | 412 | Choral Literature (2)   |
|     |     | Individual Lessons (12) |
|     |     | Ensembles (12)          |

##### Select 2 units from the following:

|     |       |   |
|-----|-------|---|
| MUS | 291   | Alexander Technique (1)                       |
| MUS | 363/L | Choral Conducting and Arranging and Lab (2/1) |
| MUS | 378AB | Performance Techniques/Opera Workshop (1-1)   |
| MUS | 488   | Opera Roles (2)                               |
|     |       | Secondary Choral Ensembles (1)                |

### Composition/Commercial and Media Writing

|     |       |   |
|-----|-------|---|
| MUS | 315   | Orchestration I (2)                                 |
| MUS | 321   | Beginning Composition (2)                           |
| MUS | 364/L | Instrumental Conducting and Arranging and Lab (2/1) |

## 1. Composition

|     |            |                               |
|-----|------------|-------------------------------|
| MUS | 314        | Tonal Counterpoint (3)        |
| MUS | 334        | Strings Class (1)             |
| MUS | 335        | Woodwinds (1)                 |
|     | or MUS 336 | Brass Instruments (1)         |
| MUS | 415        | Orchestration II (3)          |
| MUS | 416        | Advanced Musical Analysis (2) |
| MUS | 421        | Advanced Composition (2,2,2)  |
| MUS | 463        | Music Theory Pedagogy (2)     |

- Upper Division literature elective (2)
- Ensembles (4)
- Elective (2)
- Recital of Compositions (MUS 495—in Core)

**2. Commercial and Media Writing:**

The following 4 courses are substitutions to the Core Requirements:

- MUS 210A/J Keyboard Musicianship III and Jazz Lab (1)
- MUS 210B/J Keyboard Musicianship IV and Jazz Lab (1)
- MUS 311J/L Musicianship V: Jazz and Jazz Lab (1/1)
- MUS 312J/L Musicianship VI: Jazz and Jazz Lab (1/1)

**Courses required in Commercial and Media Writing Option:**

- MUS 221 Song Writing (2)
- MUS 317A Jazz Arranging I (2)
- MUS 318 Vocal Arranging for Media (2)
- MUS 322 Beginning Media Composition (2)
- MUS 391/L MIDI Sequencing and Lab (2/1)
- MUS 397AB Recording (1-1)
- MUS 419 Music Industry Foundations (3)
- MUS 420A Advanced Media Composition (3)
- MUS 420B Advanced Media Orchestration (3)
- MUS 494A Internship—Internal (1)
- MUS 494C Internship—External (3)

Students interested in Composition should contact the Coordinator as early as possible in their Music studies. For acceptance into the Composition Emphasis, students must pass a mandatory jury after completion of MUS 321. Composition and Commercial and Media Writing Majors must complete individual study through Level IV on any instrument.

Students will be accepted into the Commercial and Media Writing Emphasis after completion of MUS 221 with a minimum grade of “B.”

**Jazz Studies**

For entrance into the Jazz Option, students must audition for the Jazz faculty. The following courses are substitutions to the Core requirements:

- MUS 210A/J Keyboard Musicianship III: Jazz and Lab (1)
- MUS 210B/J Keyboard Musicianship IV: Jazz and Lab (1)
- MUS 302 Jazz History (2)
- MUS 311J/L Musicianship V: Jazz and Lab (1/1)
- MUS 312J/L Musicianship VI: Jazz and Lab (1/1)

- MUS 319AB Advanced Jazz Improvisation (1-1)
- MUS 317AB Jazz Arranging (2-3)
- Individual Lessons (12)
- Ensembles (12)

**General Education:** The following 9 units of Music courses count for GE: MUS 191/L, 202, 307

|  |              |
|--|--------------|
| <b>Total Units in the B.M. Program (depending on Option)</b> | <b>79-80</b> |
| <b>General Education Units</b>                               | <b>39</b>    |
| <b>Additional Units (depending on Option)</b>                | <b>7-8</b>   |
| <b>Total Units Required for the B.M. Degree</b>              | <b>126</b>   |

**Special Requirements of the Music Major**

1. Music majors are required to declare, with the approval of the Department, a performance specialization (voice, piano or other principal instrument). They are expected to develop this ability and to appear regularly in performance.
2. Repertoire standards have been established for each of the Degree Programs. Students in the B.A. Degree Options requiring an audi-

tion must enter the program at B.A. Level I and must attain the appropriate level for graduation. Students in B.M. Degree Options in Performance must meet B.M. Level I standards as freshmen and attain B.M. Level VIII for graduation.

3. As part of the graduation requirement, all Music Majors must fulfill an Ensemble Requirement. This may differ for each B.A. Degree and B.M. Degree Option. The specific requirements for each Option, and the ensembles that may be used to meet these requirements, are published on the Department website.
4. Students enrolled in music ensembles in the Fall semester normally are expected to re-enroll in the same ensemble for the Spring semester. The nature of these classes makes it essential that consistent personnel be maintained through the year.
5. A concert attendance requirement is attached to successful completion of each Musicianship level (see Core Courses, B.A. Degree and B.M. Degree above).
6. A change from a B.M. Degree Option to a B.A. Degree Option, after more than 2 semesters in the B.M. Program requires written approval from the Department Chair.
7. All Music Majors are required to meet with the designated faculty in each Option during the last 3 weeks of each semester for mandatory academic advisement. Students who fail to meet with his/her advisor will not be allowed to enroll through System Registration, which could result in missing his/her System Registration Priority Registration time.
8. Students receiving lower than a “C-” in a semester of lessons will need to take additional study at their own expense to achieve their required level of performance before resuming Department-paid lessons.

**Graduate Program Requirements**

**Master of Music: 30 units**

The Master of Music Degree is offered in:

- A. Performance (audition required);
- B. Conducting, Instrumental or Choral (audition required); or
- C. Composition (entrance portfolio and interview required)

**Prerequisite:** a Bachelor’s Degree, including preparation equivalent to the Undergraduate Music Major. Also, satisfactory placement in Departmental Graduate Placement Examinations in Theory and Analysis, and in Music History and Literature prior to first enrollment.

Performance Majors must demonstrate their progress in the area of specialization before a faculty jury at the end of each semester of enrollment in individual study.

Composition Majors must have completed Musicianship VI or its equivalent and demonstrate the equivalency of an undergraduate recital in Composition.

**For Master of Music**

All graduate students in Music are accepted to the program as Conditionally Classified. To achieve Classified status in the Graduate Program, the following are required:

1. Completion of University requirements for admission to Classified Graduate status;
2. Completion of any deficiencies that were determined by the Department of Music at the time of admission;
3. Completion of 12 units of graduate study applicable to the degree with a GPA of 3.0 or better;
4. A satisfactory result on the Graduate Record Examination (required only if the student’s undergraduate grade point average is below 3.0);
5. Satisfactory placement in Departmental Graduate Placement Examinations in Theory and Analysis, and in Music History and Literature, or completion of review courses if deemed appropriate by

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the Department. The exams must be taken prior to first enrollment so that students can register in any review courses needed. Students failing the exams may repeat them once or complete review course work with a grade of "C" or better. The exams will be administered at designated times during the semester preceding entrance, and during registration week at the beginning of Fall and Spring terms. Graduates of CSUN who have completed History and Theory courses with a grade of "B" or better, and who apply for admission to the Graduate Program within 2 years of graduation, will not be required to take these examinations; and

6. Review of competency and progress in the area of Concentration.

For more information about requirements for admission, Graduate Classification and requirements for graduation, consult the Graduate Studies section of the Catalog.

### Student Learning Outcomes of the Graduate Program

After successful completion of all requirements for the Master of Music Degree, all students will:

1. Demonstrate continuing development of professional and scholarly competence within their area of specialization;
2. Demonstrate a continuing development of individual talent, musical interests and philosophies to be used creatively to preserve and extend the cultural heritage of music;
3. Demonstrate artistic and intellectual rigor in the organization, interpretation, communication and dissemination of musical knowledge.
4. Demonstrate pedagogical skills fundamental to their Area of Specialization applicable across a variety of music and music-related professions; and
5. Demonstrate professional competence in the execution of business processes and practices commonly employed within their Area of Specialization.

### Requirements for the M.M. Degree

#### 1. Required Courses (15 units)

|     |     |  |
|-----|-----|--|
| MUS | 601 | Research and Bibliography in Music (3) |
| MUS | 604 | Seminar in Musical Analysis (3)        |
| MUS | 698 | Artistic Performance/Thesis (3)        |

Choose two from the following:

|     |      |                                   |
|-----|------|-----------------------------------|
| MUS | 603A | Seminar in Renaissance Music (3)  |
| MUS | 603B | Seminar in Baroque Music (3)      |
| MUS | 603C | Seminar in Classic Music (3)      |
| MUS | 603D | Seminar in Romantic Music (3)     |
| MUS | 603E | Seminar in Contemporary Music (3) |

#### Area of Concentration (Minimum of 15 units)

Courses to be selected from the specific requirements in the Music Department Graduate Handbook and in consultation with the Music Department Graduate Advisor and appropriate Area Coordinator.

|  |    |
|--|----|
| Total Units Required for the M.A. and M.M. Degrees | 30 |
|--|----|

### Master of Arts in Music Industry Administration

See Tseng College in this Catalog.

### Course List

#### MUS 100. Music Fundamentals (3)

An introduction to the study of music theory. The course will include learning to read treble, alto, tenor and bass clefs; notation of pitches and rhythms on staff systems; reading and writing intervals, triads and scale systems, in addition to melodic and rhythmic structures. Basic solfege and rhythm reading also will be addressed.

#### MUS 101. Your Career in Music: College and Beyond (2)

Intended to assist Music Majors in 1) planning for and achieving success in the major; and 2) making appropriate music-based career choices. Career exploration features guest speakers from various aspects of the profession.

#### MUS 105. Understanding Music (3)

History of Western music traditions, examining musical style and structure, relationships with other art forms and aspects of their roles in Western culture. Lecture, listening, discussion and outside concert attendance. (Available for General Education, Arts and Humanities.)

#### MUS 106HH. Hip Hop Music (3)

A survey of Hip Hop music, with an emphasis on its musical elements and influences. Students will acquire the appropriate vocabulary necessary to analyze Hip Hop music and trace its development as a form of human expression and its relationship with the media. Lecture, listening and discussion. (Available for General Education, Arts and Humanities.)

#### MUS 107. Music Today (3)

Survey of music in our society, including selected material from rock, jazz, pop, folk, traditional, show, film and art styles, as well as the impact of technology on today's musical life. (Available for General Education, Arts and Humanities.)

#### MUS 108. Music in Film (3)

Exploration of the role of music in films as it stimulates the emotional response to the visual aspects of the art form; examination of the historical evolution of film scoring; and examination of the role of the composer in joining sonic art with visual art. Film clips, both historical and contemporary, illustrate the principles developed. (Available for General Education, Arts and Humanities.)

#### MUS 110A, B. Keyboard Musicianship I and II (1-1, 1-1)

*Prerequisite: Music Majors and Musical Theatre Minors only.* I: Introduction of fundamental keyboard skills and piano playing, sight reading, transposition, literature, improvisation and analysis emphasizing five-finger techniques. II: Expansion of content to include scales, keyboard harmony and harmonization, use of pedals, playing by ear, and transposition emphasizing octave playing. 2 hours lab per week.

#### MUS 111/L. Musicianship I and Lab (1/1)

Development of basic skills in music making, including ear training, sightsinging, conducting exercises and fundamental terminology. 1 hour lecture, 2 hours lab.

#### MUS 112/L. Musicianship II and Lab (1/1)

*Preparatory: MUS 111/L. Corequisite: MUS 112L.* Development of basic skills in music making, including ear training, sight singing, conducting exercises, melodic and rhythmic dictation, and fundamental terminology. 1 hour lecture, 2 hours lab.

#### MUS 120/L. Arts Immersion: Music and Lab (1/1)

*Prerequisite: Restricted to students in the ITEP-Freshman Option Program.* Introduction to the study of music based on the Visual and Performing Arts Framework for California Public Schools. Concepts of music are explored through materials and skills appropriate for use in elementary classrooms. Music fundamentals are applied through the development of skills in singing and playing basic classroom instruments. Students will apply and integrate knowledge of music as an art form with the other arts domains (theatre, visual art and dance) as well as the 4 strands of the Visual and Performing Arts Framework. 1 hour lecture, 2 hours lab per week.

#### MUS 130. Guitar Sight Reading (1-1)

*Prerequisite or Corequisite: MUS 111/L.* Drills to train eyes, ears, and hands. Study of staff notation and musical symbols through ensemble performance of simple 1-, 2- and 3-part pieces. Development of a harmonic vocabulary through open position chords and their transposition.

**MUS 131A-B. First-year Piano (1-1)**

*Prerequisite: Not open to Music Majors; For students with no piano experience.* 131B continues the development of keyboard skills and may be taken by students who already read music on the elementary level. For development of piano appreciation and skill. 2 hours lab per week.

**MUS 132A-B. for Keyboard Majors**

*(Substitutes for MUS 110A-B)*

A—Sight-reading (1)

B—Functional Keyboard Skills (1)

A—Development of sight-reading proficiency at the keyboard with a variety of repertoire and styles. Emphasis on developing familiarity with keyboard topography, understanding kinesthetic response and fostering supportive habits. Material to include solo and ensemble repertoire from elementary through advanced levels, geared to the individual student. 2 hours lab per week.

B—Instruction in skills needed by Keyboard Majors, including score reading, improvisation, harmonization and transposition. 2 hours lab per week.

**MUS 133A-B. Beginning Guitar (1-1)**

*Preparatory for 133B, 133A.* Beginning techniques and repertoire in classical guitar. Intended for non-majors. 2 hours lab per week.

**MUS 134. Stringed Instruments (1)**

Class instruction in violin, viola, cello and string bass. A familiarization with the bowed string instruments and beginner's presentation methods. 2 hours lab per week.

**MUS 135. Woodwind Instruments (1)**

Class instruction in woodwind instruments. Correct embouchure, tone production and execution. Knowledge of basic playing techniques and fingerings on all woodwind instruments. 2 hours lab per week.

**MUS 136. Brass Instruments (1)**

Class instruction in brass instruments. Correct embouchure, tone production and execution. Knowledge of basic playing techniques and fingerings on all brass instruments. 2 hours lab per week.

**MUS 137. Percussion Instruments (1)**

Class instruction in snare drum, bass drum, cymbals, timpani, mallet instruments and accessories, with particular emphasis on teaching techniques and equipment selection. 2 hours lab per week.

**MUS 140A-159B. Individual Lessons**

A numbers are for B.A. Degree students; B numbers for B.M. DEgree students. Concurrent enrollment in the appropriate major performance ensemble is required. To be taken with department-approved instructors only. Not open to non-majors.

|     |                    |                    |
|-----|--------------------|--------------------|
| 140 | Flute              | A: (1-1), B: (2-2) |
| 141 | Oboe               | A: (1-1), B: (2-2) |
| 142 | Bassoon            | A: (1-1), B: (2-2) |
| 143 | Clarinet           | A: (1-1), B: (2-2) |
| 144 | Saxophone          | A: (1-1), B: (2-2) |
| 145 | Trumpet            | A: (1-1), B: (2-2) |
| 146 | Horn               | A: (1-1), B: (2-2) |
| 147 | Trombone/Euphonium | A: (1-1), B: (2-2) |
| 148 | Tuba               | A: (1-1), B: (2-2) |
| 149 | Percussion         | A: (1-1), B: (2-2) |
| 150 | Piano              | A: (1-1), B: (2-2) |
| 151 | Organ              | A: (1-1), B: (2-2) |
| 152 | Harpsichord        | A: (1-1), B: (2-2) |
| 153 | Harp               | A: (1-1), B: (2-2) |

|     |             |                    |
|-----|-------------|--------------------|
| 154 | Voice       | A: (1-1), B: (2-2) |
| 155 | Violin      | A: (1-1), B: (2-2) |
| 156 | Viola       | A: (1-1), B: (2-2) |
| 157 | Violoncello | A: (1-1), B: (2-2) |
| 158 | String Bass | A: (1-1), B: (2-2) |
| 159 | Guitar      | A: (1-1), B: (2-2) |

**MUS 168. Steel Drum Ensemble (1-1-1-1)**

Learning the playing techniques and performance practices of the steel drum ensemble through application to performance of repertoire appropriate for this group. For majors and non-majors. 2 hours weekly.

**MUS 170. University Chorus (1-1-1-1)**

Study of musical styles and rehearsal techniques through the performance of choral literature. For majors and non-majors. 3 hours per week.

**MUS 172. Northridge Singers (2-2-2-2)**

*Prerequisite: Audition.* Study of musical styles and rehearsal techniques through the performance of choral literature. Designed for voice majors and students with advanced vocal experience. 4 hours per week.

**MUS 173. Master Chorale (1-1-1-1)**

*Preparatory: Audition.* Study of musical styles and rehearsal techniques through the performance of literature for chamber choir. For students with advanced vocal experience. 3 hours per week.

**MUS 177. Women's Chorale (1-1-1-1)**

*Preparatory: Audition.* Study of musical styles and rehearsal techniques through the performance of choral literature for women's voices. 3 hours per week.

**MUS 178. African Music Ensemble (1-1-1-1)**

Performing ensemble focusing on selected traditional African music cultures. Students learn performance practices and playing techniques and apply them to performance of repertoire appropriate for this group. Open to majors and non-majors. 3 hours per week.

**MUS 179A. Symphonic Wind Ensemble (1-1-1-1)**

*Preparatory: Audition.* Study and performance of musical literature written for winds and percussion, with stylistic and historical emphasis. 3 hours per week.

**MUS 179B. Symphonic Wind Ensemble (2-2-2-2)**

*Preparatory: Audition.* Study and performance of musical literature written for winds and percussion, with stylistic and historical emphasis. 4 hours weekly. Minimum of 2 hours per week rehearsal outside of class is required.

**MUS 181A. Jazz Ensemble (1-1-1-1)**

*Preparatory: Audition.* Rehearsal and performance of literature written for large jazz ensemble. 3 hours per week.

**MUS 181B. Jazz Ensemble (2-2-2-2)**

*Preparatory: Audition.* Rehearsal and performance of literature written for large jazz ensemble. 4 hours per week. Minimum of 2 hours per week rehearsal outside of class is required.

**MUS 182. Symphonic Orchestra (2-2-2-2)**

*Preparatory: Audition.* Study of musical styles and rehearsal techniques as they relate to the performance of representative orchestral literature. 4 hours per week.

**MUS 187. Percussion Ensemble (1-1-1-1)**

Rehearsal and performance of standard percussion ensemble literature, including quartets, quintets, sextets and large ensembles.

**MUS 189. Jazz Combo (1-1-1-1)**

*Preparatory: Audition.* Small jazz groups of 3 to 7 players performing repertoire commonly associated with the jazz idiom. Emphasis on improvisational skills.

**MUS 191/L. Fundamentals of Music Technology and Lab (2/1)**

*Preparatory:* MUS 111/L or equivalent. *Corequisite:* MUS 191L. Introduction to uses, concepts, techniques and terminology of computing through music applications. Experience with current hardware and software for music notation, sequencing, synthesis and music performance and practice. Consideration of ethical, aesthetic, economic and social problems in technology applications. (Available for Music majors as General Education, Lifelong Learning.)

**MUS 201. Style/Literature of Western Music I (3)**

*Preparatory:* MUS 112/L. Survey of Western art music from pre-Renaissance to 1800, emphasizing styles and trends within each historical era.

**MUS 202. Style/Literature of Western Music II (3)**

*Preparatory:* MUS 112/L. Survey of Western art music from 1800 to the present, plus 20th-century U.S. vernacular developments. (Available for Music majors as General Education, Arts and Humanities.)

**MUS 210A-B. Keyboard Musicianship III and IV (1-1)**

*Preparatory to A:* MUS 110B. *Preparatory to B:* MUS 210A. 3rd and 4th semester group piano instruction. Continued development of skills introduced in MUS 110B. Special emphasis on performance and interpretation of piano compositions in various styles. Basic skill development in choral and instrumental score reading, sight-reading accompaniments and developing improvisations in 2- and 3-part forms. 2 hours lab per week. *Music Education Majors take MUS 233 instead of 210B.*

**MUS 210AB/J. Keyboard Musicianship III and IV—Jazz and Lab (1,1)**

*Preparatory for MUS 210A/J:* 110B. *Preparatory for MUS 210B/J:* 210 A/J. Continuation of keyboard musicianship development using melodic, rhythmic and harmonic materials characteristic of the jazz idiom. For Jazz Studies Majors—others by permission only.

**MUS 211/L. Musicianship III and Lab (1/1)**

*Corequisite:* MUS 213. *Preparatory:* MUS 112/L. Development of basic skills in music making, including ear training; sight singing; melodic, rhythmic and harmonic dictation; conducting exercises; and fundamental terminology. 1 hour lecture, 2 hours lab.

**MUS 212/L. Musicianship IV and LAB (1/1)**

*Corequisite:* MUS 214. *Preparatory:* MUS 211/L. Development of basic skills in music making, including ear training; sight singing; melodic, rhythmic and harmonic dictation; conducting exercises; and fundamental terminology. 1 hour lecture, 2 hours lab.

**MUS 213. Harmony I (3)**

*Corequisite:* MUS 211/L. *Preparatory:* MUS 112/L. Diatonic harmony, non-chord tones, and voice leading. Melodic invention, harmonization, simple accompaniments and elements of form.

**MUS 214. Harmony II (3)**

*Corequisite:* MUS 212/L. *Preparatory:* MUS 213. Chromatic harmony, modulation, keyboard and instrumental styles.

**MUS 214J. Harmony II: Jazz. (3)**

Harmonic concepts as applied in the jazz/pop/rock idioms, including chord alterations, chord extensions, polychords, quartal chords, chord substitutions and modulations. For students in Jazz Studies Option.

**MUS 219A-B. Jazz Improvisation I and II (1-1)**

*I. Corequisites:* MUS 211/L, 213. *Preparatory:* MUS 112/L. Fundamentals of improvisation for vocalists and instrumentalists. Includes introduction to nomenclature, basic chord progressions and application of scale and chord devices. 2 hours lab per week.

*II. Corequisite:* MUS 214J. *Preparatory:* MUS 219A. Theory and performance of blues forms and jazz modes. Beginning exploration of various solo styles. 2 hours lab per week.

**MUS 221. Song Writing (3)**

*Preparatory:* MUS 211/L, 213. Analysis of representative hit song literature for principles of structure and content. Development of application skills through assignments.

**MUS 227. Japanese Taiko Drumming Ensemble (1-1-1-1)**

A performing ensemble that focuses on Japanese and Japanese-American drumming. Students will learn performance practices and playing techniques, and apply them to performance of repertoire appropriate for this group. Open to majors and non-majors. 3 hours per week.

**MUS 231A-B. Second Year Piano (1-1)**

*Prerequisite:* Not open to Music Majors for credit. *Preparatory:* 131B or 2 years of piano. Continuation of skills learned in 131B—study and performance of piano music from the Baroque through contemporary periods, stressing ensemble playing and improvisation. For Keyboard Majors. 2 hours lab per week.

**MUS 232B. for Keyboard Majors Alternative Keyboards (1)**

*Preparatory:* MUS 191/L. Development of skills applicable to the digital piano, synthesizer, organ and harpsichord. 2 hours lab per week.

**MUS 233. Keyboard Applications for Music Education (1)**

Development of keyboard skills applicable to classroom and rehearsal venues in public schools, including song harmonization, working from lead sheets and from instrumental and choral scores, and constructing accompaniments with MIDI technology. Simulation of on-site application procedures.

**MUS 237A,B. Drumset Class, Latin Percussion (1)**

*Preparatory for A:* Sophomore level in percussion study. Development of performance skills on drumset, including study of jazz, rock and selected Latin styles. Sight-reading instruction and the development of solo techniques. For Percussion Majors.

*Preparatory for B:* Sophomore level in percussion study. Instruction on basic Latin rhythm instruments, including bongos, congas, shakers and other accessory instruments. Special emphasis on rhythmic patterns characteristic of the various styles. For Percussion Majors.

**MUS 238A-B. Elements of Vocal Technique (1-1)**

Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertoire and interpretation. Open to all students. 2 hours lab per week. *Music Education Majors must take MUS 338A.*

**MUS 240A-259B. Individual Lessons**

*Preparatory:* Successful completion of 100-level lessons and/or repertoire standards established by the Music Department. With Department-approved instructors only. A numbers are for B.A. Degree students, B numbers for B.M. Degree students. Concurrent enrollment in the appropriate major performance ensemble is required.

|     |                    |                    |
|-----|--------------------|--------------------|
| 240 | Flute              | A: (1-1), B: (2-2) |
| 241 | Oboe               | A: (1-1), B: (2-2) |
| 242 | Bassoon            | A: (1-1), B: (2-2) |
| 243 | Clarinet           | A: (1-1), B: (2-2) |
| 244 | Saxophone          | A: (1-1), B: (2-2) |
| 245 | Trumpet            | A: (1-1), B: (2-2) |
| 246 | Horn               | A: (1-1), B: (2-2) |
| 247 | Trombone/Euphonium | A: (1-1), B: (2-2) |
| 248 | Tuba               | A: (1-1), B: (2-2) |
| 249 | Percussion         | A: (1-1), B: (2-2) |
| 250 | Piano              | A: (1-1), B: (2-2) |
| 251 | Organ              | A: (1-1), B: (2-2) |



|     |             |                    |
|-----|-------------|--------------------|
| 252 | Harpichord  | A: (1-1), B: (2-2) |
| 253 | Harp        | A: (1-1), B: (2-2) |
| 254 | Voice       | A: (1-1), B: (2-2) |
| 255 | Violin      | A: (1-1), B: (2-2) |
| 256 | Viola       | A: (1-1), B: (2-2) |
| 257 | Violoncello | A: (1-1), B: (2-2) |
| 258 | String Bass | A: (1-1), B: (2-2) |
| 259 | Guitar      | A: (1-1), B: (2-2) |

**MUS 266. Foundations and Field Observation in Music Education (2)**

Examination of the philosophical, historical and traditional foundations of school music programs in the U.S. Also, guided observation in school music classes at elementary-, junior high/middle school- and high-school levels 2 hours weekly. For students entering or considering music teaching as a career.

**MUS 276. Keyboard Accompanying Practicum (1-1-1-1)**

Experience in accompanying individuals or groups in studio and rehearsal settings, plus in subsequent performance. Time commitment comparable to ensemble participation.

**MUS 287. Chamber Music Techniques (1-1-1-1)**

Detailed study of chamber music repertoire; performance and rehearsal techniques.

**MUS 291. Alexander Technique (1)**

Identification and analysis of habitual movement patterns that cause excessive muscle tension and strain during music practice and performance. Understanding and application of basic principles of neuromuscular re-education developed by F.M. Alexander. Intended for Performance Majors.

**MUS 292. Music Therapy Orientation (2)**

Introduction to the field of music therapy and overview of its applications in various clinical settings.

**MUS 293/L. Field Experience in Music Industry and Lab (1/1)**

*Corequisite: MUS 293L. Preparatory: MUS 112/L.* Overview of the music industry through on-site observation in a variety of settings. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of Classes for the CS Designation. 1 hour lecture, 2 hours lab.

**MUS 296A-Z. Experimental Topics in Music (1-3)**

Selected topics in music, with content to be determined.

**MUS 302. Jazz History (2)**

*Preparatory: MUS 112/L.* Study of the history and stylistic development of the jazz idiom in American music. For Jazz Studies and Music Industry Studies Majors.

**MUS 303. History of Rock and Pop Music (2)**

*Preparatory: MUS 112/L.* Study of the history and stylistic development of popular and rock musical styles. For Music Industry Studies Majors.

**MUS 304. Music and Child (1)**

*Prerequisite: Limited to students in the ITEP-Freshman Option Program. Preparatory: MUS 120.* Course provides students opportunity to revisit music and apply their knowledge of this area to working with children. Experiences will include planning, teaching and assessing music lessons in field-based settings. Students will engage in critical analysis and reflection to discover ways to guide children in 3 unique role—as creators, performers and observers of music as an art form.

**MUS 306. Introduction to Jazz (3)**

*Preparatory: Completion of Lower Division writing requirement.* Survey of the development of Jazz, with emphasis on the influence of historical and socioeconomic factors. Includes stylistic analysis of Jazz and its musical elements in order to develop musical awareness. (Available for General Education, Arts and Humanities.)

**MUS 307. Music from A Global Perspective (3)**

*Preparatory: Upper Division standing.* Survey of music as a global phenomenon. Study of the rich musical contributions indigenous to or having origin in diverse traditions, such as those found in African, Middle Eastern, Pacific Rim and Latin American cultures. Development of a multicultural perspective that examines: 1) its structure and performance practices; and 2) its function and implications within its culture. Application of this perspective to musical traditions from selected cultures. (Available for Music Majors as General Education, Comparative Cultural Studies.)

**MUS 309. Traditional Music of the U.S. (3)**

*Preparatory: Completion of the Lower Division writing requirement.* In-depth study of musical traditions identified with representative ethnic groups in the U.S. Course examines musical structure and performance practices, as well as functions and implications of the music within the cultures involved. Regular written assignments required. (Available for General Education, Comparative Cultural Studies.) (IC)

**MUS 310. Understanding World Cultures Through Music (3)**

*Preparatory: Completion of the Lower Division writing requirement.* In-depth study of several representative non-Western music cultures. Course examines musical structure and performance practices, as well as functions and implications of the music within the cultures involved. Regular written assignments required. (Available for General Education, Comparative Cultural Studies.) (IC)

**MUS 311/L. Musicianship V and Lab (1/1)**

*Preparatory: MUS 212/L.* Development of basic skills in music making, including ear training; sight singing; melodic, rhythmic and harmonic dictation; conducting exercises; and fundamental terminology. 1 hour lecture, 2 hours lab.

**MUS 311J/L. Musicianship V: Jazz and Lab (1/1)**

*Preparatory: MUS 212/L.* Development of basic skills in jazz music making, including ear training, sight singing; melodic, rhythmic and harmonic dictation; conducting exercises; and fundamental terminology. 1 hour lecture, 2 hours lab.

**MUS 312/L. Musicianship VI and Lab (1/1)**

*Corequisite: MUS 312L. Preparatory: MUS 311/L.* Development of basic skills in music making, including ear training; sight singing; melodic, rhythmic and harmonic dictation; conducting exercises; and fundamental terminology. 1 hour lecture, 2 hours lab.

**MUS 312J/L. Musicianship VI: Jazz and Lab (1/1)**

*Preparatory: MUS 311J/L.* Development of basic skills in jazz music making, including ear training; sight singing, melodic, rhythmic and harmonic dictation; conducting exercises; and fundamental terminology. 1 hour lecture, 2 hours lab.

**MUS 314. Tonal Counterpoint (3)**

*Preparatory: MUS 214.* Composition and analysis of contrapuntal forms in the 18th century style of J.S. Bach, including 2- and 3-voice melodic combinations.

**MUS 315. Orchestration I (2)**

*Preparatory: MUS 214.* Theory, practice, terminology and notation of writing and arranging for instruments, from chamber ensembles to small orchestra.

**MUS 316. Musical Analysis (3)**

*Preparatory:* MUS 214. Analytic techniques for the study of balance in the organization of musical material.

**MUS 317A. Jazz Arranging I (2)**

*Preparatory:* MUS 214J. Melody construction, harmonizing a given melodic line, writing for rhythm section, instrumentation, 2- and 3-part writing techniques and basic formal structures.

**MUS 317B. Jazz Arranging II (3)**

*Preparatory:* MUS 317A. 4-and 5-part writing, advanced forms and structures, advanced orchestration techniques and study of 5 "classic" arrangements.

**MUS 318. Vocal Arranging for Media (2)**

*Preparatory* MUS 221. Principles of arranging soloists, small vocal ensembles and large choral groups for use in musical theatre, TV advertising and cinematic underscore.

**MUS 319A/L. Jazz Improvisation III and Lab (1)**

*Preparatory:* MUS 219B. Theory and performance of jazz styles from 1920 to 1960. Special emphasis on musicianship, styles, concepts and literature. 2 hours lab.

**MUS 319B/L. Jazz Improvisation IV and Lab (1)**

*Preparatory:* MUS 319A. Theory and performance of jazz styles from 1960 to the present. Focus on performance practices of various styles. 2 hours lab.

**MUS 321. Beginning Composition (2)**

*Corequisite:* MUS 311/L. *Preparatory:* MUS 214. Beginning exercises in basic techniques of composition, with an emphasis on imitating the styles of the great composers of art music in the 20th century.

**MUS 322. Beginning Composition for Media (2)**

*Preparatory* MUS 321. Principles of writing for films and television. Studies in the styles of major film and TV composers.

**MUS 327. Japanese Taiko Drumming Ensemble (1-1-1-1)**

A performing ensemble that focuses on Japanese and Japanese-American drumming. Students will learn performance practices and playing techniques, and apply them to performance of repertoire appropriate for this group. Open to majors and non-majors. 3 hours per week.

**MUS 332. Piano Repertoire (1)**

Performance and study of piano literature from early Baroque through the Classical period. 2 hours lab per week.

**MUS 334. Stringed Instruments (1)**

Class instruction in violin, viola, cello and string bass. Familiarization with the bowed string instruments and beginner's presentation methods. Required for Music Education Option; others admitted if space permits. 2 hours lab per week.

**MUS 335. Woodwind Instruments (1)**

Class instruction in woodwind instruments. Correct embouchure, tone production and execution. Knowledge of basic playing techniques and fingerings on all woodwind instruments. Required for Music Education Option; others admitted if space permits. 2 hours lab per week.

**MUS 336. Brass Instruments (1)**

Class instruction in brass instruments. Correct embouchure, tone production and execution. Knowledge of basic playing techniques and fingerings on all brass instruments. Required for Music Education Option; others admitted if space permits. 2 hours lab per week.

**MUS 337. Percussion Instruments (1)**

Class instruction in snare drum, bass drum, cymbals, timpani, mallet instruments and accessories, with particular emphasis on teaching techniques and equipment selection. Required for Music Education Option; others admitted if space permits. 2 hours lab per week.

**MUS 338A. Elements of Vocal Technique (1-1)**

Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertoire and interpretation. Open to all students. 2 hours lab per week.

**MUS 339ABD. Diction for Singers (1,1,1)**

*Preparatory:* MUS 339A is prerequisite to 339B/D. Systematic study of diction as it pertains to the sung traditions of English, Italian, German and French. Emphasis is placed on the development of a process for mastering the textual line, which includes the use of the International Phonetic Alphabet. Practical application through the performance of the selected solo vocal repertoire. The following sections are offered in various semesters: A) Introduction to IPA/English/Italian; B) German; D) French. 2 hours lab per week.

**MUS 340-359AB. Individual Lessons**

*Preparatory:* Successful completion of 200-level individual lessons and/or repertoire standards established by the Music Department. A numbers are for B.A. Degree students, B numbers for B.M. Degree students. To be taken with Department-approved instructors only. Concurrent enrollment in the appropriate major performance ensemble required.

|     |                    |                    |
|-----|--------------------|--------------------|
| 340 | Flute              | A: (1-1), B: (2-2) |
| 341 | Oboe               | A: (1-1), B: (2-2) |
| 342 | Bassoon            | A: (1-1), B: (2-2) |
| 343 | Clarinet           | A: (1-1), B: (2-2) |
| 344 | Saxophone          | A: (1-1), B: (2-2) |
| 345 | Trumpet            | A: (1-1), B: (2-2) |
| 346 | Horn               | A: (1-1), B: (2-2) |
| 347 | Trombone/Euphonium | A: (1-1), B: (2-2) |
| 348 | Tuba               | A: (1-1), B: (2-2) |
| 349 | Percussion         | A: (1-1), B: (2-2) |
| 350 | Piano              | A: (1-1), B: (2-2) |
| 351 | Organ              | A: (1-1), B: (2-2) |
| 352 | Harpsichord        | A: (1-1), B: (2-2) |
| 353 | Harp               | A: (1-1), B: (2-2) |
| 354 | Voice              | A: (1-1), B: (2-2) |
| 355 | Violin             | A: (1-1), B: (2-2) |
| 356 | Viola              | A: (1-1), B: (2-2) |
| 357 | Violoncello        | A: (1-1), B: (2-2) |
| 358 | String Bass        | A: (1-1), B: (2-2) |
| 359 | Guitar             | A: (1-1), B: (2-2) |

**MUS 360/L. Functional Music Skills for Therapy and Lab (2/1)**

Utilization of music in program development at community cultural centers, recreation centers and senior citizen centers. Includes song materials and song-leading activities with such instruments as guitar, autoharp, hand bells and Orff instruments. Emphasis on lifelong learning through musical participation and creativity. 2 hours lecture, 2 hours lab per week.

**MUS 361/L. Music Literature for Children and Lab (2/1)**

*Corequisite:* MUS 361L. Development of fundamentals and principles for selecting, evaluating and performing music literature for children grades K-6, and the place of music in the child's education. For Liberal Studies and Child and Adolescent Development Majors. 2 hours lecture, 2 hours lab.

**MUS 362/L. Music for Early Childhood and Lab (3)**

Survey and performance of music literature suitable for children ages 3 through 8. Development of principles for organizing curriculum materials. For Liberal Studies and Child and Adolescent Development Majors. 2 hours lecture, 2 hours lab.

**MUS 363/L. Choral Conducting and Arranging and Lab (3)**

*Preparatory:* MUS 212/L. Development of conducting techniques for choral ensembles, with supervised practical application. Score study of choral literature appropriate for various levels. Principles of arranging for middle- and high-school level groups, with practical assignments.

**MUS 364/L. Instrumental Conducting and Arranging and Lab (3)**

*Corequisite:* MUS 364L. *Preparatory:* MUS 212/L. Development of basic to advanced conducting skills with instrumental focus. For preparation of the conductor and the public-school music teacher. Topics include baton, rehearsal, score study techniques, error detection and resultant strategies. Also, principles of arranging for middle- and high-school level ensembles, with practical application.

**MUS 368. Steel Drum Ensemble (1-1-1-1)**

Learning the playing techniques and performance practices of the steel drum ensemble and applying them to performance of repertoire appropriate for this group. Open to majors and non-majors. 3 hours per week.

**MUS 369. Field Band Techniques (1)**

Organization, implementation and administration of marching band programs. Training of the band, percussion section and color guard. 2 hours per week.

**MUS 370. University Chorus (1-1-1-1)**

Study of musical styles and rehearsal techniques through the performance of choral literature. For majors and non-majors. 3 hours per week.

**MUS 371. Jazz Vocal Ensemble (1-1-1-1)**

*Preparatory: Audition.* Rehearsal and performance of representative vocal materials preparing the student for performance in the recording and film industries. Special attention to singing techniques unique to this idiom. 3 hours per week.

**MUS 372. Northridge Singers (2-2-2-2)**

*Preparatory: Audition.* For voice majors and students with advanced vocal experience. Study of musical styles and rehearsal techniques through the performance of choral literature. 4 hours per week.

**MUS 373. Master Chorale (1-1-1-1)**

*Preparatory: Audition.* Study of musical styles and rehearsal techniques through performance of literature for chamber choir. 3 per hours week.

**MUS 377. Women's Chorale (1-1-1-1)**

*Preparatory: Audition.* Study of musical styles and rehearsal techniques through the performance of choral literature for women's voices. 3 hours per week.

**MUS 378. African Music Ensemble (1-1-1-1)**

Performing ensemble that focuses on selected traditional African music cultures. Students learn performance practices and playing techniques and apply them to performance of repertoire appropriate for this group. Open to majors and non-majors. 3 hours per week.

**MUS 378AB. Performance Techniques/Opera Workshop (1-1)**

A. Development of techniques for enhancing stage performance by vocalists. Integration of acting and movement skills that increase the flexibility of the physical components of vocal performance. For vocal majors only.

B. *Preparatory:* MUS 378A. Problems of opera production and presentation of typical operatic ensembles and scenes. May be repeated for credit. www

**MUS 379A. Symphonic Wind Ensemble (1-1-1-1)**

*Preparatory: Audition.* Study and performance of musical literature written for winds and percussion, with stylistic and historical emphasis. 3 hours per week.

**MUS 379B. Symphonic Wind Ensemble (2-2-2-2)**

*Preparatory: Audition.* Study and performance of musical literature written for winds and percussion, with stylistic and historical emphasis. 4 hours weekly. Minimum of 2 hours per week rehearsal outside of class is required.

**MUS 381A. Jazz Ensemble (1-1-1-1)**

*Preparatory: Audition.* Rehearsal and performance of literature written for large jazz ensemble. 3 hours per week.

**MUS 381B. Jazz Ensemble (2-2-2-2)**

*Preparatory: Audition.* Rehearsal and performance of literature written for large jazz ensemble. 4 hours per week. Minimum of 2 hours per week rehearsal outside of class is required.

**MUS 382. Symphonic Orchestra (2-2-2-2)**

*Preparatory: Audition.* Study of musical styles and rehearsal techniques through the performance of orchestral literature. 4 hours per week.

**MUS 385. Brass Ensemble (1-1-1-1)**

For advanced students. Rehearsal and performance of standard brass ensemble literature, including brass choir, sextets, quintets and quartets. 2 hours per week.

**MUS 387. Percussion Ensemble (1-1-1-1)**

Rehearsal and performance of standard percussion ensemble literature, including quartets, quintets, sextets and large ensembles.

**MUS 388. Studio Ensemble (1-1-1-1)**

*Preparatory: Audition.* Lab orchestra for media writing majors and performing ensemble, playing/recording original and arranged commercial music. Student and faculty conductors. Guest conductors from the industry.

**MUS 389. Jazz Combo (1-1-1-1)**

*Preparatory: Audition.* Small jazz groups of 3 to 7 players performing repertoire commonly associated with the jazz idiom. Emphasis on improvisational skills.

**MUS 390MI. Music Therapy Improvisation (2)**

An in-depth look at various models of improvisation that are practiced in the music therapy profession. Theoretical concepts will be explored via class demonstrations and exercises.

**MUS 391/L. Midi Sequencing Techniques and Lab (3)**

*Corequisite:* MUS 391L. *Preparatory:* MUS 191/L. An in-depth, hands-on study of MIDI sequencing and its application in the studio and in live performance. 2 hours lecture, 2 hours lab.

**MUS 392/L. Music in Therapy and Lab (4)**

*Corequisite:* MUS 392L. *Preparatory:* MUS 292. Basic approaches and techniques of music therapy applied in mental health programs. Study of clinical uses of music in psychiatric settings, mental retardation centers and hospitals for the physically disabled.

**MUS 393. Music Industry Studies (3)**

*Preparatory: Upper Division status in Music.* Study of the music industry and all of its facets relating to performing, arranging, composing, producing, managing, publishing, copyrights, performing-rights societies and unions.

**MUS 396A-Z. Experimental Topics in Music (1-3)**

Selected topics in music, with course content to be determined.

**MUS 397ABCD. Music Recording Lab (1-1-1-1)**

*Prerequisite: Open only to Music Majors in Options. Preparatory: MUS 191/L or equivalent.* Theory and practice of sound recording using professional studio equipment. Application of theory to actual practical experience through participation in college-sponsored sound recording events.

**MUS 401. Opera Literature (2)**

*Preparatory: MUS 201, 202.* History of opera from the 17th to the 20th centuries. Discussion of significant historical, political and economic factors, and music analysis using scores and recordings.

**MUS 403. Vocal Literature (2)**

*Preparatory: MUS 201, 202.* Survey and stylistic analysis of solo vocal literature from the pre-Classical period to the present. Emphasis on listening and recognition of the literature.

**MUS 404. Symphonic Literature (2)**

*Preparatory:* MUS 201, 202. Masterpieces of literature for the symphony orchestra. Classic, romantic and contemporary developments; study of scores and recordings.

**MUS 405. Wind Literature (2)**

*Preparatory:* MUS 201, 202. Survey of literature for wind instruments in settings for solo, chamber ensembles and large groups. Emphasis on development and application of criteria for selecting and grading “band” literature for practical use.

**MUS 406A-B. Fretboard Literature (2-2)**

*Preparatory:* MUS 201; 202. Survey of pre-guitar and guitar literature including a study of style characteristics within the major historical periods. A) Pre-guitar through Baroque; B) Classical to the present.

**MUS 407. Keyboard Literature (2)**

*Preparatory:* MUS 201, 202. Study of the literature for solo keyboard instruments (harpsichord and piano) from the Baroque to the present, with emphasis on evolving styles and forms.

**MUS 408. Organ Literature (2)**

*Preparatory:* MUS 201, 202. Development of the organ from its beginnings to the present. Survey of the various schools and periods of organ composition through study of selected composers and examples of literature.

**MUS 409. Chamber Music Literature (2)**

*Preparatory:* MUS 201, 202. Development of forms and survey of the literature for string trios, quartets, quintets and other small combinations.

**MUS 410. Percussion Literature (2)**

*Preparatory:* MUS 201, 202. Study of the use of percussion in the classic orchestra, romantic orchestra and in contemporary settings. Solo literature for percussion instruments.

**MUS 411. History of Performance Practices (2)**

*Preparatory:* MUS 201, 202. Study of conditions, methods, techniques, and styles of performance.

**MUS 412. Choral Literature (2)**

*Preparatory:* MUS 201, 202. Survey of choral repertoire from Gregorian chant to the present. Acquaintance with the various schools and historical periods of choral composition through study of representative works. Sources for obtaining performance editions.

**MUS 415. Orchestration II (3)**

*Preparatory:* MUS 315. Intensive study of the art of orchestration, emphasizing the creative and inventive side. Study of specific problems of scoring for chamber ensembles and symphony orchestra.

**MUS 416. Advanced Musical Analysis (2)**

*Preparatory:* MUS 316. Analysis of organization, balance and style in larger works of the 18th, 19th and 20th centuries.

**MUS 418. Electronic and Computer Music Composition (2)**

*Prerequisites:* MUS 191/L and 214, or consent of instructor. *Recommended Preparatory:* MUS 321. The history, theory and practice of electronic and computer music composition and performance. The principles and procedures of composition in various electronic media are explored through compositional exercises, reading, listening and discussion. Special attention is paid to live and interdisciplinary works and performances. Available for graduate credit.

**MUS 419. Music Industry Foundations (3)**

*Prerequisite:* Upper Division status. A detailed study of the structure and practices of the music industry, focusing on music copyright, publishing, licensing and performing rights organizations. Also includes study of music’s interaction with other entertainment industries. Available for graduate credit.

**MUS 420A. Composition For Film and TV (3)**

*Preparatory:* MUS 322. Study of the aesthetic considerations and practical techniques involved when composing music for films and TV. Lectures, analysis, field trips to TV and film studios, and practical application.

**MUS 420B. Advanced Media Orchestration (3)**

*Preparatory:* MUS 420A. Advanced work in analysis and composition for film and TV. Studies in current styles and techniques.

**MUS 421. Advanced Composition (2-2-2)**

*Preparatory:* MUS 321. Advanced studies in art music composition in a seminar/masterclass format. Available for repeat credit.

**MUS 432/L. Master Class: Piano and Lab (1/1)**

*Corequisite:* MUS 432L. *Preparatory:* Upper Division standing. Performance, discussion and study of literature from the Baroque period to the present, with emphasis on the evolving elements of style and problems of interpretation. 1 hour lecture, 2 hours lab.

**MUS 433/L. Master Class: Guitar and Lab (1/1)**

*Corequisite:* MUS 433L. *Preparatory:* Upper Division standing. Performance of pre-guitar and guitar literature, including a study of style characteristics within the major historical periods. 1 hour lecture, 2 hours lab.

**MUS 434/L. Master Class: Strings and Lab (1/1)**

*Preparatory:* Upper Division standing. Stylistic analysis and interpretation of representative repertoire using student performances and recorded sources. Study of history, techniques, repair and maintenance of the instruments. 1 hour lecture, 2 hours lab.

**MUS 435/L. Master Class: Winds and Lab (1/1)**

*Preparatory:* Upper Division standing. Performance, discussion and study of solo and small ensemble literature for wind instruments, with emphasis on contemporary solutions to stylistic idioms and analyzing problems of interpretation. 1 hour lecture, 2 hours lab.

**MUS 437/L. Master Class: Percussion and Lab (1/1)**

*Preparatory:* Upper Division standing. Performance, discussion and study of percussion literature, past and present, with emphasis on evolving elements of style and on analyzing problems of interpretation. 1 hour lecture, 2 hours lab.

**MUS 439A,B. Individual Conducting Lessons (1, 2)**

*Preparatory:* MUS 364 or 365. On-campus private lessons with approved instructors. Special fee.

**MUS 440-459A,B. Individual Lessons**

*Preparatory:* Completion of 300-level individual study and/or repertoire standards established by the Music Department. A numbers are for B.A. Degree students; B numbers are for B.M. Degree students. Concurrent enrollment in the appropriate major performance ensemble is required. Study must be with Department-approved instructors.

|     |                    |                    |
|-----|--------------------|--------------------|
| 440 | Flute              | A: (1-1), B: (2-2) |
| 441 | Oboe               | A: (1-1), B: (2-2) |
| 442 | Bassoon            | A: (1-1), B: (2-2) |
| 443 | Clarinet           | A: (1-1), B: (2-2) |
| 444 | Saxophone          | A: (1-1), B: (2-2) |
| 445 | Trumpet            | A: (1-1), B: (2-2) |
| 446 | Horn               | A: (1-1), B: (2-2) |
| 447 | Trombone/Euphonium | A: (1-1), B: (2-2) |
| 448 | Tuba               | A: (1-1), B: (2-2) |
| 449 | Percussion         | A: (1-1), B: (2-2) |
| 450 | Piano              | A: (1-1), B: (2-2) |
| 451 | Organ              | A: (1-1), B: (2-2) |

|     |             |                    |
|-----|-------------|--------------------|
| 452 | Harp        | A: (1-1), B: (2-2) |
| 453 | Harp        | A: (1-1), B: (2-2) |
| 454 | Voice       | A: (1-1), B: (2-2) |
| 455 | Violin      | A: (1-1), B: (2-2) |
| 456 | Viola       | A: (1-1), B: (2-2) |
| 457 | Violoncello | A: (1-1), B: (2-2) |
| 458 | String Bass | A: (1-1), B: (2-2) |
| 459 | Guitar      | A: (1-1), B: (2-2) |

**MUS 461A/L. Elementary Piano Pedagogy and Lab (1/1)**

*Corequisite:* MUS 461AL. *Preparatory:* Completion of sophomore piano requirements for Music Major. Foundations and principles of piano pedagogy. Emphasis on the development of methodology and standards in piano teaching and the development of practical teaching strategies. Supervised practice piano teaching is provided. 1 hour lecture, 2 hours lab.

**MUS 461B/L. Advanced Piano Pedagogy and Lab (1/1)**

*Corequisite:* MUS 461BL. *Preparatory:* MUS 461A/L. Presentation and analysis of intermediate and advanced procedures for piano instruction. Supervised practice piano teaching is provided. 1 hour lecture, 2 hours lab.

**MUS 462/L. Guitar Pedagogy and Lab (1/1)**

*Preparatory:* 300-level in individual study. Presentation and analysis of beginning and intermediate procedures for guitar instruction and suggested sequences of learning. Performances of the materials are encouraged, and guided practice in guitar teaching is provided. 1 hour lecture, 2 hours lab.

**MUS 463/L. Music Theory Pedagogy and Lab (1/1)**

*Corequisite:* MUS 463L. *Preparatory:* MUS 214. Techniques of teaching music theory effectively, including development of skills in lecturing, organizing courses, choosing teaching materials, giving effective assignments, and assessing student progress. One hour lecture, two hours lab.

**MUS 464. String Pedagogy (2)**

*Preparatory:* 300-level on principal instrument. Study of issues and techniques relevant to teaching bowed string instruments. Practical application with students included.

**MUS 465. Wind Pedagogy (2)**

*Preparatory:* 300-level on principal instrument. Study of the principles, techniques, materials and procedures effective for individual and group wind instrument instruction. Emphasis on the development of philosophy, methodology and applied teaching strategies.

**MUS 467. Percussion Pedagogy (2)**

*Preparatory:* 300-level in individual study. Comprehensive study of current literature and techniques in the field of percussion instruction, including snare drum, cymbals, timpani, mallet instruments, drumset and accessory instruments.

**MUS 468. Pedagogy of Singing (2)**

*Preparatory:* 300-level in individual study. Study of vocal physiological function and procedures for vocal production in individual and group singing. Survey of suitable materials for beginning instruction. Course includes reading assignments, supervised teaching experiences and on-site studio and choral rehearsal observations.

**MUS 473/L. Choral Methods and Practicum and Lab (2/1)**

*Preparatory:* MUS 363/L. Intensive preparation course for teaching choral music in schools (elementary, middle, high school). Includes examination of appropriate literature, and study of pedagogical, organizational and management procedures for the rehearsal classroom. Practicum component: Supervised teaching experience with peers and with on-site groups. 2 hours weekly.

**MUS 474/L. Instrumental Methods and Practicum and Lab (2/1)**

*Preparatory:* MUS 364/L. Intensive preparation course for teaching instrumental music in schools (elementary, middle, high school). Includes examination of appropriate literature, and study of pedagogical, organizational and management procedures for the rehearsal classroom. Practicum component: Supervised teaching experience.

**MUS 476. Keyboard Accompaniment Practicum (1-1-1-1)**

*Preparatory:* 300-level individual study. Experience in accompanying individuals or groups in studio and rehearsal settings, plus in subsequent performance. Time commitment comparable to ensemble participation. Not available for graduate credit.

**MUS 477. Music Therapy Practicum (1-1-1-1)**

*Preparatory:* MUS 292. Supervised clinical experience in Music Therapy in a variety of settings and client populations. (Credit/No Credit only)

**MUS 478. Piano Pedagogy Resources and Practicum (2-2-2)**

*Preparatory:* MUS 461A/L, 461B/L. Study and analysis of elementary, intermediate and advanced piano literature, business properties and pedagogical and technological aids for the piano teacher. Application of literature, teaching aids and software in supervised and individual and group teaching situations in a wide variety of settings and at various levels of advancement.

**MUS 479. General Music Practicum (1)**

*Preparatory:* MUS 266. Guided practical experience in planning and teaching general music classes in elementary and middle school. Also includes development of prescribed competency in guitar and recorder. 2 hours per week.

**MUS 483. Music Entrepreneurship (3)**

Development of analytical, organizational, cross-platform, research and presentation skills needed to acquire entrepreneurial acumen to assist in creating successful career opportunities in music. Through discussions, guest speakers and field work, students learn how governments, foundations, demographics and philanthropic trends affect capitalist societal cultures. Students develop abilities to innovate and integrate their own unique talents in service to society and to the profession. Available for graduate credit and Upper Division undergraduate credit for all Music Majors.

**MUS 484. Piano Ensemble (1-1-1-1)**

*Preparatory:* 300-level individual study. Rehearsal and performance of piano ensemble music, including duets and duo-piano music, with emphasis on style and rehearsal techniques. For advanced pianists. 2 hours lab per week.

**MUS 485. the Discovery Players (1-1-1-1)**

Study, rehearsal and performance of chamber vocal and instrumental works outside of the commonly performed repertoire. Special emphasis is given to 14th-17th and 20th century music, including student compositions. Limited instruction on period instruments available as part of the course. 2 hours lab per week.

**MUS 487. Chamber Music Techniques (1-1-1-1)**

Detailed study of chamber music repertoire, performance and rehearsal techniques. 2 hours lab per week.

**MUS 488A-B-C. Advanced Opera Performance (2-2-2)**

*Preparatory:* Audition. Musical and dramatic preparation of an operatic role from a selected historical period, striving for a complete integration of music and action, culminating in public performance. Study of the role's traditional and historical style and practice. 4 hours lab per week.

**MUS 491. Psychology of Music (3)**

*Preparatory:* MUS 292. Inquiry into the application of music to the more recent developments in psychology.

**MUS 492/L. Influence of Music On Behavior (3/1)**

*Preparatory:* MUS 292. Study of music as a form of human behavior and the fundamental constructs for the use of music as a therapeutic medium.

**MUS 493. Music Production (3)**

*Preparatory:* MUS 393. Study of the making and marketing of music for recording, TV, film and live-performance aspects of the industry.

**MUS 494ABC. Internship in Music (1-3)**

Variable-credit internship providing a culminating experience to the course of study. Repeatable up to 6 units.

**MUS 495. Senior Recital/project (1)**

Credit/No Credit only

**MUS 496A-Z. Experimental Topics in Music (1-3)**

Selected topics in music, with course content to be determined.

**MUS 499. Independent Study (1-3)**

*Prerequisites:* Consent of instructor to act as sponsor; Permission of Department Chair. Not to be substituted for an existing course. Evidence of ability to pursue in-depth independent study and approval of project submitted prior to registration. Maximum 6 units may be earned.

## Graduate

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500-level courses require graduate standing or instructor consent for undergraduate participation. A maximum of nine units of 400-level courses are acceptable for the 30-unit Master's degree.

**MUS 500. Music Theory Review (3)**

Intensive review course covering all phases of diatonic and chromatic harmony. Intended essentially as a review for graduate students. No credit may be earned for Graduate or Undergraduate Degrees.

**MUS 501. Music History Review (3)**

*Preparatory:* MUS 202 or Departmental approval. Comprehensive review of historical developments in Western music from the Middle Ages through the 20th century. Stylistic analysis of the major areas of musical research supported by the study of scores and recordings. Intended essentially as review for graduate students. No credit may be earned for Graduate or Undergraduate Degrees.

**MUS 565. Seminar in Advanced Instrumental Conducting (2)**

Preparation of scores in the media of band, orchestra and chorus for performance. Special emphasis on effective rehearsal procedures, stylistic values and score analysis.

**MUS 566. Seminar in Advanced Choral Conducting (2)**

Preparation of choral scores from various historical periods, with special emphasis in score analysis, stylistic interpretation, rehearsal procedures and conducting techniques.

**MUS 567/L. Computers and Related Technology in Music and Lab (3)**

*Preparatory:* SED 514 or equivalent. Prepares Music Credential candidates to utilize current technology in teaching music in the K-12 curriculum. Applications including the use of computers, synthesizers, MIDI manipulation and multi-track recording. Class sessions include lecture, discussion and demonstration essential to carrying out lab assignments. Meets the Title 5 Computer Education requirement (80422), Level 2: Specific Subject Area and/or Grade Level Competencies for the Clear Teaching Credential.

**MUS 580. Music Industry Developments (3)**

Exploration of major music industry sectors to establish an understanding of terms, concepts and principles common to the Industry. Surveys recent developments including, the music industry's latest theories, practices and technologies. Builds students' knowledge base while challenging them to comprehend the continually evolving nature of the music industry and its interdependence with the entertainment industry.

**MUS 588B. Advanced Opera Performance (2-2)**

*Prerequisite:* Audition. The musical and dramatic preparation of an operatic role from a selected historical period, striving for a complete integration of music and action, culminating in public performance. Study of the role's traditional and historical style and practice. 4 hours lab. May be repeated twice for credit.

**MUS 593. Current Trends in the Music Industry I (3)**

Study of theories, concepts and principles necessary to establish foundational skills considered essential for a successful career in the music industry. Guides the development of interpersonal skills and leadership qualities needed for effectiveness in mixed artistic and non-artistic team-based business environments. Study of research techniques and quantitative/qualitative methods of analysis using varied music industry metrics.

**MUS 595A-Z. Experimental Topics Courses in Music Education (1-3)**

Selected topics in music education, with course content to be determined.

**MUS 601. Techniques of Research and Bibliography in Music (3)**

Introduction to musical research, involving bibliographical method, the tools of research and the organization and writing of research studies relevant to the interest areas of Composition, Music Education, Musicology or Performance. Graduate students generally take this course before or concurrently with the first seminar in musicology.

**MUS 603ABCDE. Seminar in Musicology (3,3,3,3,3)**

*Preparatory:* Completion of Graduate Placement Exam in Music History. Normally MUS 601 is prerequisite to 603ABC, but it may be taken concurrently with D or E. Each seminar includes intensive analysis and research into the repertoire, forms, styles, media, musicians, composers and performance practices of a selected period in Western music history. Following sections are offered in various semesters: A) Renaissance; B) Baroque; C) Classical; D) Romantic; and E) 20th century.

**MUS 604. Seminar in Musical Analysis (3)**

*Preparatory:* MUS 316 or equivalent; Completion of Graduate Placement Examination in Music Theory and Analysis. Study of larger musical works, including relationships of the musical structure, materials, organization and style of the aesthetic whole.

**MUS 610. The Music of Bartok and Stravinsky (2)**

Intensive study of the music of Bartok and Stravinsky, including a detailed analysis of their stylistic development and techniques of composition.

**MUS 625. Advanced Orchestration (3)**

*Preparatory:* MUS 315, 415 or equivalent. Intensive study of the art of orchestration with special emphasis on 20th century techniques. Study of specific problems of scoring for chamber ensembles and symphony orchestra.

**MUS 630. Composition (2-2-2-2)**

*Preparatory:* MUS 421 or equivalent. Composition in the larger forms, in contemporary style.

**MUS 640-659AB. Individual Performance Lessons**

|      |                    |                        |
|------|--------------------|------------------------|
| 640. | Flute              | A: (1-1), B: (2-2-2-2) |
| 641. | Oboe               | A: (1-1), B: (2-2-2-2) |
| 642. | Bassoon            | A: (1-1), B: (2-2-2-2) |
| 643. | Clarinet           | A: (1-1), B: (2-2-2-2) |
| 644. | Saxophone          | A: (1-1), B: (2-2-2-2) |
| 645. | Trumpet            | A: (1-1), B: (2-2-2-2) |
| 646. | Horn               | A: (1-1), B: (2-2-2-2) |
| 647. | Trombone/Euphonium | A: (1-1), B: (2-2-2-2) |
| 648. | Tuba               | A: (1-1), B: (2-2-2-2) |
| 649. | Percussion         | A: (1-1), B: (2-2-2-2) |
| 650. | Piano              | A: (1-1) B: (2-2-2-2)  |
| 651. | Organ              | A: (1-1) B: (2-2-2-2)  |
| 652. | Harpsichord        | A: (1-1) B: (2-2-2-2)  |
| 653. | Harp               | A: (1-1), B: (2-2-2-2) |
| 654. | Voice              | A: (1-1), B: (2-2-2-2) |
| 655. | Violin             | A: (1-1), B: (2-2-2-2) |
| 656. | Viola              | A: (1-1), B: (2-2-2-2) |
| 657. | Violoncello        | A: (1-1), B: (2-2-2-2) |
| 658. | Bass               | A: (1-1), B: (2-2-2-2) |
| 659. | Guitar             | A: (1-1), B: (2-2-2-2) |

**MUS 660AB. Individual Conducting Lessons A-(1-1); B-(2-2)****MUS 661. Seminar in Philosophy and Practice in Music Education (3)**

*Preparatory: MUS 479 or equivalent; SED 525MU or consent of instructor.* Current philosophy and practices in the Music Education Program from elementary school through secondary school. Analysis and study of current trends and materials.

**MUS 662. Practicum in Methods and Materials for Public School Music (3)**

Music literature for use in the public schools. Methods and conducting techniques, related historically and stylistically to the literature.

**MUS 663. Tests and Measurements in Music (2)**

Study of existing tests used in the evaluation of musical aptitude and achievement. Consideration is given to: (a) basic statistical concepts; (b) nature of musical aptitude; and (c) construction, administration and interpretation of tests.

**MUS 664. Administration and Supervision Of Music (2)**

Study of the philosophy, techniques and current practices in the administration and supervision of music.

**MUS 672. Graduate Northridge Singers (1)**

*Prerequisite: Audition.* For graduate voice majors and other graduate students with advanced vocal experience. Study of musical styles and rehearsal techniques through the performance of choral literature. 4 hours per week.

**MUS 673. Graduate Master Chorale (1)**

*Prerequisite: Audition.* For graduate voice majors and other graduate students with advanced vocal experience. Study of musical styles and rehearsal techniques through performance of literature for chamber choir. 3 hours per week.

**MUS 679. Graduate Wind Ensemble (1)**

*Prerequisite: Audition.* Detailed study of graduate wind ensemble/concert band repertoire, performance and rehearsal techniques. 4 hours per week.

**MUS 680. Music Publishing and Copyright Administration (3)**

Study of traditional and online music publishing and copyright administration of art music, educational music and popular music. Study of electronic commerce as applied to music distribution and the online sale of music, games, and music-related merchandise; the implementation and operation of websites; FTC regulations; e-commerce licenses; and the exploitation of intellectual property rights.

**MUS 682. Graduate Symphonic Orchestra (1)**

*Prerequisite: Audition.* Detailed study of graduate orchestral repertoire; performance and rehearsal techniques. 2 hours lab per week. 4 hours per week.

**MUS 683. Entrepreneurship in the Music Industry (3)**

Study of the processes and procedures involved in launching entrepreneurial enterprises that monetize music industry-related intellectual property, products and services. Emphasis on opportunity recognition, commercialization of intellectual property, use of established and developing distribution models, and organizational and capitalization structures for new ventures within the music industry.

**MUS 687. Graduate Chamber Music (1)**

*Prerequisite: Audition.* Detailed study of graduate chamber music repertoire, performance and rehearsal techniques. 2 hours lab per week.

**MUS 693. Current Trends in the Music Industry II (3)**

Extended study of theories, concepts, and principals considered essential for a successful career in the music industry. Analysis of targeted music industry sectors on the leading edge of the evolving music industry. Analysis of varied business models and their potential to affect and influence segments of the music industry. Special emphasis on the importance of remaining inquisitive and adaptable as the industry continues to evolve.

**MUS 694. Seminar in Aesthetics of Music (3)**

*Preparatory: PHIL 380 or consent of instructor.* Study of basic concepts of art and beauty in their application to music. Historical and comparative survey of the principal aesthetic theories and critical distinctions related to musical perception, creativity, evaluation and performance.

**MUS 696A-C. Directed Research (1-3)****MUS 697. Comprehensive Examination (3)**

*Prerequisite: Permission of Music Industry Studies Option Coordinator.* Comprehensive examination of the subject matter covered in the student's graduate program. Examination will allow students to demonstrate their ability to integrate content knowledge, independent thinking and critical analysis. Only available to students who have completed or are currently completing their course requirements and have only the Comprehensive Examination to take. (Credit/No Credit only.)

**MUS 698. Thesis, Artistic Performance, or Graduate Project (3)**

See Guidelines for the Preparation of Theses, Graduate Projects and Artistic Performances available from Graduate Studies. Also, see Music Department requirements for the Degree.

**MUS 699A, B, C. Independent Study (1, 2, 3)**

*Preparatory: Classified status; Consent of an instructor/sponsor; Review by the Graduate Coordinator.* 6 units maximum.

# Nursing

## College of Health and Human Development

**Chair: Marianne Hattar-Pollara**

**Director of Nursing: Marianne Hattar-Pollara**

**Jacaranda Hall (JD) 2515**

**(818) 677-7533**

**[www.csun.edu/~nursing](http://www.csun.edu/~nursing)**

### Staff

Vanessa Carrillo, Joanne Moreno

### Faculty

Rosine Der-Tavitian, Martha Highfield, Mary Paquette, Samira Moughrabi

### Emeritus Faculty

Bonnie Faherty

### Programs

Undergraduate:

**RN to B.S. Nursing**

Post-Baccalaureate:

**Accelerated B.S. in Nursing (A-BSN)**

Non-Degree Program:

**Health Services Credential: School Nurse**

**Public Health Nurse Certificate Program**

**LVN 30-unit option**

**Nurse Educator Certificate Program**

The CSUN Nursing Department has 2 pathways to the Bachelor of Science Degree in Nursing (BSN): 1) RN to BSN pathway for those with an Associate Degree or equivalent in nursing and RN licensure; and 2) A-BSN pathway for those with a B.A. or B.S. Degree in another field who are seeking to become RNs. Both are nationally accredited by the Commission for Collegiate Nursing Education (CCNE).

### Student Learning Outcomes

Upon completion of the BSN, graduates will use critical thinking, therapeutic interventions and communication across a wide variety of settings in order to:

1. Acquire, develop, critique and convey ideas and information in the professional context;
2. Guide decision making using scientific, ethical and humanistic perspectives;
3. Demonstrate leadership skills in providing care to individuals, families, groups, communities and populations in a variety of settings; and
4. Demonstrate the ability to manage, organize, implement and evaluate the delivery of nursing services in a variety of settings.

### RN to Bachelor of Science in Nursing (RN-BSN)

The mission of the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree is to develop professional nursing leaders in all areas of practice who can apply new and/or past nursing knowledge and build on existing competencies. The B.S. Degree in Nursing is designed to prepare nurses to function both independently and inter-dependently with other professionals in a wide variety of settings, and to meet present and future health-care needs of society. The Program is designed to articulate with community college programs and provide a Baccalaureate completion program for licensed RNs with an associate degree in Nursing or its equivalent.

The BSN framework emphasizes the practice of professional nursing, including the design of nursing systems to provide assistance to individuals, families, groups, communities and populations who are unable to meet either self-care and dependent-care needs without nursing intervention. Students are individuals already licensed by the state to practice as RNs who are seeking to advance their nursing knowledge and education. Baccalaureate education in Nursing prepares for the practice of professional nursing in multiple sites and with a variety of clientele. The curriculum provides students an opportunity to broaden their base of liberal education through Upper Division General Education and elective courses. In addition, nursing courses will enhance knowledge of human development, assessment skills, theories of nursing, ethics and current issues in the practice of professional nursing, community health, leadership and research. Students may attend full-time or part-time with nursing courses 1-2 days per week. Several nursing courses combine live and online instruction. Students may take General Education and elective courses as they choose. Program values include integrity, advocacy, excellence, lifelong learning, respect for others and competence.

### Requirements for Admission to RN-BSN Pathway

1. Current licensure as a Registered Nurse in California from a fully accredited program.
2. Minimum of 60 transferable units. A maximum of 32 units of Nursing courses are transferable.
3. Completion of 1 Lower Division course in each of the following: Anatomy, Physiology, Chemistry and Microbiology, each with lab. A minimum grade of "C" must be attained in each course.
4. Must meet minimum requirements for admissions to the University.
5. Completion of separate applications to the University and the Nursing Program.
6. Verification of clinical competency.

### Requirements for the Bachelor of Science in Nursing

#### 1. Lower Division Required Courses (19 units)

|            |   |
|------------|---|
| BIOL 211   | Human Anatomy (2)                       |
| BIOL 212   | Lab Studies in Human Anatomy (1)        |
| BIOL 215/L | Introductory Microbiology and Lab (2/2) |
| BIOL 281   | Human Physiology (3)                    |
| BIOL 282   | Lab Experiments in Human Physiology (1) |
| CHEM 103/L | Introductory Chemistry I and Lab (3/1)  |
| MATH 140   | Introductory Statistics (4)             |

#### 2. Upper Division Required Courses (39 units)

|                 |   |
|-----------------|---|
| HSCI 488        | Epidemiology: Study of Disease (3)  |
| NURS 302        | Basic Pathophysiology (3)   |
| NURS 303        | Professional Nursing (3)  |
| NURS 306        | Supportive/Educative Nursing Systems (3)                                    |
| NURS 307/L      | Health Assessment in Self Care Agency and Lab (2/1)                         |
| NURS 308        | Family Systems Nursing (3)  |
| NURS 310        | Principles of Nursing Research (3)  |
| NURS 426        | Nursing Systems Issues and Ethics (3)                                       |
| NURS 427/L      | Dynamics of Nursing Leadership and Lab (3/2)                                |
| NURS 428/L      | Community Health Nursing and Lab (3/2)                                      |
| NUR 495AA or BA | Clinical Advances in Health Sciences: RN to BSN Senior Project (1/1) or (2) |

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>58</b>  |
| <b>General Education Units</b>                  | <b>48</b>  |
| <b>Additional Units</b>                         | <b>14</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |



**Academic Policies**

1. All Upper Division Nursing courses must be completed within 5 years after taking the first Nursing course or students may be required to meet current program requirements.
2. A minimum grade of C is required in each Upper Division Nursing course. Students receiving a grade of “C-” or below are required to repeat the course and earn a “C” or better. A course may only be repeated once, with a maximum of 15 repeat units.
3. Students must pass both components of each of the following courses to successfully meet requirements for both courses: NURS 307/L, 427/L and 428/L.
4. Students are required to maintain current California Registered Nurse licensure while enrolled in Nursing courses. It is the student’s responsibility to notify the Program Director immediately, in writing, of any changes in licensure status.
5. Students are responsible for obtaining at their sole cost any necessary health exams, immunizations, evidence of a TB test, titers or other requirements, etc. necessary to meet OSHA requirements, and maintain compliance with requirements by the University and affiliating clinical agencies. Documentation of the requirements is to be submitted to the designated person upon request. Before the first clinical course, each student is required to complete a pre-clinical checklist and provide proof that requirements are currently met.
6. After admission and prior to clinical placements, all CSUN Nursing students are required to obtain their own criminal background checks and sometimes drug screens at their sole cost and to supply that information to designated approving agencies or persons before the first patient care experience. In order to meet accreditation standards, many clinical agencies are requiring background checks and drug screens on all students placed at their facilities and have the right to refuse a student clinical placement based on that information. If an affiliating clinical agency notifies faculty that they are refusing clinical placement to a student based on background check or drug screen, the student will be unable to complete required clinical laboratory course work, be unable to progress in the Program, and thus be unable to meet Degree requirements.
7. Further information on background checks or drug screens and where to obtain them is available from the Nursing advisor. While CSUN prohibits faculty from reviewing results of checks and screens, clinical facilities demand that CSUN provide them with evidence of clear background check and drug screening. Faculty will require proof that the checks and screens have been completed and are cleared.
8. Students in Nursing courses also are responsible to obtain and maintain at their own cost nursing liability insurance, CPR certification and, if needed, fire safety card or evidence of other indicators of particular competencies as required by professional standards or affiliating clinical agencies.
9. Access to reliable transportation is required for clinical courses off campus.
10. Prior to and during clinical placements, students are required to demonstrate professional maturity and physical, emotional, ethical and moral fitness for clinical practice.
11. The faculty reserves the right to make Program modifications as necessary to meet current professional standards and accreditation criteria.
12. RN-BSN students may petition for credit by exam in selected courses. See nursing advisor for challenge exam information and registration.

**Accelerated Bachelor of Science in Nursing (A-BSN)**

The Accelerated B.S. Degree in the Nursing Program prepares students to take the National Council Licensing Examination (NCLEX) upon graduation and to become Registered Nurses. This Option for earning the BSN is designed for second-degree students who hold a minimum of

a B.A. or B.S. Degree in any field and who have completed necessary prerequisite courses and admission requirements. The program of study is intense, and nursing courses required for licensure are completed within 4 semesters. This BSN Option builds on previous learning and provides specific clinical education that prepares nursing professionals who can practice in a wide variety of settings. The BSN framework emphasizes the practice of professional nursing including assessment, promotion, maintenance, restoration and evaluation of the health of individuals, families, groups, communities and populations. Nursing courses include classroom instruction and clinical laboratories in patient-care settings.

**Requirements for Admission to A-BSN Pathway**

1. An earned Bachelor’s Degree from an accredited institution;
2. Undergraduate GPA of 3.0 or better.;
3. All prerequisites course grades must be “C” or higher. All science prerequisites must have been completed within the past 7 years. Courses that have been taken at an Upper Division undergraduate-level or that combine prerequisite content (e.g., single course of 5 semester units in anatomy and physiology course with lab) will be considered on a case-by-case basis as potentially meeting minimum requirements;
4. Earning a minimum grade of “C” in prerequisite courses;
5. A personal interview may be requested of all applicant;
6. Apply to CSUN and the A-BSN no later than November 30.
7. A-BSN application is a separate application procedure from admission to the University, and students are responsible to assure their applications are complete. No waiting list is maintained and students must reapply each year for which they wish to be considered;
8. Potential applicants are responsible to consult the CSUN Nursing website for up-to-date information on application deadlines and procedures.

**Requirements for the Accelerated Bachelor of Science in Nursing**

**1. Prerequisite Courses**

Any of the following courses or their equivalents that were completed as part of the first degree program do not need to be repeated. Course equivalencies can be checked at <http://assist.org> or with the help of an advisor.

|      |         |   |
|------|---------|---|
| BIO  | 211/212 | Human Anatomy and Lab (2/1)             |
| BIOL | 215/L   | Introductory Microbiology and Lab (2/1) |
| BIOL | 281/282 | Human Physiology and Lab (3/1)          |
| CHEM | 103     | General Chemistry and Lab (4)           |
| HSCI | 488     | Epidemiology: Study of Disease (3)*     |
| MATH | 140     | Introductory Statistics (3)             |
| PSY  | 150     | Principles of Human Behavior (3)        |
| PSY  | 200     | Introduction to Lifespan Psychology (3) |
| SOC  | 150     | Introductory Sociology (3)              |

*\*May be taken before or concurrently with Nursing courses.*

**General Education courses from the following sections:**

- Oral Communication (3)
- Written communication (3)
- Critical thinking (3)

|                    |           |
|--------------------|-----------|
| <b>Total Units</b> | <b>37</b> |
|--------------------|-----------|

**2. Required Courses for the BSN Program**

|      |       |   |
|------|-------|---|
| NURS | 302   | Basic Pathophysiology (3)                                   |
| NURS | 307/L | Health Assessment and Clinical lab (2/1)                    |
| NURS | 310   | Nursing Research (3)  |
| NURS | 315   | Pharmacology and Self-Care Agency (2)                       |
| NURS | 318/L | Introduction to Professional Nursing and Clinical lab (3/4) |

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| NURS | 319    | Effective Communications in Professional Nursing (2)             |
| NURS | 321/AL | Adult/Aged Medical Surgical Nursing and Clinical Lab (4/8)       |
| NURS | 321BL  | Nursing Care of Older Adults Lab (1)                             |
| NURS | 426    | Nursing Systems Issues and Ethics (3)                            |
| NURS | 427/L  | Dynamics of Nursing Leadership and Clinical Lab (3/2)            |
| NURS | 428/L  | Community Health Nursing and Clinical Lab (3/2)                  |
| NURS | 430/L  | Psychiatric/Mental Health Nursing and Clinical Lab (2/1)         |
| NURS | 443/L  | Nursing Care of Children and Clinical Lab (2/1.5)                |
| NURS | 444/L  | Nursing Care of the Childbearing Family and Clinical Lab (2/1.5) |

|  |           |
|--|-----------|
| <b>Total Units in the Major</b>                              | <b>56</b> |
| <b>GE units fulfilled as part of original B.A./B.S.</b>      | <b>6</b>  |
| <b>Total Units Required beyond Original B.A./B.S. Degree</b> | <b>62</b> |

### Academic Policies

1. Nursing courses from other Programs may be considered non-equivalent and not be transferred into this program with the exception of NURS 307/L.
2. Students are admitted as a cohort. Should progression through the curriculum be interrupted, students whose progress is interrupted will need to reapply to the Program and will be considered on a space-available basis. All Nursing courses must be completed within 5 years after taking the first Nursing course.
3. A minimum grade of "C" is required in all prerequisite and nursing courses. A grade of "C-" will require the student to repeat the course or concurrent theory/lab courses. All Nursing courses may be repeated only once with a maximum of 15 repeated units. Students progressing on schedule through the Program will be given priority space in classes, and students repeating courses will be considered only on a space available basis. The need to repeat some courses may interfere with the repeating student's ability to complete the Degree.
4. Students must enroll and pass concurrently both theory and clinical laboratory components of each area of study that contains these components.
5. Requirements for A-BSN are the same as above for RN-BSN as related to necessary health insurance, health examinations, immunizations, TB testing, titres, criminal background checks, drug screens, student liability insurance, CPR certification, fire safety cards or other requirements needed to maintain compliance with University and affiliating clinical agency requirements. Documentation is to be submitted to the designated person upon request and before the first patient care experience.
6. Access to reliable transportation is required for clinical courses off campus.
7. Due to the clinical requirements imposed by external clinical partners, students must be prepared to attend clinical rotations in the community settings any day of the week, including weekends, and at various times of the day, including evenings and nights. No reasonable student accommodation to clinical scheduling can be made given the cohort nature of the Program and the external limitations placed on the Department by hospitals and other clinical settings. Clinical rotations can change each academic semester or year given external assignments of times and days.
8. The faculty reserves the right to make Program modifications as necessary to meet current professional standards, Board of Registered Nursing requirements and accreditation criteria.

### Licensed Vocational Nurses

Licensed Vocational Nurses seeking an upgrade to BSN or LVN 30-unit Option should contact the Nursing Program regarding Options, objective counseling and individual evaluation.

### The LVN 30-Unit, Non-Degree Option

This Option will prepare LVNs to take the RN licensing exam. LVNs will take BIOL 215/L (2/2) and 281 (3) or their equivalents, and then will be eligible take an additional 23 units on a space-available basis, including the following:

|      |       |  |
|------|-------|--|
| NURS | 321   | Adult/Aged Medical-Surgical Nursing (4)        |
| NURS | 321AL | Adult Medical-Surgical Lab (8)                 |
| NURS | 321BL | Geriatrics Lab (1)                             |
| NURS | 430   | Psychiatric/Mental Health Nursing (2)          |
| NURS | 430L  | Psychiatric/Mental Health Nursing Lab (1)      |
| NUES | 443   | Nursing Care of Children (2)                   |
| NURS | 443L  | Nursing Care of Children Lab (1.5)             |
| NURS | 444   | Nursing Care of Child-Bearing Family (2)       |
| NURS | 444L  | Nursing Care of Child-Bearing Family Lab (1.5) |

|                    |           |
|--------------------|-----------|
| <b>Total Units</b> | <b>30</b> |
|--------------------|-----------|

### Public Health Nurse Certificate

Section 2818(a) of the Business and Professions Code requires that in order to be employed as a public health nurse or use the term "public health nurse" in California, an individual must possess a valid California Public Health Nurse (PHN) Certificate. The CSUN Nursing Program curriculum is approved by the California Board of Registered Nursing to prepare eligible applicants for certification in public health nursing in the state of California. Certification is granted by the Board of Nursing (BRN) after completion of curriculum and application to the Board.

**Procedures for PHN application:** Visit California BRN website and the CSUN Nursing website.

#### Eligibility Requirements

1. Evidence of a permanent California RN license that is current, clear and active. (A temporary license or interim license is not acceptable.)
2. Possession of a Baccalaureate Degree documented by one of the following:
  - a. Official transcripts from a school accredited by the National League of Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE), which includes course work in public health nursing. Graduates of the CSUN RN-BSN Program, see nursing advisor.
  - b. Official transcripts for a Degree in a field other than nursing, and completion of required CSUN course work with a minimum grade of "C" in each course.
  - c. Official transcripts from an accredited BSN foreign institution and completion of required CSUN course work with a minimum grade of "C" in each course. Foreign transcripts need to be evaluated by an approved international evaluation service.
3. Basic computer skills.

### Requirements for the Public Health Nurse Certificate

#### 1. Required Courses: (30 units)

|      |       |   |
|------|-------|---|
| NURS | 302   | Basic Pathophysiology (3)                 |
| NURS | 306   | Supportive/Educative Nursing System (3)   |
| NURS | 307/L | Health Assessment in Self-Care Agency and |

|      |       |  |
|------|-------|--|
|      |       | Lab (2/1)                              |
| NURS | 308   | Family Systems Nursing (3)             |
| NURS | 310   | Principles of Nursing Research (3)     |
| HSCI | 390/L | Biostatistics and Lab (3/1)            |
| NURS | 426   | Nursing Systems Issues and Ethics (3)  |
| NURS | 428/L | Community Health Nursing and Lab (3/2) |
| HSCI | 488   | Epidemiology, Study of Disease (3)     |

### Health Services Credential Program: School Nurse Services Program

This Credential may be issued to the qualified RN who holds a Baccalaureate Degree. A fifth year of study (24-unit minimum) is required for a Professional (Ryan) School Nurse Credential. A minimum of 12 units of course work is required in residence at CSUN (regular session, extension, concurrent enrollment or Summer session). HSCI 475 and 476 must be taken after formal admission to CSUN as a School Nurse Credential student and cannot be taken through the College of Extended Learning.

For more information, refer to Credential Office section of the Catalog (Health Services Credential Authorizing Services as a School Nurse). Immediately upon acceptance at CSUN, all students must meet with the Nursing faculty to have their academic records evaluated and to plan an individualized program that will meet state standards for the School Nurse Credential. School Nurse Credential students are responsible for keeping abreast of all requirements applicable to their desired Credential, including requirements specified in the CSUN Catalog under Credential Program requirements. This includes the requirement that courses must be completed within 7 calendar years of the student admission date.

### Requirements for the School Nurse Credential

|         |       |   |
|---------|-------|---|
| COMD    | 496NS | Audiometry and Hearing Conservation for School Nurses (3) |
| FCS     | 330   | Child Growth and Development I (3)                        |
| or FCS  | 431   | Child Growth and Development II (3)                       |
| HSCI    | 170/L | Emergency Health Procedures (2)                           |
| HSCI    | 336   | Health Aspects of Drug Abuse (3)                          |
| HSCI    | 337   | Nutrition and Health (3)                                  |
| HSCI    | 353   | Fundamentals of Environmental Health (3)                  |
| HSCI    | 433   | Counseling of Health Problems (3)                         |
| NURS    | 475** | Principles of School Nursing Practice (3)                 |
| NURS    | 476** | School Nurse Field Experience (6)                         |
| HSCI    | 488   | Epidemiology, Study of Disease (3)                        |
| NURS    | 306   | Supportive/Educative Nursing System (3)<br>(Recommended)  |
| or HSCI | 435   | Health Sciences for Children and Youth (3)                |
| NURS    | 307   | Health Assessment in Self-Care Agency (2)*                |
| NURS    | 307L  | Health Assessment in Self-Care Agency Lab (1)*            |
| NURS    | 428   | Community Health Nursing (3)                              |
| NURS    | 428L  | Community Health Nursing Lab (2)*                         |
| SPED    | 508   | Special Education Training for Teachers (4)               |
| or SPED | 400   | Introduction to Special Education (3)                     |

\*Must be taken concurrently.

\*\*NURS 475 is the first course in curriculum and 476 is the exit course. Both must be taken at CSUN as an admitted credential student.

It is recommended but not required that students take both NURS 428 and 428L. NURS 428L is required only for the California Public Health Nursing Certificate and must be taken concurrently with NURS 428. If only NURS 428 is taken, students must repeat NURS 428 if they later choose to take 428L. Students should notify the School Nurse Credential advisor 1 semester in advance of when they plan to take the course to assure availability of clinical placement.

Candidates for this Credential must complete 12 semester units in

CSUN courses, meet the required GPA, hold a Preliminary School Nurse Credential and have 2 years of successful service as a school nurse. See Health Sciences Department section of the Catalog for course descriptions (e.g., HSCI 170/L).

### Nurse Educator Certificate

The Nurse Educator Certificate Program (NECP) consists of 5 3-unit courses (15 units) of learning-centered course content focused on methods/theory/practice of classroom and clinical teaching and instruction, and on leadership and faculty role development of the Nursing faculty. The 15 units of course work will be offered over three semesters. Nurses who complete the Nurse Educator Certificate Program are qualified academically to take the Educator Certification Examination of the National League for Nursing (NLN, 2010).

#### Required Courses:

|      |     |   |
|------|-----|---|
| NURS | 560 | Theories of Teaching and Instruction in Nursing (3) |
| NURS | 561 | Teaching and Learning Strategies in Nursing (3)     |
| NURS | 562 | Curriculum Development in Nursing (3)               |
| NURS | 563 | Evaluation and Assessment in Nursing Education(3)   |
| NURS | 664 | Faculty Role Development in Nursing (3)             |

### Course List

#### NURS 302. Basic Pathophysiology (3)

*Prerequisite: Approval of faculty advisor.* Study of the pathogenesis and clinical picture of common disease processes that impact the self-care of individuals. Focuses on the impact of environmental, genetic and individual factors in creating or perpetuating disturbed physiology, as well as on physiological adaptive responses and the interdependence of body systems. (See Program advisor for information on credit by challenge examination)

#### NURS 303. Professional Nursing (3)

*Preparatory: Admission to Nursing Program; Completion of Lower Division writing requirement.* Focuses on the practice of professional nursing, critical thinking, therapeutic nursing interventions, nursing process, advocacy, humanistic approach to the treatment of human beings, selected bio-psycho-social and nursing theories, spirituality, communication, information technology, role change, values, culture, and oral and written communication skills. Regular written assignments and oral presentations are required.

#### NURS 306. Supportive/Educative Nursing Systems (3)

Application of nursing knowledge and skills in self-care agency with individuals, families, groups, communities and populations. Content includes theories and principles of learning, teaching strategies and methodologies, teaching resources, and evaluation of instruction as applied to the development of nursing systems in the nursing process. Regular written assignments and oral presentations required.

#### NURS 307/L. Health Assessment in Self Care Agency and Lab (2/1)

*Corequisite: NURS 307L. Recommended Corequisite: Admission to SNCP or RN-BSN program.* Provides skills in complete assessment of individual health in using bio-psycho-social-spiritual-cultural concepts. Includes nursing assessment through all developmental stages. Emphasis on self-care agency. On-campus supervised lab practice and application of concepts from NURS 307 in self-care agency. Passing grade must be earned in both NURS 307 and 307L concurrently for credit in both courses. 3 hours lab per week.

#### NURS 308. Family Systems Nursing (3)

*Prerequisite: Admission to BSN Program and NURS 303.* The focus of this course is on nursing care of families. Family nursing theory and research is applied to Orem-defined units of family nursing practice—individual self-care agents, dependent-care dyads and family units as

wholes. Emphasis is on health/safety promotion and disease prevention, including assessment of individuals within family systems, family issues/trends and global perspectives.

**NURS 310. Principles of Nursing Research (3)**

*Prerequisite:* MATH 140 or equivalent. Historical philosophical and ethical aspects of nursing research and relationship to nursing science, theory and practice. Includes principles and methods of research for use in professional roles, leadership and development of nursing systems. Knowledge of the research process is developed and applied to critique of research studies, process of research, proposal development and application of research findings to practice. Regular written assignments are required.

**NURS 315. Pharmacology and Self-Care Agency (2-2)**

*Prerequisite:* Admission into the Accelerated BSN Pathway. This course examines the principles of pharmacokinetics and pharmacodynamics for major drug classes as they impact self-care of the individual. Assessment and management of the therapeutic and toxic effects of pharmacological interventions are emphasized.

**NURS 318/L. Introduction to Professional Nursing (3/4)**

Introduction to the practice of professional nursing, including critical thinking, assessment, therapeutic nursing interventions and communication. This course explores related models and theories, professional roles, nursing process and use of nursing skills to promote self- and dependent-care agency of individuals. Bio-psycho-social-spiritual, cultural and developmental considerations included. Lab: Supervised clinical lab provides opportunities for role development and application of knowledge and skills. Passing grades must be earned in both lecture and lab concurrently for credit in both courses.

**NURS 319. Effective Communications in Professional Nursing (2)**

Course explores concepts and theories of human interaction as they relate to nursing. Includes principles, processes and techniques of effective individual and group communication as they relate to promotion of self-care and dependent-care agency. Supportive-educative nursing system as an intentional caring process is emphasized.

**NURS 321/AL. Adult/Aged Medical-Surgical Nursing (4/8)**

Course surveys selected medical-surgical conditions and age-specific health considerations as they relate to the nurse's role in promoting self-care and dependent-care functioning of adult patients. Planning, implementing, and evaluation interventions based on systematic data collection and analysis. Lab 1 (Adult Med-Surg Nursing) Supervised clinical laboratory provides opportunities for role- and skills-development and application of knowledge. Passing grades must be earned in lecture course and medical-surgical lab concurrently for credit in both courses. Lab 2 (Care of Older Adult): Supervised clinical lab provides opportunities for role and skills development and application of knowledge in beginning professional role in geriatric nursing. Focuses on the role of the professional nurse in assessing, promoting, maintaining, restoring and evaluating the self-care and dependent-care functions of older adults. Passing grades must be earned in lecture course and geriatric lab concurrently for credit in both courses.

**NURS 321BL. Nursing Care of Older Adult: Clinical Laboratory (1)**

This course surveys selected medical-surgical conditions and age-specific health considerations as they relate to the nurse's role in promoting self-care and dependent-care functioning of adult patients. Planning, implementing and evaluating interventions based on systematic data

collection and analysis. Lab 1 (8) (Adult Med-Surg Nursing) Supervised clinical lab provides opportunities for role- and skills-development and application of knowledge. Passing grades must be earned in lecture course and medical-surgical lab concurrently for credit in both courses. Lab 2 (1) (Care of Older Adult): Supervised clinical lab provides opportunities for role- and skills-development and application of knowledge in beginning professional role in geriatric nursing. Focuses on the role of the professional nurse in assessing, promoting, maintaining, restoring and evaluating the self-care and dependent-care functions of older adults. Passing grades must be earned in lecture course and geriatric lab concurrently for credit in both courses.

**NURS 426. Nursing Systems Issues and Ethics (3)**

*Preparatory:* All 300-level Nursing courses. Deals with issues arising within the community, the health-care systems and the profession of nursing that influence self-care agency and the development of nursing systems. Discusses ethical aspects of providing therapeutic self-care. Regular written assignments required.

**NURS 427/L. Dynamics of Nursing Leadership and Leadership in Nursing Lab (3/2)**

*Prerequisites:* All 300-level Nursing courses; NURS 426. *Corequisite:* NURS 427L. Focuses on the function of the professional nurse as self-care agent through leadership, administration and change. Presents theories of group dynamics, leadership, organizations, planned change, power and conflict as they apply in the nursing unit. Regular written assignments are required. Lab: Application of self-care agency through use of leadership and administration theories and skills in clinical settings. Students synthesize professional nursing roles through individualized learning contract. Credit given only if a passing grade is earned. 3 hours lecture, 6 hours lab per week.

**NURS 428/L. Community Health Nursing and Lab (3/2)**

*Prerequisites:* All 300-level Nursing courses; HSCI 488; NURS 426. *Corequisite:* NURS 428L. Theory and multicultural society. Study of self-care agency and therapeutic self-care needs of individuals, families, the community and society. Regular written assignments required. Clinical experience in community health agencies under the leadership of nursing faculty. Credit given only if a passing grade is earned. 3 hours lecture, 6 hours lab per week.

**NURS 430/L. Psychiatric/Mental Health Nursing: Clinical Laboratory (2/1)**

Focuses on the unique role of the professional nurse in assessing, promoting, maintaining, restoring and evaluating the self-care and dependent-care functions of persons with actual or potential altered mental health processes. Topics include selected theories of human behavior and current knowledge of psychiatric/mental health nursing care, psychopathology, psychiatric treatment, psychopharmacology, environmental management and influences of family. Lab: Demonstration of beginning professional role in psychiatric/mental health nursing by applying knowledge from lecture corequisite. Passing grades must be earned in lecture course and lab concurrently for credit in both courses.

**NURS 443. Nursing Care of the Childbearing Family: Clinical Laboratory (1.5)**

*Prerequisite:* All 300-level courses in the Accelerated BSN Pathway. *Corequisite:* NURS 444. Focuses on the nurse's role in promoting self-care and dependent-care functions of the multiperson unit of the

child-bearing family. Emphasis is on assessment and management of the woman, baby and family during the antipartum, intrapartum and postpartum periods. Includes both healthy and pathologic processes. Lab: Supervised clinical laboratory provides opportunities for role- and skills-development and application. Passing grades must be earned in lecture course and lab concurrently for credit in both courses.

**NURS 443/L Nursing Care of Children and Clinical lab (2/1.5)**

*Prerequisite:* All 300-level courses in the Accelerated BSN Pathway. *Corequisite:* NURS 443. Focuses on professional nurse's role in assessing, promoting, maintaining, restoring and evaluating the self-care and dependent-care agency related to children with actual or potential altered health. Includes age-specific health considerations of newborns through adolescents within the interactional context of family and environment. Theories, models and concepts are related to nursing care of the child and the family. Lab: Supervised experience provides opportunities for role-development and application of knowledge and skills. Passing grades must be earned in lecture course and medical-surgical lab concurrently for credit in both courses.

**NURS 444. Nursing Care of the Childbearing Family (2)**

*Prerequisite:* All 300-level courses in the Accelerated BSN Pathway. *Corequisite:* NURS 444L. Focuses on the nurse's role in promoting self-care and dependent-care functions of the multiperson unit of the child-bearing family. Emphasis is on assessment and management of the woman, baby and family during the antipartum, intrapartum and postpartum periods. Includes both healthy and pathologic processes. Lab: Supervised clinical lab provides opportunities for role- and skills-development and application. Passing grades must be earned in lecture course and lab concurrently for credit in both courses.

**NURS 444/L Nursing Care of Childbearing Family (2/1.5)**

*Prerequisite:* All 300-level courses in the Accelerated BSN Pathway. *Corequisite:* NURS 444. Focuses on the nurse's role in promoting self-care and dependent-care functions of the multiperson unit of the child-bearing family. Emphasis is on assessment and management of the woman, baby and family during the antipartum, intrapartum and postpartum periods. Includes both healthy and pathologic processes. Lab: Supervised clinical lab provides opportunities for role- and skills-development and application. Passing grades must be earned in lecture course and lab concurrently for credit in both courses.

**NURS 475. Principles of School Nursing Practice (3)**

*Preparatory:* R.N. License. *Recommended Corequisite:* Admission to SNCP. Examines the roll of the school nurse in relation to current and accepted practices in school health programs as they pertain to the needs of school children and their community.

**NURS 476. School Nursing Field Experience (6)**

*Prerequisite:* All courses in SNCP. Supervised experience in public school nursing consisting of 180 clock hours of observation and participation working with master nurses at the elementary- and secondary-level. Meets the requirement for the Health Services Credential Authorizing Services as a School Nurse. An academic internship course. (Credit/No Credit only)

**NURS 495AA or AB Clinical Advances in Health Sciences: RN to BSN Senior Project (1/1) or (2)**

*Prerequisite:* All 300-level Nursing courses. Review of research, development and clinical applications in the various health professions. Course con-

tent to be determined. (See subtitle in appropriate Schedule of Classes.)

**NURS 560. Theories of Teaching and Instruction in Nursing (3)**

*Prerequisite:* Instructor consent. This course focuses on examining prominent theories of teaching and models of instruction that are applicable to the classroom, nursing skill laboratory and clinical education. Theoretical approaches classified as behaviorist, social interactionist and cognitive, as well as adult learning theories, are discussed and analyzed. Evidence-based research relative to nursing education is reviewed and critiqued.

**NURS 561. Teaching and Learning Strategies in Nursing (3)**

*Prerequisite:* Instructor consent. This course focuses on providing mentored training in integrating evidence-based, learning-centered teaching and learning strategies. Students are teamed with faculty mentors in the classroom, skill laboratory and clinical settings to apply and implement learned teaching strategies under the direct supervision of faculty mentors. Special emphasis is made on integrating multiculturalism in teaching and learning.

**NURS 562. Curriculum Development in Nursing (3)**

*Prerequisites:* NURS 560, 561; *Instructor consent.* Curriculum principles and strategies that incorporate accrediting nursing bodies' curricular essentials are presented. Concerns associated with Associate, Baccalaureate and Graduate Nursing Degrees' curricula are addressed and differentiated with reference to accrediting bodies' curricular essentials requirements and with reference to certifying state regulators. Emphasis is placed on integrating the interplay of curricular systematic decision-making, curriculum planning, curriculum development, systematic assessment of outcomes, and accreditation requirements/self-study.

**NURS 563. Evaluation and Assessment in Nursing Educations (3)**

*Prerequisites:* NURS 560, 561, 562; *Instructor consent.* This course explores various theories on assessments and evaluation, and examines important theoretical, ethical and practical issues in assessment, evaluations, measurement and testing in nursing education.

**NURS 664. Faculty Role Development in Nursing (3)**

*Prerequisites:* NURS 560, 562, 563; *Instructor consent.* This course focuses on examining models of the nurse faculty role and on analyzing strategies for effective teaching, practice, scholarship and service. Leadership is examined through the lens of a system framework for effective change and transformation.

# Pan African Studies

## College of Social and Behavioral Sciences

**Chair: Karin Stanford**

**Santa Susana Hall (SN) 221**

**(818) 677-3311**

**[www.csun.edu/csbs/departments/pan\\_african\\_studies](http://www.csun.edu/csbs/departments/pan_african_studies)**

### *Faculty*

James H. Bracy, Cedric Hackett, Joseph E. Holloway, David L. Horne, Bayyinah S. Jeffries, Marquita Pellerin, Anthony Ratcliff, Johnie H. Scott, Karin L. Stanford, Tom Spencer-Walters, Shubha Venugopal, Theresa Renee White

### *Emeritus Faculty*

Verne Bryant, James Dennis, Rosentene Bennett Purnell, Barbara Rhodes

### Programs

Undergraduate:

**B.A., African-American Studies**

**Option I: African-American Social Sciences**

**Option II: African-American Arts and Literature**

**Option III: African and African-American Cultural Studies**

**Option IV: African-American Urban Education**

**Minor in Pan African Studies**

### Department Programs

The Pan African Studies Major and Minor consist of course sequences and concentrations within an interdisciplinary curriculum (including History, Political Science, Literature, Culture, Psychology, Sociology, Religion and others) that provide students with intellectual training in understanding and analyzing both the broad range of the African-American experience in the U.S. and issues of the African diaspora. The Department encompasses university-trained social scientists and humanists from the major academic disciplines.

### The Major

The Pan African Studies (PAS) Major is a multidisciplinary academic major (45 units) designed for students who wish to gain an understanding of the history, psychology, sociology, literature, culture and education of African-Americans and other Africans in the diaspora and the continent. The 4 specific Options within the major enable students to concentrate their efforts on certain aspects of this broad subject. These Options are intended to enhance students' preparation for both graduate school and employment. By carefully selecting Title 5 and General Education courses in consultation with a PAS advisor, students majoring in PAS also have the opportunity to complete a second major. For example, a double major in PAS and Urban Studies and Planning can be completed with the selection of Option I (below) plus the Core course requirements in Urban Studies and Planning. Consult an advisor for other possible combinations within the major.

### The Minor

The Minor in Pan African Studies is designed to expose students to the field of Pan African Studies for their own future intellectual development and employment opportunities. The Department offers 21 units for this Minor Program.

### Interdisciplinary Graduate Degree

Through the PAS Department, and in conjunction with several other disciplines and Departments on campus, students can earn an Interdisciplinary Master's Degree. See a PAS advisor for details.

### Credential Information

Pan African Studies majors interested in teaching social studies at the middle-school or high-school level may combine their Major Program with the Single Subject Social Science Subject Matter Program in the College of Social and Behavioral Sciences (CSBS) to meet requirements for entering a Single Subject Credential Program. For more information on the CSBS Single Subject Social Science Subject Matter Program, look under Social and Behavioral Sciences in the Catalog.

### Careers

After graduating, Pan African Studies majors attend law school or graduate schools in various fields. Many become teachers, social workers, entrepreneurs or work in government. Typical immediate employment options for a graduated PAS major include the probation department, editorial work at publishing enterprises, community development program directors or assistants, bank tellers and/or managerial trainees, retail sales positions, K-12 teaching, teaching assistant and research assistant positions in graduate school, and more. For additional information regarding PAS-related career options, consult the PAS Department.

### Academic Advisement

Students are required to regularly meet with the Department's designated advisors as well as attend mandatory advisement workshops in the Fall and Spring semesters. Undergraduate Advisors are Cedric Hackett, David L. Horne and Johnie H. Scott. Contact the Department for an appointment.

### Student Learning Outcomes

The Interdisciplinary Degree Program in Pan African Studies enables the graduate to gain an understanding of the political-social-historical-cultural perspectives of the African-American and African experience. Students also will learn key concepts and fundamental literature; a knowledge of the broad cultural, political and historical contexts in which the African-American experience took place; and appropriate skills in research design and methodology used to examine the various interdisciplinary areas (e.g., political-historical; humanities; socio-psychological) of Pan African Studies.

### Requirements for the Bachelor of Arts Degree:

The Pan African Studies major consists of 2 components: completion of the Core requirements (21 units) and completion of 1 of 4 specific Options (24 units). For each of the Options, there are specific Lower and Upper Division Core courses and electives that are relevant to that concentration. All students who major in Pan African Studies must select 1 of the 4 Options, each of which is designed to prepare students for graduate study or for a career of their choice.

#### **Core Requirements for all Options (21 units)**

##### **1. Lower Division (15 Units)**

|         |     |   |
|---------|-----|---|
| PAS     | 100 | Introduction to Black Culture (3)                     |
| PAS     | 158 | Learning Paradigms in Pan African Studies. (3)        |
| PAS     | 201 | Economics of the African-American Community I (3)     |
| PAS     | 220 | Psychological Environment of the African-American (3) |
| or PAS  | 221 | Sociological Environment of the African-American (3)  |
| and PAS | 271 | African-American History to 1865 (3)                  |
| or PAS  | 272 | African-American History Since 1865 (3)               |

##### **2. Upper Division (6 Units)**

|     |     |   |
|-----|-----|---|
| PAS | 350 | Advanced Writing (3)  |
| PAS | 498 | Proseminar in Pan African Studies: Methodology, Research and Analysis (3) |

**A. Option I: Social Sciences**

**1. Required Courses (15 units)**

|        |        |  |
|--------|--------|--|
| PAS    | 301    | Economics of the African-American Community II (3) |
| PAS    | 320    | African-American Personality Development (3)       |
| PAS    | 322    | The African-American Family (3)                    |
| PAS    | 361    | African-American Politics (3)                      |
| PAS    | 486SOC | Social Science Career Internship (3)               |
| or PAS | 392A-Z | Fieldwork in African-American Community (3)        |

**2. Electives (9 units)**

|     |        |  |
|-----|--------|--|
| PAS | 110    | Fundamentals of Business Organization and Management (3)   |
| PAS | 161    | American Political Institutions: A Black Perspective (3)   |
| PAS | 165    | Introduction to Pan Africanism (3)   |
| PAS | 210    | Consumer Behavior in the African-American Communities (3)  |
| PAS | 220    | Psychological Environment of the African-American (3)  |
| PAS | 221    | Sociological Environment of the African-American (3)   |
| PAS | 311    | Black Psychology (3)   |
| PAS | 324    | The Black Woman in Contemporary Times (3)  |
| PAS | 325    | The Black Man in Contemporary Times (3)  |
| PAS | 391    | Psychological Foundations of Education (Elementary) (3)  |
| PAS | 397    | Sociological Foundations of Education (Elementary) (3)   |
| PAS | 420    | The Black Child (3)  |
| PAS | 421    | Strategies for Black Child Development (3)   |
| PAS | 496A-Z | Experimental Topics with Course Content to be Determined ( <i>Consult with advisor for appropriate topic relevant to this Option</i> ) (3) |
| PAS | 499A-C | Independent Study (1-3)  |

|                                |           |
|--------------------------------|-----------|
| <b>Total Units in Option I</b> | <b>45</b> |
|--------------------------------|-----------|

**B. Option II: African-Americans Arts and Literature**

**1. Required Courses (12 units)**

|         |     |  |
|---------|-----|--|
| PAS     | 244 | African-American Literature to 1930 (3)    |
| or PAS  | 245 | African-American Literature Since 1930 (3) |
| and PAS | 246 | Introduction to African-American Drama (3) |
| PAS     | 332 | African-American Music I (3)               |

**Select 1 of the following:**

|     |       |   |
|-----|-------|---|
| PAS | 280   | Workshop in Creative Writing for Minority Students (3)                        |
| PAS | 331/L | African-American Religious Music: History and Literature and Gospel Lab (2/1) |
| PAS | 355   | Black World News Practicum (3)  |
| PAS | 447   | African-American Theatre (3)  |

**2. Electives (12 units)**

**Select 4 courses from the following:**

|     |       |   |
|-----|-------|---|
| PAS | 161   | American Political Institutions: A Black Perspective (3)                      |
| PAS | 280   | Workshop in Creative Writing for Minority Students (3)                        |
| PAS | 331/L | African-American Religious Music: History and Literature and Gospel Lab (2/1) |
| PAS | 333   | Coltrane (3)  |
| PAS | 337   | Black Images on the Silver Screen (3)   |

|     |        |  |
|-----|--------|--|
| PAS | 344    | Literature of the Caribbean and African Experience (3)   |
| PAS | 345    | African-American Autobiography (3)                       |
| PAS | 346    | Contemporary Black Female Writers (3)                    |
| PAS | 355    | Black World News Practicum (3)                           |
| PAS | 395    | Bilingualism in the African-American Community (3)       |
| PAS | 447    | African-American Theatre (3)                             |
| PAS | 451    | Mass Communication in the African-American Community (3) |
| PAS | 496A-Z | Experimental Topics (3)                                  |
| PAS | 499A-C | Independent Study (1-3)                                  |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in Option II</b> | <b>45</b> |
|---------------------------------|-----------|

**C. Option III: African and African-American Cultural Studies**

**1. Required Courses in the Option (15 Units)**

|        |     |  |
|--------|-----|--|
| PAS    | 226 | Traditional Cultures of Africa (3)                   |
| PAS    | 366 | Colonialism in Africa (3)                            |
| or PAS | 465 | Pan Africanism: Development of an Idea (3)           |
| PAS    | 376 | African Enslavement in the New World (3)             |
| PAS    | 382 | Traditional Religions of Africa (3)                  |
| PAS    | 484 | African American Belief and Western Christianity (3) |

**2. Electives (9 units)**

|     |     |   |
|-----|-----|---|
| PAS | 161 | American Political Institutions: A Black Perspective (3)    |
| PAS | 222 | Elements of the Human Geography of the African-American (3) |
| PAS | 274 | History of Caribbean Societies (3)                          |
| PAS | 282 | African Religions in the New World (3)                      |
| PAS | 300 | Contemporary Issues in the African American Community (3)   |
| PAS | 311 | Black Psychology (3)  |
| PAS | 337 | Black Images on the Silver Screen (3)                       |
| PAS | 451 | Mass Communication in the African American Community (3)    |

|                                  |           |
|----------------------------------|-----------|
| <b>Total Units in Option III</b> | <b>45</b> |
|----------------------------------|-----------|

**D. Option IV: Urban Education**

**1. Required Courses (15 units)**

|        |     |   |
|--------|-----|---|
| PAS    | 391 | Psychological Foundations of African-American Education (3)       |
| PAS    | 392 | Sociological Foundations of African-American Education (3)        |
| PAS    | 395 | Bilingualism in the African American Community (3)                |
| or PAS | 417 | Equity and Diversity in the Schools (3)                           |
| PAS    | 397 | Urban Education and Policy in Africa and the African Diaspora (3) |
| PAS    | 420 | The Black Child (3)   |
| or PAS | 421 | Strategies for Teaching the Black Child (3)                       |

**2. Electives (9 Units)**

|     |     |  |
|-----|-----|--|
| PAS | 161 | American Political Institutions: A Black Perspective (3) |
| PAS | 220 | Psychological Environment of the African American (3)    |
| PAS | 221 | Sociological Environment of the African American (3)     |
| PAS | 245 | African American Literature Since 1930 (3)               |

|     |      |  |
|-----|------|--|
| PAS | 274  | History of Caribbean Societies Since 1830s (3)         |
| PAS | 320  | African American Personality Development (3)           |
| PAS | 322  | The African American Family (3)                        |
| PAS | 344  | Literature of the Caribbean and African Experience (3) |
| PAS | 392A | Fieldwork in the African American Community (3)        |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in Option IV</b> | <b>45</b> |
|---------------------------------|-----------|

**General Education (48 units):** The PAS Department offers courses in the GE pattern. Please consult with an undergraduate or Departmental advisor before you make decisions about these courses.

**Languages (optional):** All students majoring in Pan African Studies are encouraged to take foreign languages (French, Portuguese, Spanish, or Swahili recommended).

|   |            |
|---|------------|
| <b>Total Units in the Major (Core and Option Total)</b> | <b>45</b>  |
| <b>General Education Units</b>                          | <b>48</b>  |
| <b>Additional Units</b>                                 | <b>27</b>  |
| <b>Total Units Required for the B.A. Degree</b>         | <b>120</b> |

### Minor in Pan African Studies

Students should consult an advisor to design a program that complements their major. Students may choose courses from a wide range of offerings that provide a background in several areas critical to their understanding of the African world experience.

#### 1. Lower Division Required Courses (9 units)

|     |     |  |
|-----|-----|--|
| PAS | 100 | Introduction to Black Culture (3)                        |
| PAS | 161 | American Political Institutions: A Black Perspective (3) |

#### Choose 1 from the following:

|     |     |   |
|-----|-----|---|
| PAS | 165 | Introduction to Pan Africanism (3)                          |
| PAS | 171 | Classical African Civilization (3)                          |
| PAS | 220 | Psychological Environment of the African American (3)       |
| PAS | 221 | Sociological Environment of the African American (3)        |
| PAS | 222 | Elements of the Human Geography of the African-American (3) |
| PAS | 244 | African-American Literature to 1930 (3)                     |
| PAS | 245 | African-American Literature Since 1930 (3)                  |
| PAS | 271 | African-American History to 1865 (3)                        |
| PAS | 272 | African-American History Since 1865 (3)                     |

#### 2. Upper Division

In consultation with a PAS advisor, select 12 units of Upper Division Pan African Studies courses.

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>21</b> |
|---------------------------------|-----------|

### Graduate Courses

The PAS Department does not currently have a stand-alone Master's Program. However, the University does offer a Master's Degree in Interdisciplinary Studies that allows students to receive graduate training in 2 or 3 disciplines. Graduate courses will be regularly offered. The following courses are approved graduate courses of the PAS Department: PAS 590A-Z, 595A-Z, 600, 601 and 602A-C.

## Course List

### PAS 099. Writer's Workshop

*1 unit University credit; No credit toward graduation.* Emphasizes the development of the individual student's writing abilities with intensive practice in basic writing skills, including grammar, usage and other aspects of the composing process. May be taken by students who wish to improve their writing skills, whatever the level. 2 hours lab per week. (Credit/No Credit only)

### PAS 100. Introduction to Black Culture (3)

Overview of the basic areas of black culture, including history, religion, social organization, politics, economics, psychology and creative production, with a survey of the key concepts and fundamental literature in each area. (Available for General Education, Comparative Cultural Studies)

### PAS 102. Elementary Swahili (3)

Introduction to the fundamentals of Swahili, a language spoken widely in East Africa. Includes intensive practice of the spoken language as well as its grammar, syntax and orthography. (Available for General Education, Comparative Cultural Studies.)

### PAS 110. Fundamentals of Business Organization and Management (3)

Survey of business functions in the African-American community. Enterprise management in the broadest sense is designed to integrate experience into a coherent, realistic approach to business organization and management. (Available for General Education, Lifelong Learning.)

### PAS 113A. Approaches to University Writing A (3)

*Prerequisite: EPT score of 120-141 or higher. Corequisite: UNIV 061.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Individual tutoring is available through the Pan African Studies Department or the Learning Resource Center.

### PAS 113B. Approaches to University Writing B (3)

*Prerequisite: PAS 113A. Corequisite: UNIV 061.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113B. Individual tutoring is available through the Pan African Studies Department or the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

### PAS 114A. Approaches to University Writing A (1)

*Prerequisite: EPT score of 142-150.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114A. Individual tutoring is available through the Pan African Studies Department or the Learning Resource Center.

### PAS 114B. Approaches to University Writing B (3)

*Prerequisite: PAS 114A.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evi-



dence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114B. Individual tutoring is available through the Pan African Studies Department or the Learning Resource Center.

**PAS 115. Approaches to University Writing (3)**

*Prerequisite: EPT score of 151 or higher.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Individual tutoring is available through the Learning Resource Center.

**PAS 151. Freshman Speech Communication (3)**

*Prerequisite: EPT score of 151 or higher.* Introduction to the study of the human communication process, with emphasis on techniques of contemporary African-American rhetoric. Includes intensive practice in public speaking, logical reasoning and critical listening. (Cross listed with CHS 151 and COMS 151.) (Available for General Education, Oral Communication.)

**PAS 155. Freshman Composition (3)**

*Prerequisites: Score of 151 or higher on the CSU English Placement Test; Grade of CR in PAS 097 and/or 098, if appropriate.* Directed writing course designed to teach students to write effectively in the Standard American dialect, find facts to develop their ideas, organize and present material clearly, logically and persuasively, and read multicultural expository prose critically and accurately. (Cross listed with AAS, CHS, and ENGL 155.) (Available for General Education, Analytical Reading/Expository Writing.) (IC)

**PAS 158. Learning Paradigms in Pan African Studies (3)**

This course is designed to explore and analyze paradigms of learning germane to the Pan African Studies discipline through intensive, interactive strategies in the classroom. The course will not only expose students to how others visualize the learning process, but it will encourage them to utilize these paradigms in their academic experience, be it skills acquisition of any variety (investigation, documentation, writing, managing time and resources strategies) or mastering content-specific issues from other courses in which they may be enrolled.

**PAS 161. American Political Institutions: A Black Perspective (3)**

Examines the development and dynamics of American political institutions and political processes as they relate to the experiences of African-Americans. (Meets Title 5 requirements for Constitution of the U.S. and California State and Local Government.)

**PAS 165. Introduction to Pan Africanism (3)**

*Strongly recommended for all PAS Majors and Minors.* Examines the origin and growth of the Pan African movement from the 19th century to the present time. Critical evaluation of major Pan African ideologists and practitioners. Successes and failures of the Organization of African Unity from 1963 to the present time. (Available for General Education, Comparative Cultural Studies.)

**PAS 171. Classical African Civilization (3)**

Surveys the various great societies of Africa, covering a period from the origin of humankind in East Africa to the great Zulu Kingdom led by Chaka in the 19th century. In addition to describing the leadership, histories and achievements of African figures like Imhotep, Zoser, Ahkmaten, Muhammed and Chaka, attention is given to understanding the cultures, technologies and social organization of their respective societies. (Cross listed with HIST 145.)

**PAS 201. Economics of the African-American Community I (3)**

Introduction to the operations of the U.S. economy, with special emphasis on the interrelationships between producers, consumers and governmental components. Emphasizes the economic position and economic needs of the African-American community within this system. (Available for General Education, Social Sciences.)

**PAS 204. Race and Critical Thinking (3)**

*Prerequisite: Instructor consent. Recommended Corequisite or Preparatory: Completion of Freshman Composition (GE, Analytical Reading/Expository Writing.)* Introduction to the basic concepts of deductive logic as a dimension of critical reasoning and the practical usage of those concepts in discussing, analyzing and critiquing ideas on race, ethnicity, gender, sexual orientation and other relevant issues of modern society. (Available for General Education, Critical Thinking.)

**PAS 210. Consumer Behavior in the African American Community (3)**

Aimed at the development of tools and concepts necessary for the rational allocation of consumer resources. Emphasis on significant consumer decisions facing African-Americans. Evaluates government functions that affect consumers in the context of their potential impact on personal decision making. (Available for General Education, Lifelong Learning.)

**PAS 220. Psychological Environment of the African-American (3)**

Study of contemporary American society and its effects on the African-American community from the perspective of basic psychological concepts and theories. (Available for General Education, Social Science.)

**PAS 221. Social Environment of the African-American (3)**

Study of contemporary American society and its effects on the African-American community from the perspective of basic sociological concepts and theories. (Available for General Education, Social Sciences.)

**PAS 222. Elements of the Human Geography of the African-American (3)**

Geography of the African-American, including customs, economics, social and political adjustments. (Available for General Education, Social Sciences.)

**PAS 226. Traditional African Cultures (3)**

Comprehensive overview of the African societies and cultures from the earliest times to the 20th century. Case studies in ethnology, kinship and marriage, economic and political institutions, religion and philosophy, the arts and the interaction between the traditional African cultures and the non-African cultures. (Available for General Education, Comparative Cultural Studies.)

**PAS 244. African-American Literature to 1930 (3)**

Survey of the literature of African-Americans from 1770 to 1930, analyzing their literary development within a historical context to gain insight into the fullness of the impact of America on African-American life. Includes writings of enslaved Africans and freed persons, the novels and poetry of the post-Emancipation period, the writings of the period 1920-1930 (commonly referred to as the Harlem Renaissance), and the work of writers in the Caribbean and in South America from the time of the Haitian Revolution.

**PAS 245. African-American Literature Since 1930 (3)**

Introduction to major African-American authors from 1930 to the present. The work of Richard Wright, Margaret Walker, Gwendolyn Brooks, Ralph Ellison, John Killens, James Baldwin and LeRoi Jones are studied, as well as the works of writers who formed the Black Arts Movement that flourished during the 1970s. Focus on understanding the dynamics of African-American life through an analysis of the literature. (Available for General Education, Arts and Humanities.)

**PAS 246. Introduction to African-American Drama (3)**

Chronological survey of the major works of representative African-American dramatists from 1925 to the present, with particular focus on their techniques, ideas and the cultural milieu in which the works were produced. (Available for General Education, Arts and Humanities.)

**PAS 271. African-American History to 1865 (3)**

Survey course examining the themes and issues in the history of the African peoples in America up to 1865. (Meets Title 5 requirements in American History, Institutions and Ideals.)

**PAS 272. African-American History Since 1865 (3)**

Survey in African-American history covering the period 1865 to the present. Includes the Reconstruction era, post-Reconstruction, the Negro Renaissance, the Civil Rights Movement, and black nationalism. (Meets Title 5 requirements in American History, Institutions and Ideals.)

**PAS 274. History of Caribbean Societies Since the 1830s (3)**

Historical approach to an analysis of the political, social and economic development of the Caribbean islands after the 1830s. General focus centered on post-emancipation colonialism and the development of a particular form of neo-colonialism that manifested itself after independence. Also includes an examination of the emergence of contemporary radical political movements.

**PAS 280. Workshop in Creative Writing for Minority Students (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Introductory workshop in minority creative writing. Students learn to write in the three genres—prose fiction, drama and/or poetry. In addition, students have the opportunity to meet and work with distinguished professional minority writers. Students should consult with the instructor about the semester syllabus and the Minority Literature Concentration. (Cross listed with ENGL and CH S 280) (Available for General Education, Arts and Humanities.)

**PAS 282. African Religion in the New World (3)**

Survey examination of religion as practiced by Africans once removed from their homeland of Africa. Major emphasis on the importance of religion to the development of African culture in the New World. (Available for General Education, Arts and Humanities.)

**PAS 300. Contemporary Issues in the African-American Community (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* In-depth exploration of the social, political, cultural, and economic issues in the African-American community. Provides insight on the extent to which these issues affect the black individual and family in their interaction with the majority American society. Available for Section B of the Multicultural Requirement for Credential Candidates. (Available for General Education, Comparative Cultural Studies.)

**PAS 301. Economics of the African-American Community II (3)**

Study of the household as a consuming unit and the firm as a producing unit, exploring factor costs, price determinatives and income distribution, with emphasis on the African-American community and its lack of control over the means of production.

**PAS 311. Black Psychology (3)**

Examination of the major theories and research by black scholars addressing the development of a black psychology. Comparisons and contrasts are made with "Traditional" Psychology. Pan Africanist perspective is taken (i.e., African, Caribbean, etc.).

**PAS 320. African-American Personality Development (3)**

*Prerequisites: PAS 220 and/or an introductory course in Psychology; Completion of the Lower Division writing requirement.* Study of the psychological manifestations of oppression of the African-American. Emphasis on

the understanding and analysis of psychological stress, the assessment of this phenomenon and discussion of the solutions for the creation of a positive self-concept in African-American people. (Available for General Education, Comparative Cultural Studies.)

**PAS 322. African-American Family (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Summarizes structural evaluation and role formation of the family. Presents an overview of the traditional African family and socialization process. Focuses on the impact of slavery and post-slavery institutions on the formation of the black family in America. (Available for General Education, Comparative Cultural Studies.)

**PAS 324. The Black Woman in Contemporary Times (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Examines the social, political and psychological forces impacting the lives of black women and focuses on their expectations, opportunities, problems and goals in contemporary society. Also studies the black woman's contribution to the family and the community. (Available for General Education, Comparative Cultural Studies.)

**PAS 325. The Black Man in Contemporary Times (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Examines the social, political and psychological forces affecting the lives of black men and focuses on their expectations, opportunities, problems and goals in contemporary society. Studies contributions of the black male and his relationships to the family, community and American society. (Available for General Education, Comparative Cultural Studies.)

**PAS 331/L. African-American Religious Music: History and Literature and Gospel Lab (2/1)**

*Corequisite: PAS 331L.* Designed as a lab experience for gospel musicians, choir directors and singers. Study and analysis of African-American religious music, beginning with the work and spiritual songs of slavery and continuing to the present. Study and rehearsal techniques of gospel music, hymns, spirituals and anthems.

**PAS 332. African-American Music I (3)**

Historical analysis of African-American music, from its beginnings in Africa until its flowering in New Orleans.

**PAS 333. Coltrane (3)**

Analysis of styles and the evolution of the spiritual eminence of his works of art. The outgrowth of new forms and the influence of avant-garde music as it gradually transforms into neo-classicism.

**PAS 337. Black Images On the Silver Screen (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* In-depth exploration of the history and criticism of the black image on the American screen and the social and political background from which the African-American image has developed. Emphasizes technical (how a film is composed) and critical (the meaning that can be drawn from those compositions) perspectives. (Available for General Education, Lifelong Learning.)

**PAS 344. Literature of the Caribbean and African Experience (3)**

*Prerequisite: Completion of the Lower Division writing requirement.* Examines the literatures of people in Africa and the Caribbean. Establishes the theoretical, historical, cultural and imagistic framework within which that literature operates. Thematic analysis of the literatures with respect to both their comparative experiences and their specifically different backgrounds. (Available for General Education, Arts and Humanities.)

**PAS 345. African-American Autobiography (3)**

Analysis of the thematic patterns in autobiographies from the slave narrative through the present, focusing on the continuity of the African-American experiences from a psychological, sociological and historical point of view.

**PAS 346. Contemporary Black Female Writers (3)**

*Prerequisite:* CHS, ENGL or PAS 155; *Completion of the Lower Division writing requirement.* Study of selected works by contemporary Black women writers, including Alice Walker, Toni Morrison, Ntozake Shange and Maya Angelou. Themes explored include correcting the images, movement from masking to self-revelation, male-female relationships and search for wholeness. (Available for General Education, Arts and Humanities.)

**PAS 350. Advanced Writing (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Advanced course emphasizing alternative strategies in expository writing skills development. Focus on such purposeful forms of discourse as reports, the research paper, critiques, the essay examination and selected forms of correspondence. cursory review of grammar, mechanics and syntax is offered as needed. More intensive review of such basics are available on an individualized basis in the Writing Center. The course is equivalent to but not a substitute for ENGL 305 or BUS 305.

**PAS 355. Black World News Practicum (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Supervised work on a newsletter published 3 times a semester. Students work as writers-reporters, photographers and editors. Includes analysis of black urban press and black college newspapers.

**PAS 361. African-American Politics (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Introduction to the politics of the African-American, including political socialization, voting, interest groups, political parties and the political behavior within the sub-cultural context. (Available for General Education, Social Sciences.)

**PAS 364. Politics of Non-violent Direct Action (3)**

Examination of the theory and practice of non-violent direct action. Examines theoretical perspective and the practical applications as implemented by William Whipple, Gandhi, Albert Luthuli, Martin Luther King Jr., and others.

**PAS 366. Colonialism in Africa (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Comprehensive overview of the motives of the European colonizers of Africa and the methods they used in their colonial pursuits. Consequences of the colonization of Africa and the slave trade. African liberation movements. Case studies of colonialism in specific regions and/or specific countries. (Available for General Education, Comparative Cultural Studies.)

**PAS 367. African American Social Movements (3)**

This course is an examination of the theory and practice of African-American social movements designed to introduce students to the various approaches and models used to study social movements and apply them to the African American experience. Theories that promulgate non-violent direct action, the use of violence and other non-systemic activity will be assessed within the context of African American movement activity. Although the focus is on the Modern Civil Rights and Black Power movements, the course also examines the early abolition and Negro Convention Movement for historical context. Contemporary grassroots activism in the African-American community and African American global initiatives, including African American involvement in the anti-apartheid movement in South Africa, will be examined.

**PAS 368. Politics of Hip Hop (3)**

Examination of African-American youth and society through the medium of Hip Hop. This course also explores the connection between the Hip Hop community and the various political, corporate and institutional actors that influence society both locally and globally. Special emphasis is placed on the impact of Hip Hop on African identity, culture and politics. Required for the PAS Minor.

**PAS 376. African Enslavement in the New World (3)**

Comparative study of African enslavement in the Caribbean, Latin America and the U.S. Examines various patterns of enslavement in Africa, Brazil, Latin America, the West Indies and North America. Includes the examination of the transatlantic slave trade and the origins of New World enslavement. Also explores the different approaches to abolition and the nature of emancipation (freedom in the New World). (Cross listed with HIST 355.)

**PAS 382. Traditional Religions of Africa (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Comprehensive overview of the religious concepts, beliefs and practices of the Africans in their traditional socio-cultural milieu, including the interaction of the traditional African religions, Christianity and Islam. Case studies of the religions of selected African ethnic groups. (Available for General Education, Arts and Humanities.)

**PAS 386. African-American Philosophical Thought (3)**

Survival study of African-American philosophies. Includes an analysis of selected traditional Western philosophies and their relevance to the black experience.

**PAS 391. Psychological Foundations of Education (Elementary)(3)**

*Not applicable for any Credential program.* Overview of the development of African-American children from preschool to adolescence. Explores psychological perspectives on learning, development and instruction. 40 hours of field work required.

**PAS 392. Sociological Foundations of Education (Elementary)(3)**

*Not applicable for any credential program.* Introduction to the social and philosophical foundations of elementary education. Analysis of various proposals regarding the purpose, structure and conduct of elementary education. Emphasis on African-American children as their particular situation differs from other ethnic and racial groups. Includes a minimum of 30 hours of field activities.

**PAS 392A-Z. Field Work in the African-American Community (3)**

Gives students a working knowledge of the African-American community, including its culture, problems and current efforts to solve problems in the community.

**PAS 395. Bilingualism in the African-American Community (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Explores the genesis of African-American linguistic patterns, with a focus on acquisition of Ebonics as a socio-cultural linguistic phenomenon. Available for Section C of the Multicultural Requirement for Credential Candidates.

**PAS 397. Educational Systems of Africa (3)**

Analysis, discussion and evaluation of the educational goals and practices of selected representative nations in Sub-Saharan Africa. Consideration of the problems related to the role of education as a vehicle for the social, economic and political transformation of the developing African states.

**PAS 417. Equity and Diversity in Schools (3)**

Prepares teacher candidates to examine principles of educational equity, diversity and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience and a comparative analysis made with other ethnic groups in California. Engages students to examine, critique and reflect on their personal biases regarding children of color. (Cross listed with ELPS, CHS, AAS and ARMN 417.)

**PAS 420. The Black Child (3)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Exploration of African-American childhood socialization dynamics through an examination of the forces of constraint and development. Examines theories of social development and achievement. Available for Section A of the Multicultural Requirement for Credential Candidates.

**PAS 421. Strategies for Black Child Development (3)**

*Prerequisite:* PAS 322 or 420. Application of the sociology of development as a conceptual framework for African-American development. Studies strategies of black community services for the black child. Explores theoretical guidelines for program planning. In addition, reviews basic professional skills for community work.

**PAS 447. African-American Theatre (3)**

Critical analysis of African-American Theatre as an art form and as a vehicle of change. Covers the history and function of African-American Theatre and many other aspects of theatre art, from playwriting to basic acting exercises. Often, a play is produced.

**PAS 451. Mass Communication in the African-American Community (3)**

*Prerequisite:* Grade of "B" or better in PAS 151 or instructor consent. Historical analysis of the role played by the mass media in the African-American community from slavery to contemporary times. Particular attention given to evaluating the African-American press.

**PAS 465. Pan Africanism: Development of An Ideology 1865-1954 (3)**

In-depth look at the theoretical nexus that spawned anti-colonialism and African independence from the mid 19th century to the present.

**PAS 466A. The United Nations, the Organization of African Unity, and Africa (3-3)**

Focuses on the origin, history and the OAU in African politics and the post-colonial development of the continent. Basic principles of foreign policy that operate between the various countries in Africa and how the foreign policies of non-African countries influence the activities and decisions of the OAU. Emphasizes the economics social and political security issues of the country to be represented at the Model OAU Conference.

**PAS 466B. Model Organization of African Unity Practicum (3-3)**

In-depth preparation of the delegation on the specific issues on an African nation to be dealt with at the OAU Conference in Washington, D.C. Seminar with group discussions, presentations and country resolutions.

**PAS 484. African-American Belief and Western Christianity (3)**

*Prerequisite:* PAS 282 or 382, or RS 100 or 200 or 210, or instructor consent. Examination of the major tenets of African-American folk belief systems/theology and the major strands ("liberal" and "conservative") of Western Christian thought, together with a comparison of the images and ideas of each.

**PAS 486SOC. Social Science Career Internship (3)**

*Prerequisites:* Upper Division standing in a social or behavioral science major; *Appropriate methods course as specified by the Department; Instructor consent.* Social and behavioral science principles are applied to the work place. Students complete learning contracts and submit written reports related to their internships. At least 9 hours per week of supervised fieldwork is required. (Cross listed with GEOG, POLS, PSY and SOC 486SOC.) (See section on Academic Internships.)

**PAS 487. Pan African Philosophical Thought (3)**

Study of the attitudes between Africans across tribal, national, socio-cultural, linguistic and other lines. Explication of the economic, social, and political aspirations of people of African descent from c. 1400 A.D. to the present, including the doctrine of their universal brotherhood and common destiny.

**PAS 496A-Z. Experimental Topics Courses in Pan African Studies (3)**

Experimental Topics courses in Pan African Studies, with course content to be determined.

**PAS 498. Proseminar in Pan African Studies (3)**

*Primarily restricted to students majoring in Pan African Studies, but open to other students with instructor consent.* Capstone course for the PAS Major, usually taken during the final semester before Baccalaureate graduation. Focuses on a synthesis of the information, concepts, material and methodologies provided in previous PAS classes. Provides intensive practice in utilizing that data in theoretical analysis and other evaluative activities.

**PAS 499A-C. Independent Study (1-3)****Graduate**

Available for students in the Interdisciplinary Masters Program.

**PAS 590A-Z. Selected Topics in the Advanced Studies of Afro-American Experience (3)**

*Prerequisite:* Senior-level undergraduate or graduate standing. Advanced examination of selected themes in Pan African studies. Topics include the global dimensions of the Afro-American experience; political economy of the diaspora; Afro-Americans in the electoral process; and the African novel, drama and fiction of the 20th century, among others.

**PAS 595A-Z. Experimental Topics Courses (3)**

Selected topics in Pan African Studies course content to be determined.

**PAS 600. Seminar in Pan African Research Methodologies (3)**

*Prerequisite:* Conditional or Classified graduate status, or instructor consent. Provides a thorough, intensive exploration of current theories and methodological techniques relevant to serious research on the African diasporan world. Students analyze previous research, do their own projects and participate in group discussions regarding research issues.

**PAS 601. Seminar in Applied Public Policy Issues and the Black Comparative Urban Experience (3)**

*Prerequisite:* Conditional or Classified graduate status, or instructor consent. Applied comparative public policy analysis and its consequences. Looks at selected urban environments in the U.S., South America, the Caribbean and continental Africa in terms of the urban black population in those areas. How are public policy decisions that impact those populations made? Who makes them? How and to what degree do those decisions affect the political and economic well-being of those populations?

**PAS 602A-C. Special Topics in Black Aesthetics and Black Political Economy (1-3)**

*Prerequisite:* Conditional or Classified graduate status, or instructor consent. Seminar explores and analyzes the African diaspora from the writings of great political, historical and literary thinkers. Covers several dimensions of analysis and evaluation of such work. Student research papers from this class should be publishable: (A) Reading the African Novel, Reading the African Drama, Analytical Compendium of African-American Fiction During the 20th Century, and African-American Drama Since 1950. (B) African Independence: An Analysis After 45 Years, Africentrism and the New World Order, and Pan Africanism in the 21st Century. (C) The Political Economy of Underdevelopment in the Diaspora, The Political Economy of Law and Blacks in the Diaspora, and The Political Economy of Blacks in the Electoral Process.

# Philosophy

## College of Humanities

**Chair: Tim Black**

**Sierra Tower (ST) 522**

**(818) 677-2757**

**[www.csun.edu/philosophy](http://www.csun.edu/philosophy)**

### Staff

Nancy Bernstein

### Faculty

Tim Black, Abel Franco, Robert Gressis, Jacob Hale, Kristina Meshelski, Bonnie Paller, Cindy Stern, Weimin Sun, Adam Swenson, Gregory Velazco y Trianosky, Takashi Yagisawa, Julie Yoo

### Emeritus Faculty

Narayan Champawat, Charles Crittenden, James Kellenberger, Ronald McIntyre, Richard Rodewald, Donald Salter, Daniel Sedey, Jeffrey Sicha

### Programs

**B.A., Philosophy**

**Minor in Philosophy**

### The Major

The characteristic activity of philosophy, from its beginning to the present day, has been reasoned reflection about ourselves, our world, the good life and our relations with one another. Philosophy deals with issues of fundamental human importance—the scope and limits of human knowledge, the nature of reality and truth, what it means to be a person, the relation of mind to body, the sources of value and obligation, the evaluation of social institutions and practices, and the nature of logic and correct reasoning.

The Philosophy Major is designed to acquaint students with the distinctive nature of philosophical activity and to help them think critically about matters of fundamental philosophical concern.

### Department Programs

The Department offers a Major and a Minor. The Major provides a well-rounded background in the traditional areas of Western philosophy. It is appropriate for students who plan to do post-graduate work in philosophy, law or related fields, as well as for students who wish to double-major or to combine in other ways the study of philosophy with their other interests. The Minor is a traditional minor in philosophy.

### Awards

The Sidney A. Luckenbach Memorial Award, established by the family and friends of former philosophy professor Sidney A. Luckenbach Sr., is a cash award presented each year to one or more academically outstanding Philosophy Majors. Recipients are selected by a faculty committee, with preference given to students interested in logic and philosophy of science and to students with need.

### Careers

The skills and training one receives in philosophy are valuable in many careers. A degree in Philosophy can be evidence to prospective employers that one is capable of creative and analytic thinking and is proficient in reasoning, problem solving and written and oral communication.

Philosophy students have successfully transferred their philosophic backgrounds and skills to many fields, including business, law, politics, theology, secondary education, social work and counseling, the health professions, computer technology, journalism, editing and publishing and government service.

A Major or Minor in Philosophy can be especially useful to students seeking entry into professional programs in these areas and many others. Philosophy Majors tend to do well on such pre-professional tests as the Graduate Record Exam (GRE) and the Law School Admissions Test (LSAT). The study of philosophy also can be intensely satisfying for its own sake: It enhances one's ability to enjoy and pursue a lifetime of learning, self-expression and exchange and debate of ideas concerning ourselves and the meaning of our existence.

### Academic Advisement

The Department of Philosophy helps students select the program and courses that best satisfy their individual needs and interests. Contact Department Chair Tim Black or Associate Chair Adam Swenson at (818) 677-2757 to schedule an appointment. The Humanities Student Services Center/EOP reviews students progress to ensure that the requirements of a Major or Minor in Philosophy are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the Student Services Center/EOP.

### Student Learning Outcomes of the Undergraduate Program

The Department of Philosophy has adopted the following program goals for the Philosophy Major:

1. Students will develop a critical understanding of the work of central thinkers in the Western philosophical tradition.
2. Students will read and comprehend philosophical texts.
3. Students will respond critically and analytically to philosophical positions, arguments, and methodologies, including positions, arguments, and methodologies involved in the investigation of significant issues in epistemology, metaphysics and value theory.
4. Students will defend their own philosophical positions and arguments.
5. Students will write well-organized philosophical essays in which they clearly articulate philosophical positions and arguments.
6. Students will write well-organized philosophical essays in which they clearly and effectively present and defend their own philosophical positions and arguments.
7. Students will apply the basic concepts essential to a critical examination and evaluation of argumentative discourse, where this includes learning how to determine whether an argument is valid and whether it is sound.

### Honors in Philosophy Program

The purpose of the Honors in Philosophy Program is to identify exceptional philosophy students and to encourage and recognize the development of their potential.

#### **To be eligible to participate in the Program, a student must:**

1. Be a declared Philosophy Major;
2. Have completed a minimum of 9 units of Upper Division Philosophy courses at CSUN;
3. Maintain a GPA of 3.5 or above in courses counting toward completion of the Major and a GPA of 3.3 or above in all courses taken at CSUN; and
4. Obtain the recommendation of a full-time faculty member.

#### **To graduate with Honors in Philosophy, a student must:**

1. Complete a minimum of 45 units in letter-graded courses taken at CSUN;
2. Complete the requirements for a B.A. Degree in Philosophy with a GPA of 3.5 or above in courses counting toward completion of the Major and a GPA of 3.3 or above in all courses taken at CSUN;
3. Complete successfully an Honors Thesis consisting of a minimum of 5,000 words. To undertake an Honors Thesis, students must enroll in either PHIL 497 (Senior Research Seminar) or PHIL 499 (Independent Study) during their senior year and declare to their

instructor by the end of the second week of instruction their intention to undertake an Honors Thesis. (Those who choose to write an Honors Thesis in PHIL 499 are not exempt from PHIL 497.) These must earn a grade of "A" or "A-" from the instructor of record in order to count as satisfactorily completed.

Students who successfully complete the above requirements are graduated with Honors in Philosophy and receive a special certificate from the Department. The designation "Honors in Philosophy" is noted on the student's transcript and academic record.

## Requirements for the Bachelor of Arts Degree Major in Philosophy

### 1. Required courses (20 units)

- PHIL 201 Ancient Philosophy (3)
- PHIL 202 Modern Philosophy (3)
- PHIL 230 Introduction to Formal Logic (3)
- PHIL 497 Senior Research Seminar (3)

#### Choose 1 of the following:

- PHIL 360 Ethical Theory (4)
- PHIL 365 Social and Political Philosophy (4)

#### Choose 1 of the following:

- PHIL 350 Epistemology (4)
- PHIL 352 Metaphysics (4)
- PHIL 355 Philosophy of Mind (4)

### 2. Electives (24 units)

Choose 8 courses (24 units), subject to the following conditions:

- a. At least 4 courses (12 units) must be 400-level Philosophy courses (other than PHIL 497 and 499).
- b. Other eligible electives include all Philosophy courses numbered 210 and higher, excluding those taken as requirements above.
- c. Up to 6 elective units may be in closely related Upper Division courses outside Department (subject to the approval of the Department Chair).

## Minor in Philosophy

### 1. Required Courses (10-11 units)

#### Choose 1 of the following:

- PHIL 100 General Logic (4)
- PHIL 200 Critical Reasoning (3)
- PHIL 210 Reasoning in the Sciences (3)
- PHIL 230 Introduction to Formal Logic (3)

#### Choose 1 of the following:

- PHIL 201 Ancient Philosophy (3)
- PHIL 202 Modern Philosophy (3)

#### Choose 1 of the following:

- PHIL 350 Epistemology (4)
- PHIL 352 Metaphysics (4)
- PHIL 355 Philosophy of Mind (4)
- PHIL 360 Ethical Theory (4)
- PHIL 365 Social and Political Philosophy (4)

**Electives (9 Units)** Choose 3 additional Philosophy courses (9 units) other than PHIL 499, at least 2 of which are Upper Division courses.

## Course List

### PHIL 100. General Logic (4)

*Prerequisites:* Completion of GE Analytical Reading/Expository Writing; GE Mathematics or MATH 210. Not open to students who have completed PHIL 200. Study of deductive and inductive inferences. Attention to formal and informal fallacies and the relations of logic and language. Emphasis on critical thinking and the attainment of skill in it. (Available for General Education, Critical Thinking.)

### PHIL 150. Introduction to Philosophical Thought (3)

*Prerequisite:* EPT score of 151 or higher, or credit in Developmental Writing 098, or completion of GE Analytical Reading/Expository Writing. Introduction to philosophy emphasizing the concepts of knowledge, reality and mind, with attention to such topics as skepticism, dogmatism, common sense, materialism, mind-body dualism, the existence of God and free will. (Available for General Education, Arts and Humanities.)

### PHIL 160. Introduction to Philosophy: Society and Values (3)

*Prerequisite:* EPT score of 151 or higher, or credit in Developmental Writing 098, or completion of GE Analytical Reading/Expository Writing. Introduction to philosophy emphasizing questions concerned with evaluations of human conduct, social institutions and works of art. (Available for General Education, Arts and Humanities.)

### PHIL 165. Today's Moral Issues (3)

*Prerequisite:* EPT score of 151 or higher, or EPT and a credit in 098. Philosophical examination of a range of today's moral issues, such as abortion, euthanasia, physician-assisted suicide, the environment, war and world hunger. (Available for General Education, Arts and Humanities.) (IC)

### PHIL 200. Critical Reasoning (3)

*Prerequisites:* Completion of GE Analytical Reading/Expository Writing; GE Mathematics or MATH 210. Not open to students who have completed PHIL 100. Examination of the relationship between logic and language. Accelerated introduction to the concepts essential to the identification, analysis and evaluation of arguments, with attention to deduction, induction and common fallacies. Emphasis on the application of these concepts. (Available for General Education, Critical Thinking.)

### PHIL 201. Ancient Philosophy (3)

*Prerequisite:* EPT score of 151 or higher, or credit in Developmental Writing 098, or completion of GE Analytical Reading/Expository Writing. Critical examination of selected topics in ancient Western philosophic thought, with attention to the pervasive influence of Plato and Aristotle. (Available for General Education, Arts and Humanities.)

### PHIL 202. Modern Philosophy (3)

*Prerequisite:* EPT score of 151 or higher, or credit in Developmental Writing 098, or completion of GE Analytical Reading/Expository Writing. Critical examination of topics in modern philosophic thought selected from the writings of such figures as Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume and Kant. (Available for General Education, Arts and Humanities.)

### PHIL 210. Reasoning in the Sciences (3)

*Prerequisites:* Completion of GE Analytical Reading/Expository Writing; GE Mathematics or MATH 210. Concepts, methods, and limitations involved in the systematic procedures of empirical inquiry in the sciences and in ordinary thought, such as probability, measurement, causal relations, statistical inference, and the concepts of law and theory. (Available for General Education, Critical Thinking.)

### PHIL 230. Introduction to Formal Logic (3)

*Prerequisites:* Completion of GE Analytical Reading/Expository Writing; GE Mathematics or MATH 210. Introduction to modern deductive logic, including propositional logic and theory of quantification. (Available for General Education, Critical Thinking.)

### PHIL 296A-Z. Experimental Topics in Philosophy (3-4)

Selected topics in philosophy, with course content to be determined.

### PHIL 303. Sexual Ethics (3)

*Prerequisite:* Completion of Lower Division writing requirement. Examination of some of the moral issues in sexual conduct.

**PHIL 305. Business Ethics and Public Policy (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Application of the insights and methods of moral philosophy to a practical examination of contemporary moral problems and normative issues of public policy concerning the conduct and responsibilities of individuals and firms in business and the organization and role of business and economic institutions in society. Regular written assignments are required. (Available for General Education, Lifelong Learning.)

**PHIL 310. Philosophical Problems (3)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of Philosophy. Not open to students who have completed PHIL 150. Introduction for Upper Division students to such central philosophic problems as knowledge, truth, reality and mind. Regular written assignments will be required. (Available for General Education, Arts and Humanities.)

**PHIL 313. Philosophy of Film and Literature (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Investigation of philosophical concepts and problems relating to and expressed through film and literature. Regular written assignments will be required.

**PHIL 319. Medieval Philosophy (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. An introduction to medieval European philosophy through some of its most important texts and through an examination of some of the forces that helped to shape it, including the interaction of classical Greek philosophies, for example those of Plato and Aristotle with Christian, Islamic and Jewish traditions.

**PHIL 325. Philosophy and Biology (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. The course addresses philosophical issues central to biological sciences, including the creation/evolution debate and other social implications of contemporary biological theories. It also introduces basic concepts in philosophy of science, such as demarcation, scientific explanation and the scientific method, which are necessary for examining the above issues. (Available for General Education, Arts and Humanities.)

**PHIL 330. Philosophy of Science (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Analysis of the concepts reality, knowledge, mind and theory that attempts to answer the question: What is the character of the scientific picture of human beings and nature? (Available for General Education, Arts and Humanities.)

**PHIL 331. Intermediate Formal Logic (3)**

*Prerequisite:* PHIL 230. Continuation of PHIL 230. Preliminary examination of various extensions of classical formal systems, such as theory of identity, theory of descriptions and modal logic, and an introduction to the methods of appraising formal systems (consistency and semantic completeness).

**PHIL 338. Philosophy of Religion (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Examination of the conceptual problems religious claims pose and arguments regarding knowledge of God, evil, miracles, death and survival, religious experience, religion and morals, faith and reason. Regular written assignments will be required.

**PHIL 339. Philosophical Issues in Religion (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Philosophical examination of issues relating to religion, including whether religion requires belief, how drugs relate to religious experience, the nature of mysticism, and the relation between religion and ethics.

**PHIL 341. Kierkegaard and Nietzsche (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Examination of some of the main issues in the thought of Kierkegaard and the thought of Nietzsche, such as subjective and objective truth, the logic of faith, the category of transvaluation and the death of God.

**PHIL 342. Existentialism (3)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of Philosophy. Study of representative works of the major existentialists, with the aim of discovering the fundamental tenets of existentialism. Emphasis placed on existentialism's influence on and relevance to contemporary thought. Regular written assignments will be required.

**PHIL 343. Indian Philosophy (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of Indian philosophy from the Vedic period to the modern era, with attention to relationships between India's philosophies, history and culture. (Available for General Education, Comparative Cultural Studies.)

**PHIL 344. Chinese Philosophy (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Survey of Chinese philosophy from Confucius to the People's Republic, with attention to relationships between China's philosophies, history and culture. Regular written assignments required. (Available for General Education, Comparative Cultural Studies.)

**PHIL 348. Philosophy and Feminism (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Philosophical analysis of the concept woman in contemporary U.S. culture and other central concepts in feminist thought, including the nature of oppression, equality and justice, and relationships between sex, gender and sexuality. A critical study of philosophical issues in feminism. Regular written assignments will be required. (Available for General Education, Comparative Cultural Studies.)

**PHIL 349. Contemporary Social and Political Issues (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Philosophical examination of the concepts, values and arguments relevant to understanding and evaluating practical social and political issues central to current public debates concerning such matters as civil and political rights, social and economic inequality, the environment, biotechnology, economic policy and global trade, and the national defense. Regular written assignments will be required. (Available for General Education, Arts and Humanities.) (IC)

**PHIL 350. Epistemology (4)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of Philosophy. An investigation into ways of acquiring knowledge and into traditional epistemological problems. Attention will be given to major positions, such as empiricism and rationalism, foundationalism and coherentism, and skepticism, and to theories of knowledge, such as reliabilism and contextualism. The course also will include regular sessions on philosophical writing and methodology. Regular written assignments will be required.

**PHIL 352. Metaphysics (4)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of Philosophy. An examination of traditional and contemporary views concerning major issues in metaphysics, such as continued existence through change, universals and particulars, realism, causation, necessity and possibility, possible worlds and time and space. Also will include regular sessions on philosophical writing and methodology. Regular written assignments will be required.

**PHIL 355. Philosophy of Mind (4)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of Philosophy. An examination of traditional and contemporary

views concerning the mind, such as the nature of consciousness and intentionality, the prospects and limitations of artificial intelligence and psychological explanation, the nature of mental causation, and the relationship between mind and body. Also will include regular sessions on philosophical writing and methodology. Regular written assignments will be required.

**PHIL 360. Ethical Theory (4)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of *Philosophy*. A survey of classical and contemporary theoretical approaches to moral philosophy. Covers such theories as utilitarianism, deontology, virtue ethics, ethical relativism and divine command. Also will include regular sessions on philosophical writing and methodology. Regular written assignments will be required.

**PHIL 365. Social and Political Philosophy (4)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of *Philosophy*. A survey of classical and contemporary theoretical approaches in social and political philosophy. Covers such theories as anarchy, absolutism, liberalism, libertarianism, communism, communitarianism and socialism, as well as topics concerning justice, liberty, equality, pluralism and democracy. Also will include regular sessions on philosophical writing and methodology. Regular written assignments will be required.

**PHIL 380. Aesthetics (3)**

*Prerequisites:* Completion of the Lower Division writing requirement; 3 units of *Philosophy*. An examination of issues in aesthetics, such as the nature of art, the paradox of fiction, the role of censorship, the idea of inefability, the concepts of beauty and genius, and the relationship of art to morality, cognition, aesthetic experience and theory.

**PHIL 390. Philosophy of Law (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. Philosophical questions arising from the analysis and evaluation of concepts and theories connected with law, including law and morality, justice, freedom and responsibility, and the nature of judicial reasoning. Regular written assignments will be required.

**PHIL 396A-Z. Selected Topics in Philosophy (3-4)**

Selected topics in philosophy, with course content to be determined.

**PHIL 401. Advanced Ancient Philosophy (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 201. *Recommended Preparatory:* PHIL 350, 352, 355, 360, or 365. A detailed study of selected works by Ancient philosophers, with an emphasis on Plato and Aristotle.

**PHIL 402. Advanced Modern Philosophy (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 202; *Recommended Preparatory:* PHIL 350, 352, 355, 360 or 365. A detailed study of selected works by modern philosophers from Descartes to Mill.

**PHIL 403. Contemporary Philosophy (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 350, 352, 355, 360 or 365. An examination of selected contemporary philosophical writings.

**PHIL 406. Philosophy of Sex, Gender, Sexuality (3)**

*Prerequisites:* PHIL 303 or 348, or QS 301 or 302. An examination of issues in philosophy of sex, gender or sexuality, with emphasis on non-normative sex, gender or sexuality.

**PHIL 431. Philosophical Topics in Logic (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 230. *Recommended Preparatory:* PHIL 350, 352, 355, 360 or 365. An examination of philosophical issues in logic, such as the nature of and choices between logical systems and the relation of logic to traditional philosophical issues.

**PHIL 435. Seminar in Philosophy of Biology (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 325, 330, 350 or 355. An advanced study of key concepts and issues in philosophy of biology,

including adaptation, complexity and self-organization, fitness, function, species, unit of selection and evolutionary development. Examination of the nature of biological sciences and its relation to other sciences and theories. Regular writing assignments required.

**PHIL 439. Phenomenology (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 350, 352 or 355. A study of the phenomenological approach to such issues as the nature of consciousness, the role of intentionality and meaning in experience, and our experiential relations to others and the world around us. The focus will usually be on one or more historically significant phenomenologists, such as Husserl, Heidegger and Merleau-Ponty, Sartre.

**PHIL 445. Philosophy of Language (3)**

*Prerequisites:* 6 units of *Philosophy* including PHIL 350, 352 or 355. An examination of selected topics concerning the nature of language, such as sense and reference, theories of meaning, pragmatics and speech acts, meaning skepticism, the analytic/synthetic distinction and metaphor.

**PHIL 446. Advanced Social and Political Philosophy (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 360 or 365. An advanced analysis and evaluation of selected topics in social and political philosophy, such as the nature of justice, equality, liberty, political rights and the law.

**PHIL 450. Advanced Epistemology and Metaphysics (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 350, 352 or 355. An advanced study of selected topics in epistemology, such as internalism and externalism, rationalism and empiricism, theories of knowledge and skepticism.

**PHIL 452. Advanced Metaphysics (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 350, 352 or 355. An advanced study of selected topics in metaphysics, such as continued existence through change, universal and particular, realism, causation, necessity and possibility, possible worlds and time and space.

**PHIL 455. Advanced Philosophy of Mind (3)**

*Prerequisites:* 6 units of *Philosophy* including 350, 352 or 355. *Recommended Preparatory:* PHIL 355. An advanced study of selected topics concerning the mind and its relations to reality, such as the nature of consciousness, intentionality, mental causation, psychological explanation, artificial intelligence and the mind/body problem.

**PHIL 460. Advanced Ethical Theory (3)**

*Prerequisites:* 6 units of *Philosophy*, including PHIL 360 or 365. An investigation of advanced topics in ethical theory, such as moral responsibility, justice, human rights, intrinsic values and the justification of punishment.

**PHIL 495. Advanced Philosophy of the Sciences (3)**

*Prerequisite:* 6 units of *Philosophy*, including PHIL 330, 350, 352 or 355. An advanced study of 1 or more key issues in the philosophy of science or philosophical issues in the special sciences, such as explanation, causality, laws and theories, theory evaluation, realism and anti-realism, and relations between the physical and social sciences.

**PHIL 496A-Z. Selected Topics in Philosophy (3-4)**

Selected topics in philosophy, with course content to be determined.

**PHIL 497. Senior Research Seminar (3)**

*Preparatory:* Senior standing; At least 21 units in *Philosophy* courses. Extended research project on a topic of the student's choice. Collaborative learning is required. Team projects are encouraged. Focus is on formulating a thesis and pursuing appropriate means of developing it in a research project. Class meetings focus on research methodologies and on students discussion of their projects.

**PHIL 499A-C. Independent Study (1-3)**

Course may be repeated for credit.



# Physical Science

College of Science and Mathematics

Department of Geological Sciences

Live Oak Hall (LO) 1202

(818) 677-3541

[geology.csun.edu](http://geology.csun.edu)

PHSC 170 is a required course in most Options of the Liberal Studies Program.

## Course List

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### **PHSC 170. Introduction to physical science (4)**

*Prerequisite:* Qualifying score on the ELM Exam or satisfaction of the ELM exemption requirement. *Recommended corequisite or preparatory:* MATH 210. Survey of the nature, modes of production and limits of scientific knowledge, as well as the major discoveries of chemistry and physics, including atomic and kinetic molecular theory, chemical and physical properties of matter, chemical bonding and reactivity, motion, forces, energy and nuclear phenomena. 4 hours of classroom activity per week, plus outside investigative assignments.

# Physical Therapy

## College of Health and Human Development

**Chair: Sheryl Low**

Jacaranda Hall (JD) 1537

(818) 677-2203

[www.csun.edu/hhd/pt](http://www.csun.edu/hhd/pt)

### Staff

Donna Van Helstrand

### Faculty

Janet Adams, Janna Beling, Aimie Kachingwe, Sheryl Low, Witaya Mathiyakom, Beth Phillips, Peggy Roller

### Programs

Graduate Degree:

**Master in Physical Therapy (MPT)**

**Doctor of Physical Therapy (DPT)**

### The Profession

The physical therapy profession contributes to the health needs of society. It focuses primarily on individuals whose impairment is related to the neuromusculoskeletal, pulmonary, integumentary and cardiovascular systems, on methods of evaluating the functions of these systems, and on the selection and application of the appropriate therapeutic procedures to maintain, improve or restore these functions

### Mission Statement

The mission of the Department of Physical Therapy is to prepare a competent, reflective physical therapist professional who is able to effectively practice both independently and interdependently in an ever-changing health-care environment.

### Academic Advisement

All students in the Program must have advisement in order to enroll. Group advisement sessions are held regularly for students interested in applying for entrance into the Program. The advisement schedule is available on the Department website. Inquiries also can be directed to the Department by email. All faculty members serve as academic advisors.

### The Program

The Department is no longer accepting application for the MPT Degree. All new admissions are for the Doctor of Physical Therapy (DPT) Degree only. The MPT Degree prepares students for licensure as physical therapists. The Program requires 3 academic years and 3 summers to complete. Full-time enrollment is necessary. All students must maintain a GPA of 3.0 or higher throughout the Program. To be eligible for licensure, the student must complete all requirements for the academic and clinical component.

Students are required to commute to affiliating hospitals for some professional courses, and reliable transportation is necessary. Students also are required to provide their own uniforms.

Students presently enrolled in the Master of Physical Therapy Program will finish the Degree and be eligible to sit for the licensure exam. The PT program is accredited by the Commission on Accreditation in Physical Therapy Education as an entry-level PT program for both the MPT and DPT.

### A. Admission Requirements

1. Completion of a Bachelors Degree prior to enrollment in the Program;
2. Admission to Graduate Studies at CSUN;
3. Completion of all prerequisite courses or approved substitutions prior to enrollment with a minimum grade of "C" and minimum GPA of 3.0;

4. To meet the graduate writing assessment, students must achieve a 3.0 or higher on the analytical writing portion of the GRE;
5. Completion of the Graduate Examination (GRE) prior to filing the application;
6. The applicant must score at the 50th percentile or higher on at least 1 area of the GRE if the undergraduate cumulative GPA is less than 3.0;
7. Application through the Department via Physical Therapist Computerized Application System (PTCAS);
8. Completion of at least 200 hours of volunteer or work experience under the supervision of a licensed physical therapist; and
9. 3 letters of recommendation with at least 1 letter from a licensed physical therapist.

### The following criteria are reviewed by the Selection Committee:

1. Academic success as reflected by performance in required prerequisites (GPA 3.0 minimum; a "C-" grade or below is not accepted), and performance in undergraduate course work;
2. 3 letters of recommendation, with at least 1 from a physical therapist;
3. Validation of relevant experience (minimum of 200 documented work/volunteer hours.) At least two-thirds of validated hours must be in a physical therapist-supervised setting; and
4. GRE (Graduate Record Examination).

Meeting the above criteria does not guarantee acceptance into the MPT Program.

The PT Program begins in the Fall semester. The initial filing period to the University for the Fall semester is the previous Fall. The deadline for submitting the application is Jan. 15. Applicants are notified by April.

### Student Learning Outcomes of the Graduate Program

After successful completion of both the MPT and the 10-unit clinical component of the Physical Therapy curriculum, graduates will be prepared to:

1. Demonstrate comprehension of the foundational sciences of anatomy, physiology, neurology and pathology for application to the physical therapy clinical setting.
2. Communicate in a professional manner to a diverse population in classroom activities and in clinical settings.
3. Practice in an independent and interdependent role in providing physical therapy services.
4. Practice as a reflective and competent clinician whose clinical decision-making skills are guided by ethical practice standards.
5. Apply the principles of evidence-based practice to clinical decision making.
6. Analyze the research literature, formulate an expert clinical opinion on physical therapy practice and defend that position in written and oral form before the physical therapy community.

### 1. Prerequisite Courses

The following courses or approved substitutions (taken at CSUN or other accredited college or university) must be successfully completed prior to enrollment in classes:

|      |        |   |
|------|--------|---|
| BIOL | 101/L  | General Biology/Lab (3/1)   |
| BIOL | 211    | Human Anatomy (2)   |
| BIOL | 212    | Lab Studies in Human Anatomy (1)  |
| BIOL | 281    | Human Physiology (3)  |
| BIOL | 282    | Lab Studies in Human Physiology (3)   |
| CHEM | 101/L  | General Chemistry I/Lab (4/1)   |
| CHEM | 102/L  | General Chemistry II/Lab (4/1)  |
| HSCI | 390/L  | Biostatistics/Lab (or Statistics) (3/1)                                     |
| PHY  | 100A/L | General Physics/Lab (3/1)   |
| PHY  | 100B/L | General Physics/Lab (3/1)   |
| PSY  | 150    | Principles of Human Behavior<br>(or General or Developmental Psychology)(3) |
| PSY  | 310    | Behavior Disorders (or Abnormal Psych) (3)                                  |

**2. Required Qualifying Courses (31 units)**

Taken at CSUN during 1st year of the Program while in Conditionally Classified graduate status.

|    |        |   |
|----|--------|---|
| PT | 300    | Introduction to Physical Therapy (2)                                      |
| PT | 301/L  | Applied Anatomy for PT/Lab (2/2)  |
| PT | 302/L  | Applied Physiology for PT/Lab (3/1)                                       |
| PT | 302A   | Pathophysiology (3)   |
| PT | 400/L  | Applied Biomechanics for PT/Lab (3/1)                                     |
| PT | 401A/L | Therapeutic Procedures I/Lab (2/1)  |
| PT | 404    | Proseminar: Physical Disability and Illness (3)                           |
| PT | 405/L  | Applied Neuroscience/Lab (3/1)  |
| PT | 449/L  | Introduction to Patient Management: Evaluation and Intervention/Lab (2/2) |

**3. Required MPT Courses (44 units)**

Taken during the second and third years of the program after achieving "Classified" Graduate status.

|    |        |   |
|----|--------|---|
| PT | 502/L  | Evaluation and Treatment of the Pediatric Patient/Lab (2/1)   |
| PT | 503/L  | Therapeutic Intervention for Peripheral Dysfunction/Lab (2/2) |
| PT | 504/L  | Therapeutic Intervention for Spinal Dysfunction/Lab (2/2)     |
| PT | 506A   | Evidence-Based Practice I (2)                                 |
| PT | 506B   | Evidence-Based Practice II (2)                                |
| PT | 549/L  | Cardiopulmonary Assessment and Treatment/Lab (2/1)            |
| PT | 601B   | Business and Professional Concepts in Physical Therapy (3)    |
| PT | 601E   | Educational Practices in Physical Therapy (2)                 |
| PT | 601G   | Geriatric Rehabilitation (2)                                  |
| PT | 601T/L | Therapeutic Procedures II/Lab (1/1)                           |
| PT | 603/L  | Prosthetics, Orthotics, Advanced Gait Analysis/Lab (2/1)      |
| PT | 604/L  | Neurologic Physical Therapy I/Lab (2/2)                       |
| PT | 605    | Pharmacology/Imaging for PT (2)                               |
| PT | 607    | Differential Diagnosis in Physical Therapy (2)                |
| PT | 608    | Neurological Processes in Development and Aging (2)           |
| PT | 609/L  | Neurologic Physical Therapy II/Lab (2/2)                      |

**4. Electives (2 units)**

Select 2 units from the following or from other graduate courses as approved by advisor:

|    |       |  |
|----|-------|--|
| PT | 505   | Advanced Neuroscience (2)                |
| PT | 507/L | Cardiac Rehabilitation/Lab (1/1)         |
| PT | 606/L | Advanced Analytical Anatomy/Lab (2/1)    |
| PT | 610   | Seminar in Advanced Orthopedics (3)      |
| PT | 690   | Special Topics in Physical Therapy (1-3) |
| PT | 699A  | Independent Study (1)                    |
| PT | 699B  | Independent Study (2)                    |

**5. Required Culminating Experience (3 units)**

PT 697 Directed Comprehensive Studies (3)  
The MPT Degree Program requires this Culminating Experience. These units do not apply to the required 46-unit total.

**6. Clinical Component (10 units)**

All students must successfully complete the 10-unit Clinical Component of the curriculum. These units do not apply to the MPT Degree and are earned during clinical internships and practicums scheduled during the academic year and Summers.

|    |            |                    |
|----|------------|--------------------|
| PT | 509C, D, E | Internship (2,2,4) |
| PT | 580A, B    | Practicum (1,1)    |

|   |           |
|---|-----------|
| <b>Total Units Required, Excluding Culminating Experience</b> | <b>46</b> |
| <b>Culminating Experience</b>                                 | <b>3</b>  |
| <b>Total Units Required for the MPT Degree</b>                | <b>49</b> |

**Required DPT Courses (114 units)**

|    |       |   |
|----|-------|---|
| PT | 700/L | Applied Human Anatomy for Physical Therapists I/Lab (2/2)     |
| PT | 701/L | Applied Human Anatomy for Physical Therapists II/Lab (2/1)    |
| PT | 702/L | Applied Biomechanics for the Physical Therapist I/Lab (2/1)   |
| PT | 703/L | Applied Biomechanics for the Physical Therapist II/Lab (2/1)  |
| PT | 704/L | Applied Physiology and Physiological Assessment/Lab (4/1)     |
| PT | 706/L | Applied Neuroscience/Lab (3/1)                                |
| PT | 708   | Pathophysiology (3)   |
| PT | 710   | Physical Therapy Management I (2)                             |
| PT | 711/L | Physical Therapy Management II/Lab (2/1)                      |
| PT | 712/L | Electrotherapeutics/Lab (2/1)                                 |
| PT | 720/L | Musculoskeletal Practice Management I/Lab (3/2)               |
| PT | 730/L | Musculoskeletal Practice Management II/Lab (2/2)              |
| PT | 732/L | Neurologic Practice Management I/Lab (2/2)                    |
| PT | 733/L | Neurologic Practice Management II/Lab (2/2)                   |
| PT | 734/L | Cardiovascular and Pulmonary Practice Management/Lab (3/1)    |
| PT | 740/L | Musculoskeletal Practice Management III/Lab (2/1)             |
| PT | 742/L | Pediatric Practice Management/Lab (2/1)                       |
| PT | 744   | Geriatric Practice Management (2)                             |
| PT | 750   | Evidence-Based Physical Therapy Practice I (2)                |
| PT | 752A  | Evidence-Based Physical Therapy Practice II (1)               |
| PT | 752B  | Evidence-Based Physical Therapy Practice III (2)              |
| PT | 760   | Professional Practice I (2)                                   |
| PT | 762   | Educational Theories and Practices in Physical Therapy (2)    |
| PT | 770   | Pharmacological Interventions (2)                             |
| PT | 771   | Lifespan Sciences (3)   |
| PT | 772/L | Pathological Gait and Functional Movement Analysis/Lab (1/1)  |
| PT | 773   | Medical Imaging (2)   |
| PT | 774   | Medical Screening (2)   |
| PT | 775/L | Orthotics and Prosthetics/Lab (2/1)                           |
| PT | 776   | Integrated Patient Management (2)                             |
| PT | 778/L | Topics in Therapeutic Exercise, Wellness and Health/Lab (2/1) |
| PT | 780   | Professional Practice II (2)                                  |
| PT | 790   | Clinical Practice I (1)                                       |
| PT | 792   | Clinical Practice II (1)                                      |
| PT | 794   | Clinical Education I (1)                                      |
| PT | 794I  | Clinical Internship I (3)                                     |
| PT | 796   | Clinical Education II (2)                                     |
| PT | 796I  | Clinical Internship II (4)                                    |
| PT | 797   | Directed Comprehensive Exam (3)                               |
| PT | 798   | Clinical Education III (2)                                    |
| PT | 798I  | Clinical Internship III (4)                                   |

**Electives (6 units)**

Select at least 2 courses from the following or from other graduate courses as approved by advisor:

|    |      |  |
|----|------|--|
| PT | 785  | Special Topics in Physical Therapy (3) |
| PT | 799A | Independent Study (1)                  |
| PT | 799B | Independent Study (2)                  |
| PT | 799C | Independent Study (3)                  |

**Course List****PT 300. Introduction to Physical Therapy (2)**

*Prerequisite: Acceptance into MPT Program.* Investigation and critique of the development and role of physical therapy in health-care management. Includes ethics, medical terminology and basic principles of clinical research.

**PT 301/L. Applied Anatomy for Physical Therapists and Lab (2/2)**

*Prerequisite: Acceptance into MPT Program. Recommended Corequisite: PT 301L.* This course promotes an understanding of the structural and functional organization of the human body, with an emphasis on the neuromusculoskeletal system. Dissected and prosected cadavers, models and audiovisual materials are used to identify and study 3-dimensional relationships and their application to the principles of human movement. Although gross anatomy is the primary emphasis, histology, arthrology and myology are integrated with structure and function. 2 hours lecture, 6 hours lab per week.

**PT 302/L. Applied Physiology and Physiological Assessment, and Lab (3/1)**

*Prerequisite: Acceptance into MPT Program. Recommended Corequisite: PT 302L.* Principles of circulatory, respiratory, neuromuscular, integumentary and metabolic physiology as applied to physical therapy procedures and therapeutic exercise. Utilization of cadaver dissection, selected demonstrations and assigned readings. 3 hours lecture, 3 hours lab per week.

**PT 302A. Pathophysiology (3)**

*Prerequisite: Acceptance into MPT Program.* Study of abnormal functioning of neuromusculoskeletal, circulatory, respiratory, digestive, integumentary, metabolic and endocrine systems. Includes causes of disease, inflammatory response and immune system.

**PT 400/L. Applied Biomechanics for the Physical Therapist and Lab (3/1)**

*Prerequisite: Acceptance into MPT Program. Recommended Corequisite: PT 400L.* Covers the biomechanical and kinesiological principles underlying the assessment of normal and pathological movement and function. Integration of knowledge from anatomy, biology and physics with current concepts in biomechanics as applied to the assessment of patients/clients is required. Lectures will focus on the biomechanical processes underlying human movement in health and disease, including muscle and tissue mechanics, leverage, internal and external torque production, kinematics and kinetics. Labs will focus on the application of these principles to client/patient evaluation, including analysis of normal and pathological gait. 3 hours lecture, 3 hours lab per week.

**PT 401A/L. Therapeutic Procedures I and Lab (2/1)**

*Prerequisite: Acceptance into MPT Program. Recommended Corequisite: PT 401AL.* Physiological and physical basis for the selection and application of therapeutic modalities in the treatment of musculoskeletal, neuromuscular and integumentary disorders. Emphasis on the application of thermal agents, hydrotherapy, traction and massage. 2 hours lecture, 3 hours lab per week. (Credit/No Credit only)

**PT 404. Proseminar: Physical Disability and Illness (3)**

*Prerequisite: Acceptance into MPT Program.* Study of multifaceted adjustment problems of hospitalization, illness and disability. Emphasis on patient management and intervention.

**PT 405/L. Applied Neuroscience and Lab (3/1)**

*Prerequisite: Acceptance into MPT Program. Recommended Corequisite: PT 405L.* Study of normal structure and function of the peripheral and central nervous system as a basis for understanding clinical manifestations seen in neurological disorders. 3 hours lecture, 3 hours lab per week.

**PT 449/L. Introduction to Patient Management: Evaluation and Intervention and Lab (2/2)**

*Prerequisite: Acceptance into MPT Program. Recommended Corequisite: PT 449L.* Theoretical bases and principles of patient evaluation, mobility and therapeutic exercise. Students learn to design and implement treatment programs to promote and maintain the health and wellness of patients with a variety of disease processes, orthopedic and neurological impairments.

**Graduate****PT 502/L. Evaluation and Management of the Pediatric Patient and Lab (2/1)**

*Prerequisite: PT 609/L. Recommended Corequisite: PT 502L.* Evaluation procedures and treatment techniques for various pediatric disabilities, including neuromusculoskeletal dysfunctions, mental retardation and learning disabilities. Emphasis is on developing observation skills to recognize developmental delays in infants and toddlers.

**PT 503/L. Therapeutic Intervention for Peripheral Dysfunction and Lab (2/2)**

*Prerequisites: Classified graduate status; Acceptance into MPT Program. Recommended Corequisite: PT 503L.* Evaluation, methods of therapeutic intervention and clinical decision-making in the management of pathological conditions of the musculoskeletal system. Emphasis on mobilization of the peripheral joints and extremities.

**PT 504/L. Therapeutic Intervention for Spinal Dysfunction and Lab (2/2)**

*Prerequisite: PT 503/L. Recommended Corequisite: PT 504L.* Evaluation, methods of therapeutic intervention and clinical decision making in the management of pathological conditions of the musculoskeletal system. Emphasis on spinal mobilization techniques.

**PT 505. Advanced Neuroscience (2)**

*Prerequisite: PT 609L.* Application of motor control and motor learning theories to rehabilitation of individuals with neuromuscular and musculoskeletal dysfunction.

**PT 506A. Evidence-Based Physical Therapy Practice I (2)**

*Prerequisites: HSCI 390 or equivalent statistics; Classified graduate status; Acceptance into MPT Program.* An introduction to the research processes that apply to evidence-based clinical decision making in the practice of physical therapy.

**PT 506B. Evidence-Based Physical Therapy Practice II (2)**

*Prerequisite: PT 506A.* Application of research design and appraisal of scientific literature to evidence-based clinical decision making in physical therapy. The student will develop a position paper addressing the accuracy and precision of diagnostic tests, the power of prognostic markers and the efficacy of therapeutic, rehabilitative and preventive interventions in a specific diagnostic group.

**PT 507/L. Cardiac Rehabilitation and Lab (1/1)**

*Prerequisite:* PT 549/L. *Recommended Corequisite:* PT 507L. Principles and practice of cardiac rehabilitation, including definitive evaluation and program planning for patients following myocardial infarction and/or patients following medical or surgical procedures related to cardiac abnormalities. Utilization of selected demonstrations and assigned readings. Field trips to clinics or hospitals may be required as part of lab section.

**PT 509C. Internship in Physical Therapy I (2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. Experience in evaluation, program planning and application of physical therapy procedures in a supervised clinical environment. A minimum of 240 clock hours in supervised clinical experience. Part of the program clinical component. Offered Summer semester only. An academic internship course. (Credit/No Credit only)

**PT 509D. Internship in Physical Therapy II (2)**

*Prerequisite:* PT 509C. Experience in evaluation, program planning and application of physical therapy procedures in a supervised clinical environment. A minimum of 240 clock hours in supervised clinical experience will be reflected upon completion of 509D summer session. An academic internship course. (Credit/No Credit only)

**PT 509E. Internship in Physical Therapy (4)**

*Prerequisite:* PT 509D. Experience in evaluation, program planning and application of physical therapy procedures in a supervised clinical environment. A minimum of 480 clock hours in supervised clinical experience will be reflected upon completion of 509E. An academic internship course. (Credit/No Credit only)

**PT 549/L. Cardiopulmonary Assessment and Treatment and Lab (2/1)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. *Recommended Corequisite:* PT 549L. Principles of pulmonary and cardiovascular pathophysiology and the physical therapy evaluation and treatment of those disorders. Utilization of selected demonstrations and assigned readings. 2 hours lecture, 2 hours lab per week.

**PT 580A. Clinical Practicum I (1)**

*Prerequisite:* Acceptance into MPT Program. Directed supervision in selected physical therapy clinical facilities. Seminar on clinical decision-making process and documentation. An academic internship course. (Credit/No Credit only)

**PT 580B. Clinical Practicum II (1)**

*Prerequisite:* PT 580A. Directed supervision in selected physical therapy clinical facilities. Emphasis on orthopedic or cardiopulmonary disabilities. Application of educational principles to the clinical setting. An academic internship course. (Credit/No Credit only)

**PT 601B. Business and Professional Concepts in Physical Therapy (3)**

*Prerequisite:* Classified graduate status; Acceptance into MPT Program. This course examines the role of the physical therapist in administration and management of patient care, personnel and resources, with consideration of ethical, medical and legal implications. Concepts of organizational change, conflict management and leadership style are included.

**PT 601E/CS Educational Practices in Physical Therapy (2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT program. Theory, principles and current research applicable to patient/family education, patient compliance and management, staff development and clinical and continuing education. Requires design and application of an educational unit in a physical therapy, educational or other health-care setting implemented through a community service requirement of 20-40 hours.

**PT 601G. Geriatric Rehabilitation (2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. In-depth investigation of selected topics in geriatric rehabilitation.

**PT 601T/L. Therapeutic Procedures II and Lab (1/1)**

*Prerequisite:* PT 401A/AL. *Recommended Corequisite:* PT 601TL. Physiological and physical bases for the selection of electrotherapeutic/electrodiagnostic procedures in the treatment and evaluation of neuromuscular and musculoskeletal disorders. Latest research and methodology in evaluation and treatment of wounds, including debridement, topical agents, dressing techniques and use of physical therapeutic modalities. Field trips to clinical facilities will be required. 1 hour lecture, 3 hours lab per week.

**PT 603/L. Prosthetics, Orthotics and Advanced Gait Analysis and Lab (2/1)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. *Recommended Corequisite:* PT 603L. In-depth study of the principles of orthotic and prosthetic management in patients with impairments and disabilities. Includes a systematic approach to gait analysis in normal and pathological conditions. 2 hours lecture, 3 hours lab per week.

**PT 604/L. Neurological Physical Therapy I and Lab (2/2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. *Recommended Corequisite:* PT 604L. The first of a 2-semester course sequence focusing on management of patients/clients with neurological impairments and disabilities. Emphasis on examination procedures and clinical decision making.

**PT 605. Pharmacological Intervention and Clinical Diagnostic Measures (2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. A study of pharmacological interventions for individuals with dysfunction of the neuromusculoskeletal, cardiopulmonary and integumentary systems. Also includes radiographic and clinical lab tests used in diagnosing a variety of diseases and disabilities.

**PT 606/L. Advanced Analytical Anatomy and Lab (2/1)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. *Recommended Corequisite:* PT 606L. This course is designed to provide the MPT student with an opportunity to perform detailed dissections on human cadavers and to appraise and critically evaluate the scientific literature associated with the anatomical region of interest. Each student will choose 4 anatomical regions to dissect (e.g., cervical spine, ankle, sacroiliac joint, brain, knee, etc.). Dissected cadavers, models and audiovisual materials may be used as supplementary aids to identify structures and study 3-dimensional kinematic relationships as they apply to the principles of human movement.

**PT 607. Differential Diagnosis in Physical Therapy (2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. Study of signs and symptoms manifested by a variety of diseases and the process of relating them to specific medical conditions. Identification of symptom complexes and the systematic techniques used in arriving at the PT diagnosis. Process of and reasons for referral to other practitioners.

**PT 608. Neurological Processes in Development and Aging (2)**

*Prerequisites:* Classified graduate status; Acceptance into MPT Program. Study of the relationship between the principles of neurology and the development of motor skills from birth through senescence. Emphasis on applying those principles to physical therapy practice. May require field observations.

**PT 609/L. Neurological Physical Therapy II and Lab (2/2)**

*Prerequisites:* PT 604/L; *Classified graduate status; Acceptance into MPT program. Recommended Corequisite:* PT 609L. Advanced study of the philosophies, treatment and intervention skills for the neurologic patient. 2 hours lecture, 6 hours lab per week.

**PT 610. Seminar in Advanced Orthopedics (3)**

*Prerequisite:* PT 503/L, 504/L. Development of advanced examination and evaluation skills and therapeutic intervention strategies in the management of musculoskeletal system dysfunctions. Emphasis on critical thinking, collaborative learning in clinical decision making, evidence-based practice and service learning. Students will be involved in a minimum of 24 hours of service learning administering physical therapy services at CSUN's Student Health Center to meet the needs of a diverse student community. 2 hours seminar per week. 24 hours service learning per semester.

**PT 690A-J. Special Topics in Physical Therapy (1-3)**

*Prerequisites:* *Classified graduate status; Acceptance into MPT Program.* A seminar-discussion course centering on advanced study in the subject matter areas at the graduate level in physical therapy. Emphasis will be placed on critical thinking, and collaborative learning in clinical decision-making and evidence-based practice.

**PT 697. Directed Comprehensive Studies (3)**

Culminating Experience. (Credit/No Credit only)

**PT 698. Thesis or Graduate Project (1-6)**

Enrollment with advisor approval only. (Credit/No Credit only)

**PT 699A-D. Independent Study (1-4)**

Enrollment with advisor approval only. Investigation of a significant issue related to the physical therapy field.

**DPT Courses****PT 700/L. Applied Human Anatomy For Physical Therapists I and Lab (2/2)**

*Prerequisite:* Admission to the DPT Program. *Corequisite:* PT 700L. The first of a 2-semester course sequence that promotes an understanding of the structural and functional organization of the human body, with an emphasis on the appendicular skeleton and the neuromusculoskeletal system. Dissected and prosected cadavers, models and audiovisual materials are used to identify and study 3-dimensional relationships and their application to the principles of human movement. Although gross human anatomy of the appendicular skeleton is the primary emphasis, histology, arthrology, myology and mechanics will be integrated with structure and function.

**PT 701/L. Applied Human Anatomy For Physical Therapists II and Lab (2/1)**

*Prerequisite:* PT 700/L. *Corequisite:* PT 701L. The second of a 2-semester course sequence designed to promote an understanding of the structural and functional organization of the human body, with focus on the axial skeleton, including organ systems. Histology, arthrology, myology and mechanics will be integrated with gross structural understanding. In addition, problem solving and discussion of clinical signs and symptoms associated with disruption to various anatomical structures in the axial skeleton is expected.

**PT 702/L. Applied Biomechanics For The Physical Therapist I and Lab (2/1)**

*Prerequisite:* Admission to the DPT Program. *Corequisite:* T 702L. Designed to explore the biomechanical and kinesiological principles underlying movement during upper extremity (UE) functional activities and exercise. Lectures will focus on the biomechanical prin-

ciples underlying human movement, including muscle and tissue mechanics, muscle and joint leverage, internal and external torque production, kinematics, and kinetics as they relate to the assessment and treatment of patients/clients. Labs will focus on the application and integration of these principles and assessment of UE function, including manual muscle testing and goniometry. Case studies will be integrated into both lecture and lab.

**PT 703/L. Applied Biomechanics For The Physical Therapist II and Lab (2/1)**

*Prerequisite:* PT 702/L. *Corequisite:* PT 703L. Designed to explore the biomechanical and kinesiological principles underlying movement of the spine and lower extremities during functional activities and exercise. Lectures will focus on applied biomechanics of the lower extremities and spine, with an emphasis on functional activities such as gait. Labs will focus on the application and integration of these principles, and assessment of LE and spine function including manual muscle testing, goniometry and dynamometry. Case studies will be integrated into both lecture and lab.

**PT 704/L. Applied Physiology And Physiological Assessment and Lab (4/1)**

*Prerequisite:* Admission to the DPT Program. *Corequisite:* PT 704L. Principles of circulatory, respiratory, neuromuscular, integumentary and metabolic physiology as applied to physical therapy procedures and therapeutic exercise.

**PT 706/L. Applied Neuroscience and Lab (3/1)**

*Prerequisite:* Admission to the DPT Program. *Corequisite:* PT 706L. Study of the normal structure and function of the peripheral and central nervous system as a basis for understanding clinical manifestations seen in individuals with neurologic disorders. Includes an in-depth introduction to neuroanatomy, neuropharmacology and neurophysiology.

**PT 708. Pathophysiology (3)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. Study of abnormal functioning of neuromusculoskeletal, circulatory, respiratory, digestive, integumentary, metabolic, and endocrine systems.

**PT 710. Physical Therapy Management I (2)**

*Prerequisite:* Admission to the DPT Program. Instruction in foundational clinical skills, including subjective examination, history taking, and medical record documentation for the practice of physical therapy. Introduction of theoretical basis and principles of patient physical evaluation and manual therapy techniques.

**PT 711/L. Physical Therapy Management II and Lab (2/1)**

*Prerequisite:* PT 710. *Corequisite:* PT 711L. Covers basic patient handling techniques and therapeutic physical modalities. Emphasis on body mechanics, draping, positioning, bed mobility, transfer, ambulation, ambulatory aids, wheelchair mobility and fitting. Physiological and physical bases for selection and application of therapeutic physical modalities, including thermal, mechanical, electromagnetic and hydrodynamic agents in treatment of musculoskeletal, neuromuscular and integumentary disorders.

**PT 712/L. Electrotherapeutics and Lab (2/1)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. *Corequisite:* PT 712L. Clinical evidence for selection and application of electrotherapy and electrophysiologic assessment procedures commonly used in evaluation and treatment of neuromuscular and musculoskeletal disorders using physiologic and physical principles. Three major areas of electrotherapy, including pain, neuromuscular and wound management, will be covered through lectures and hands-on experiences. Electrophysiologic assessment, including diagnostic electromyography (EMG), nerve conduction study (NCS) and kinesiology electromyogra-

phy (KEMG), will be integrated. Covers research and methods in evaluation and management of wounds, including debridement, topical agents, dressings and use of physical modalities.

**PT 720/L. Musculoskeletal Practice Management I and Lab (3/2)**

*Prerequisite:* PT 700/L. *Corequisite:* PT 720L. The first of a 3-semester course sequence focusing on the examination and treatment of patients with musculoskeletal dysfunction. Emphasis is on the evaluation of and evidence-based treatment interventions for orthopaedic peripheral dysfunction and impairments.

**PT 730/L. Musculoskeletal Practice Management II and Lab (2/2)**

*Prerequisites:* Successful completion of all first-year course work in the DPT Program. *Corequisite:* PT 730L. The second of a 3-semester course sequence focusing on the examination and treatment of patients with musculoskeletal dysfunction. Emphasis is on the evaluation of and evidence-based treatment interventions for orthopaedic spinal dysfunction and impairment.

**PT 732/L. Neurologic Practice Management I and Lab (2/2)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. *Corequisite:* PT 732L. Physical therapy examination and management of patients/clients with neurologic system impairments and related activity limitations. Emphasis is on knowledge, choice, technical performance, interpretation of results, and clinical decision making related to sensory, motor and functional testing for patients with nervous system pathology.

**PT 733/L. Neurologic Practice Management II and Lab (2/2)**

*Prerequisites:* PT 732/L. *Corequisite:* PT 733L. Advanced study of the philosophies, treatment approaches and intervention skills used for the physical therapy management of patients/clients with neurologic system dysfunction. Emphasis is on the choice and application of evidence-based treatment interventions and the development of clinical decision-making skills.

**PT 734/L. Cardiovascular and Pulmonary Practice Management (3/1)**

*Prerequisite:* Successful completion of all first-year course work in DPT Program. *Corequisite:* PT 734L. Principles of cardiovascular and pulmonary pathophysiology and the physical therapy evaluation and treatment of patients with these disorders. Aspects of acute care will be emphasized. Utilization of selected demonstrations, lab activities and assigned readings.

**PT 740/L. Musculoskeletal Practice Management III and Lab (2/1)**

*Prerequisites:* PT 720/L, PT 730/L. *Corequisite:* 740L. The third of a 3-semester course sequence focusing on the development of differential diagnosis, advanced examination and evaluation skills and therapeutic intervention strategies in the management of musculoskeletal system dysfunction. Emphasis is on critical thinking, collaborative learning in clinical decision making, evidence-based practice and service learning. Students will apply theory to practice through service learning administering physical therapy services at CSUN's Student Health Center to meet the needs of a diverse student community.

**PT 742/L. Pediatric Practice Management and Lab (2/1)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. *Corequisite:* PT 742L. Examination, evaluation, and management of pediatric populations with genetic and acquired disorders resulting in impairments in neurologic and musculoskeletal systems, cognitive dysfunction and learning disabilities. Emphasis is on developing observation skills to identify developmental delays in infants and toddlers.

**PT 744. Geriatric Practice Management (2)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. Designed to develop the student's ability to choose optimal interventions for the older adult by integrating the basic sciences and

evidence-based application of examination, evaluation and intervention. The continuum of the elite older adult athlete to the frail older adult will be explored to describe issues related to wellness, prevention, disease and disability. Physical therapy interventions designed for the older adult in various clinical settings, including acute care, inpatient rehabilitation, outpatient clinics and home health, will be discussed.

**PT 750. Evidence-Based Physical Therapy Practice I (2)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. An introduction to the research methods that apply to evidence-based clinical decision making in the practice of physical therapy.

**PT 752A. Evidence-Based Physical Therapy Practice II (2)**

*Prerequisite:* PT 750. Designed to provide the student with guidance in the appraisal of the medical research through the development of a written doctoral project that evaluates the effectiveness of various physical therapy interventions associated with specific physical therapy diagnoses. Students will develop the doctoral proposal in PT 752A.

**PT 752B. Evidence-Based Physical Therapy Practice III (2)**

*Prerequisite:* PT 752A. Doctoral research project requiring the student under the guidance of faculty to answer a research question that evaluates the effectiveness of various physical therapy interventions associated with specific diagnoses using the latest evidence-based research. Students will write a defense and make an oral presentation of their position.

**PT 760. Professional Practice I (2)**

*Prerequisite:* Admission to the DPT Program. Introduction to the practice of physical therapy, including the APTA code of Ethics and Standards and professional expectations. Study of multifaceted patient adjustment problems of hospitalization, illness and disability. Emphasis on patient management and intervention in culturally-diverse settings.

**PT 762. Educational Theories and Practice In Physical Therapy (2)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. Prepares the physical therapy student to teach in variety of formats and settings for clinical, professional and academic purposes. Understanding of health behavior modification theories, teaching and learning theories, and identification of barriers to learning and their impact on learning and quality of life are essential for successful patient and health education in physical therapy.

**PT 770. Pharmacological Interventions (2)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. A study of pharmacological interventions for individuals with dysfunction of the neuromusculoskeletal, cardiovascular, pulmonary and integumentary systems.

**PT 771. Lifespan Sciences (3)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. Designed to promote an understanding of the relationship between principles of neurology and the development of motor skills from birth through senescence. Emphasis is placed on the acquisition of perceptual-motor skills in infants and toddlers. Motor control and motor learning principles and theories will be discussed. May require off campus client evaluations.

**PT 772/L. Pathological Gait and Functional Movement Analysis And Lab (1/1)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. *Corequisite:* PT 772L. Designed to promote an in-depth understanding of the arthrokinematic, biomechanical, kinematic and kinetic characteristics of gait and running in normal individuals, and functional movement analysis in patients/clients with disabilities and functional limitations. Both observational and instrumented gait analyses will be emphasized when evaluating client videotapes in the laboratory setting. Instrumented analyses include the study of kinesiological electromyog-

raphy, motion analysis (kinematics), ground reaction forces and vectors (kinetics), and stride characteristics. Laboratory sessions will focus on evaluating patients/clients. Patient/clients videos will include individuals diagnosed with cerebral palsy, stroke, post-polio syndrome, multiple sclerosis, Parkinson's disease, spina bifida, spinal cord injury, arthritis, amputations and traumatic brain injury.

**PT 773. Medical Imaging (2)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. Introduction to principles of imaging, including radiography, CT scans, MRI, special studies and arthrography used in diagnosing a variety of medical conditions and diseases.

**PT 774. Medical Screening (2)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. Study of the signs and symptoms manifested by patients/clients and the process of relating them to specific medical conditions and diseases. Instruction on systematic techniques used to identify symptom patterns for the determination of a PT diagnosis. Includes screening process for referral to other medical practitioners.

**PT 775/L. Orthotics and Prosthetics and Lab (2/1)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. *Corequisite:* PT 775L. Designed to promote an in-depth understanding of the arthrokinematic, biomechanical, kinematic and kinetic characteristics of functional movement in patients/clients with amputations and functional loss. Students will study the biomechanical principles of upper and lower extremity orthotic and prosthetic management and apply these principles to patient/client assessment and intervention. Students are expected to integrate their knowledge and skills from previous classes when engaging in the patient/client examination, evaluation, determining a physical therapy diagnosis, prognosis, plan of care and intervention strategies consistent with evidence-based clinical decision making. Both observational and instrumented gait analyses will be emphasized when evaluating client video in the laboratory setting. Patient/client videos will include individuals diagnosed with cerebral palsy, stroke, post-polio syndrome, multiple sclerosis, Parkinson's disease, spina bifida, spinal cord injury, arthritis, amputations and traumatic brain injury.

**PT 776. Integrated Patient Management (2)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. Integrative physical therapy management of patients with complex and/or concurrent medical, surgical, neurological, cardiopulmonary and musculoskeletal conditions will be covered in this course. The purpose of this course is to provide an advanced learning opportunity to the physical therapy student to integrate their physical therapy knowledge in order to create a comprehensive evaluation, assessment, treatment and management plans for patients with complex or concurrent conditions and impairments. Both evidence-based knowledge and anecdotal information related to patient's conditions and impairments and their management will be discussed.

**PT 778/L. Topics In Therapeutic Exercise, Wellness, and Health and Lab (2/1)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. *Corequisite:* PT 778L. Advanced concepts and application of therapeutic exercise to address functional limitations and to promote health, fitness and wellness. Emphasis is on therapeutic exercise as an optimal intervention to address impairments and to promote health and quality of life.

**PT 780. Professional Practice II (2)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. This course examines the role of the professional physical therapist as an administrator and manager of patient care, personnel and resources, with consideration for ethical, medical and legal implications. Various business models, reimbursement practices and organizational structures will be examined.

**PT 785A-Z. Special Topics In Physical Therapy (3)**

*Prerequisite:* Successful completion of all second-year course work in the DPT Program. A seminar-discussion course centering on advanced study in subject matter areas at the doctoral level in physical therapy. Emphasis will be placed on critical thinking, collaborative learning in clinical decision making, and evidence-based practice.

**PT 790. Clinical Practice I (1)**

*Prerequisite:* Admission to the DPT Program. Preparation for the students' clinical internships. Applying the didactic skills and education to the clinical practice setting.

**PT 792. Clinical Practice II (1)**

*Prerequisite:* PT 794/I. Preparation for the students' clinical internships. Applying the didactic skills and education to the clinical practice setting.

**PT 794. Clinical Education I (1)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. *Corequisite:* PT 794I. Supervision and advisement by PT faculty of supervised clinical field work. Student establishes learning plan and goals. Mid-term site visit by faculty. A minimum of 8 weeks in a supervised clinical experience. Summer session. A clinical education course. (Credit/No Credit only)

**PT 794I. Clinical Internship I (3)**

*Prerequisite:* Successful completion of all first-year course work in the DPT Program. *Corequisite:* PT 794. Experience in evaluation, program planning and application of physical therapy procedures in a supervised clinical environment by clinical instructor. A minimum of 8 weeks in a supervised clinical experience. Summer session. A clinical education course. (Credit/No Credit only)

**PT 796. Clinical Education II (2)**

*Prerequisites:* PT 794/I; Successful completion of all second-year course work in the DPT Program. Supervision and advisement by PT faculty of supervised clinical field work. Approximately 12 weeks in a supervised clinical experience. Summer session. A Clinical Education Course. (Credit/No Credit only)

**PT 796I. Clinical Internship II (4)**

*Prerequisites:* PT 794/I; Successful completion of the first two academic years in the DPT Program. *Corequisite:* PT 794I. Experience in evaluation, program planning and application of physical therapy procedures in a supervised clinical environment by clinical instructor. Approximately 12 weeks in a supervised clinical experience. Summer session. A Clinical Education course. (Credit/No Credit only)

**PT 797. Directed Comprehensive Exam (3)**

*Prerequisite:* Enrolled in last semester of course work in the DPT Program. Guided preparation and review for the Culminating Examination. (Credit/No Credit only)



**PT 798. Clinical Education III (2)**

*Prerequisite:* PT 794/I, PT 796/I; *Successful completion of all third-year course work in the DPT Program.* *Corequisite:* PT 798I. Supervision and advisement by PT faculty of supervised clinical field work. Student establishes learning plan and goal, Mid-term site visit by faculty. Approximately 12 weeks in a supervised clinical experience. Summer session. A clinical education course. (Credit/No Credit only)

**PT 798I. Clinical Internship III (4)**

*Prerequisites:* PT 794/I, PT 796/I; *Successful completion of all third-year course work in the DPT Program.* *Corequisite:* PT 798I. Experience in evaluation, program planning and application of physical therapy procedures in a supervised clinical environment under the direct supervision of clinical faculty. Approximately 12 weeks in a supervised clinical experience. Summer session. A clinical internship course. (Credit/No Credit only)

**PT 799 A-C. Independent Study (1-3)**

*Prerequisite:* *Successful completion of all first-year course work in the DPT Program.* Enrollment with advisor approval only. Investigation of a significant issue related to the physical therapy field. (Credit/No Credit only)

# Physics and Astronomy

## College of Science and Mathematics

**Chair: Say-Peng Lim**

**Live Oak Hall 1128**

**(818) 677-2775**

**[www.csun.edu/physics](http://www.csun.edu/physics)**

### *Staff*

Carole Arciero, Konstantin Daskalov, Deborah Klevens, Victor Sarca

### *Faculty*

Ana Cristina Cadavid, Igor Beloborodov, Debi Choudhary, Damian Christian, Nicholas Kioussis, Say-Peng Lim, Gang Lu, Miroslav Peric, Henk Postma, Radha Ranganathan, Deqing Ren, Donna Sheng, Yohannes Shiferaw

### *Emeritus Faculty*

Barney L. Bales, Gary Chapman, Paul Chow, Peter Collas, Duane Doty, John Lawrence, Paul Lee, Mortimer N. Moore, Giovan G. Natale, Roy E. Olson, Robert Park, Paul H. Richter, Robert J. Romagnoli, Harbhajan S. Sandhu, Ryoichi Seki, Stephen Walton

### *Adjunct Faculty:*

Makan Mohageg, Matthew Penn, Alexander Ruzmaikin

## Programs

Undergraduate:

**B.A., Physics**

**B.S., Physics: Physics Option, Astrophysics Option**

**Minor in Physics**

Graduate:

**M.S., Physics**

## The Physics and Astrophysics Majors

Quarks, black holes and chaotic systems—discoveries like these make front-page news as physicists continue to learn about the universe's fundamental structure. Studying how matter and energy behave, beginning physics majors and senior physicists alike find challenges and excitement in solving problems and discovering new concepts. Physicists in business and industry work with revolutionary technology, such as lasers, superconductors, and modern electronic and optical devices. Jobs in these fields are often in high demand and pay well.

Perhaps the most fundamental of all sciences, physics provides a background for understanding other scientific disciplines, as well as many aspects of everyday life. Physics principles are crucial to such diverse applications as home electrical wiring, the motion of a rocket or skydiver, solar energy, and an echocardiogram of the human heart.

Thus, understanding physics helps us make sense of our world.

## Careers

Many students go on to advanced degrees in Physics or related fields. The Department's majors have been accepted by the nation's best graduate schools. Other students go to work immediately. Graduates fill a variety of scientific and technical positions in business and industry, including research scientist, technical staff member or manager, technical salesperson or business owner. Others teach in high schools, community colleges or universities. Some become medical physicists or physicians.

## Academic Advisement

All Physics Majors must consult the appropriate Department faculty advisor each semester before registering. Undergraduate Advisor: Say-Peng Lim; Graduate Advisor: Miroslav Peric.

## Student Learning Outcomes of the Undergraduate Program

Students earning a Bachelor Degree in the Department of Physics and Astronomy will:

1. Demonstrate knowledge of physical principles used to model natural phenomena;
2. Demonstrate ability to convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical analysis;
3. Demonstrate understanding of scientific methodology, including:
  - a. data collection from observations, setting up laboratory experiments and data collection from experiments,
  - b. analysis of data,
  - c. testing of a model or hypothesis by comparing with data;
4. Demonstrate competency in using computer tools, including:
  - a. use of software programs for data analysis and presentation,
  - b. numerical analysis,
  - c. computer simulations;
5. Demonstrate special knowledge of their subprogram;
6. Communicate clearly and articulately about physical concepts, findings and interpretations in oral presentations; and
7. Acquire ability to write clear, organized and illustrated technical reports, with proper references to previous work in the area.

## Student Learning Outcomes of the Graduate Program

M.S. Degree graduates in Physics will demonstrate an advanced level of:

1. Knowledge of physical principles used to understand and model natural phenomena;
2. Ability to convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical and numerical analysis;
3. Understanding of scientific methodology, which may include, for example, (a) data collection from observations, (b) setting up laboratory experiments and data collection from experiments, (c) analysis of data, and (d) testing a model or hypothesis;
4. Competency using computational tools, which may include, for example, (a) use of scientific software for data analysis and presentation, (b) numerical analysis, and (c) computer simulations;
5. Ability to communicate clearly and accurately physical concepts, findings and interpretations in oral presentations;
6. Ability to write clear, organized and illustrated technical reports with proper references to previous work in the area; and
7. (a) For students selecting the Comprehensive Examination Option: Comprehensive knowledge of the graduate Core curriculum in classical mechanics, classical electrodynamics, statistical physics and quantum mechanics; or  
(b) For students completing the Thesis Option: Ability to successfully carry out a program of graduate research and thesis.

## Department Programs

The Department of Physics and Astronomy offers 2 Undergraduate Degrees and a Graduate degree. The Undergraduate Degree Programs are the B.S. Degree in Physics (with 2 options) and the B.A. Degree in Physics. The Graduate Degree is an M.S. Degree in Physics. A Minor in Physics also is offered.

The B.S. Program in Physics is designed for students who desire to (1) pursue a career in physics-related research and development either in industry or government or (2) prepare for graduate work in physics or related subjects. The B.S. Program in Physics has 2 options: Option I—Physics, and Option II—Astrophysics.

Option I is a balanced program in experimental and theoretical physics. This Option can be specialized toward applications in engineering or a more mathematical approach to theoretical physics. This

is accomplished by the appropriate choice of the elective courses via consultation with the Department undergraduate advisor.

Option II specializes in applications of physics to astrophysical problems and may be tailored to be more experimental or theoretical in nature.

The B.A. Program in Physics is designed for students seeking a broad foundation in physics as part of a liberal arts education in the arts and sciences. It is particularly appropriate for those students (1) seeking a secondary teaching career or (2) planning to combine physics with other disciplines such as music, law and business.

The M.S. Program in Physics provides the student with an opportunity for advanced study in physics and to develop skills to do independent research. It prepares the student for the Doctoral Program in Physics and related fields or for more technical jobs in research and development.

The Minor in Physics is available for students who wish to augment their major field of study. It is particularly appropriate for those students in engineering and the other sciences and mathematics who desire to develop interdisciplinary skills.

### General Education

Knowledge of a foreign language is viewed as an asset by many potential employers and may be beneficial for graduate study in Physics. Students are encouraged to study at least 1 foreign language, which may be applied to General Education, Comparative Cultural Studies.

### Requirements for the Bachelor of Arts Degree in Physics

To enroll in the first courses in Mathematics and Chemistry, students must obtain a satisfactory score on the Mathematics Placement Test (MPT) and the Chemistry Placement Test (CPT). Without satisfactory scores, students may be required to take additional courses in preparation for the required courses. Students must complete the course requirements listed. In addition, all students are required to take 2 comprehensive exams—one on general physics upon completion of PHYS 227 or its equivalent and one on advanced physics just before graduation. The dates of these exams will be posted in the Department office. For more information, consult the Department undergraduate advisor.

#### 1. Lower Division Required Courses (39 units)

|      |           |  |
|------|-----------|--|
| CHEM | 101/L     | General Chemistry I and Lab (4/1)                  |
| MATH | 150A      | Calculus I (5)                                     |
| MATH | 150B      | Calculus II (5)                                    |
| MATH | 250       | Calculus III (3)                                   |
| MATH | 262       | Introduction to Linear Algebra (3)                 |
| MATH | 280       | Applied Differential Equations (3)                 |
| PHYS | 225/220AL | Physics I and Mechanics Lab (4/1)                  |
| PHYS | 226/220BL | Physics II and Electricity and Magnetism Lab (4/1) |
| PHYS | 227/L     | Physics III and Lab (4/1)                          |

#### 2. Upper Division Required Courses (16 units)

|      |     |  |
|------|-----|--|
| PHYS | 301 | Analytical Mechanics I (3)                   |
| PHYS | 311 | Electromagnetism I (3)                       |
| PHYS | 365 | Experimental Physics I (2)                   |
| PHYS | 375 | Quantum Physics I (3)                        |
| PHYS | 431 | Thermodynamics and Statistical Mechanics (4) |
| PHYS | 493 | Physics and Astronomy Colloquium (1)         |

#### 3. Upper Division Electives (6 units)

Electives should be chosen with approval of the Department undergraduate advisor. Note: Upper Division courses in the major plus Upper Division courses outside the major must total a minimum of 40 units in accordance with University requirements for a B.A. Degree.

**General Education:** Basic Skills Mathematics is satisfied by MATH 150A. Natural Sciences is satisfied by CHEM 101/L and PHYS 225/220AL. Physics majors also may satisfy Lifelong Learning by completing COMP 106/L or 110/L.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>61</b>  |
| <b>General Education Units</b>                  | <b>36</b>  |
| <b>Additional Units</b>                         | <b>23</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

### Requirements for Bachelor of Science Degree in Physics

To enroll in the first courses in Mathematics and Chemistry, students must obtain a satisfactory score on the Mathematics Placement Test (MPT) and the Chemistry Placement Test (CPT). Without satisfactory scores, students may be required to take additional courses in preparation for the required courses. The student must complete all courses listed under Lower Division Required Courses as well as those listed under one of the 2 Options. In addition, all students are required to take 2 comprehensive exams—one on general physics upon completion of PHYS 227 or its equivalent and one on advanced physics just before graduation. The dates of these exams will be posted in the Department Office. For more information, consult the Department undergraduate advisor.

#### 1. Lower Division Required Courses (39 units)

|      |           |  |
|------|-----------|--|
| CHEM | 101/L     | General Chemistry I and Lab (4/1)                  |
| MATH | 150A      | Calculus I (5)                                     |
| MATH | 150B      | Calculus II (5)                                    |
| MATH | 250       | Calculus III (3)                                   |
| MATH | 262       | Introduction to Linear Algebra (3)                 |
| MATH | 280       | Applied Differential Equations (3)                 |
| PHYS | 225/220AL | Physics I and Mechanics Lab (4/1)                  |
| PHYS | 226/220BL | Physics II and Electricity and Magnetism Lab (4/1) |
| PHYS | 227/L     | Physics III and Lab (4/1)                          |

#### A. Option I: Physics

##### 1. Upper Division Required Courses (31 units)

|      |     |  |
|------|-----|--|
| PHYS | 301 | Analytical Mechanics I (3)                   |
| PHYS | 311 | Electromagnetism I (3)                       |
| PHYS | 365 | Experimental Physics I (2)                   |
| PHYS | 366 | Experimental Physics II (2)                  |
| PHYS | 375 | Quantum Physics I (3)                        |
| PHYS | 402 | Analytical Mechanics II (3)                  |
| PHYS | 410 | Electromagnetism II (3)                      |
| PHYS | 431 | Thermodynamics and Statistical Mechanics (4) |
| PHYS | 451 | Quantum Physics II (3)                       |
| PHYS | 465 | Experimental Physics III (2)                 |
| PHYS | 466 | Experimental Physics IV (2)                  |
| PHYS | 493 | Physics and Astronomy Colloquium (1)         |

##### 2. Upper Division Electives (9 Units)

A minimum of 9 units of Upper Division electives chosen with the approval of the Department undergraduate advisor from the following or other courses, including Mathematics or Engineering, if approved by the Department undergraduate advisor:

**General Education:** Basic Skills Mathematics is satisfied by MATH 150A. Natural Sciences is satisfied by CHEM 101/L and PHYS 225/220AL. Physics majors also may satisfy Lifelong Learning by completing COMP 106/L or 110/L.

|   |            |
|---|------------|
| <b>Total Units in the Major, Option I</b>                 | <b>79</b>  |
| <b>General Education Units</b>                            | <b>36</b>  |
| <b>Additional Units</b>                                   | <b>5</b>   |
| <b>Total Units Required for the B.S. Degree, Option I</b> | <b>120</b> |

## B. Option II: Astrophysics

### 1. Upper Division Required Courses (34 units)

|      |     |  |
|------|-----|--|
| ASTR | 301 | The Dynamical Universe (3)                   |
| ASTR | 401 | The Radiative Universe (3)                   |
| PHYS | 301 | Analytical Mechanics I (3)                   |
| PHYS | 311 | Electromagnetism I (3)                       |
| PHYS | 365 | Experimental Physics I (2)                   |
| PHYS | 366 | Experimental Physics II (2)                  |
| PHYS | 375 | Quantum Physics I (3)                        |
| PHYS | 402 | Analytical Mechanics II (3)                  |
| PHYS | 410 | Electromagnetism II (3)                      |
| PHYS | 431 | Thermodynamics and Statistical Mechanics (4) |
| PHYS | 465 | Experimental Physics III (2)                 |
| PHYS | 466 | Experimental Physics IV (2)                  |
| PHYS | 493 | Physics and Astronomy Colloquium (1)         |

### 2. Upper Division Electives (6 units)

#### Choose 6 units from the following:

|      |     |   |
|------|-----|---|
| PHYS | 420 | Modern Optics (3)   |
| PHYS | 421 | Laser Physics (3)   |
| PHYS | 451 | Quantum Physics II (3)                                      |
| PHYS | 470 | Introduction to Nuclear and Elementary Particle Physics (3) |
| PHYS | 480 | Introduction to Solid State Physics (3)                     |
| PHYS | 489 | Mathematical Physics (3)                                    |
| PHYS | 490 | Computer Applications in Physics (3)                        |

**General Education:** Basic Skills Mathematics is satisfied by MATH 150A. Natural Sciences is satisfied by CHEM 101/L and PHYS 225/220AL. Physics majors also may satisfy Lifelong Learning by completing COMP 106/L or 110/L.

|  |            |
|--|------------|
| <b>Total Units in the Major, Option II</b>                 | <b>79</b>  |
| <b>General Education Units</b>                             | <b>36</b>  |
| <b>Additional Units</b>                                    | <b>5</b>   |
| <b>Total Units Required for the B.S. Degree, Option II</b> | <b>120</b> |

## B.S. Honors Program

The program leading to a B.S. Degree in Physics with Honors provides the opportunity to selected Physics Majors for intensive study under individual faculty guidance. Admission to the Honors Program is granted by approval of the Department undergraduate advisor. Students in either of the B.S. Options are eligible provided they have:

1. Completed 90 units of college work;
2. Maintained a GPA of 3.0 overall and in the physics major; and
3. Obtained the approval of a faculty sponsor who will supervise their research. Students interested in the Honors Program should contact the Department undergraduate advisor. Honors candidates will be required to complete 1 of the 2 B.S. Options of the Physics Major plus the following course:

|      |     |                          |
|------|-----|--------------------------|
| PHYS | 498 | Undergraduate Thesis (3) |
|------|-----|--------------------------|

## Graduation with Honors in Physics will require the following:

1. Admission to the Honors Program;
2. GPA of 3.25 for all Upper Division units in the major. There can be no individual grades below a "C." A grade of "C-" is not acceptable; *and*
3. Approval of the undergraduate Thesis by a Faculty Committee.

## Minor in Physics

### 1. Lower Division Required Courses (32-34 units)

|      |                       |  |
|------|-----------------------|--|
| MATH | 150A                  | Calculus I (5)                                 |
| MATH | 150B                  | Calculus II (5)                                |
| MATH | 250                   | Calculus III (3)                               |
| MATH | 262                   | Introduction to Linear Algebra (3)             |
| MATH | 280                   | Applied Differential Equations (3)             |
| PHYS | 225/220AL             | Physics I/Mechanics Lab (4/1)                  |
|      | <i>or</i> PHYS 220A/L | Mechanics/Lab (3/1)                            |
| PHYS | 226/220BL             | Physics II/Electricity and Magnetism Lab (4/1) |
|      | <i>or</i> PHYS 220B/L | Electricity and Magnetism/Lab (3/1)            |
| PHYS | 227/L                 | Physics III/Lab (4/1)                          |

### 2. Upper Division Required Courses (9 Units)

**A minimum of 9 units chosen from the following, with the approval of the Department undergraduate advisor.**

|      |     |  |
|------|-----|--|
| PHYS | 301 | Analytical Mechanics I (3)                   |
| PHYS | 311 | Electromagnetism I (3)                       |
| PHYS | 365 | Experimental Physics I (2)                   |
| PHYS | 366 | Experimental Physics II (2)                  |
| PHYS | 375 | Quantum Physics I (3)                        |
| PHYS | 431 | Thermodynamics and Statistical Mechanics (4) |
| PHYS | 493 | Physics and Astronomy Colloquium (1)         |

|   |                |
|---|----------------|
| <b>Total Units Required for the Minor</b> | <b>41 - 43</b> |
|---|----------------|

## Requirements for the Master of Science Degree in Physics

Applicants must meet general University admission requirements. In addition, if the applicant has a Bachelor's Degree in Physics, then a GPA of at least 2.5 in all Upper Division Physics lecture classes is required. If the Bachelor's Degree is in a related field, a GPA of at least 2.5 in all Upper Division lecture classes in the major is required.

### A. For Classified Status

1. A Bachelor's Degree in physics. If the major is in a related field, completion of prescribed prerequisites with grades of "B" or better is required; and
2. General University requirements for Classified status.

### B. For the Degree

1. Completion, with a "B" average (3.0) or higher of 30 units of approved graduate study, including a minimum of 21 units of 500- and 600-level courses.

#### Required Core Courses (14 units)

|      |     |                            |
|------|-----|----------------------------|
| PHYS | 600 | Classical Mechanics (4)    |
| PHYS | 610 | Electromagnetic Theory (4) |
| PHYS | 630 | Statistical Physics (3)    |
| PHYS | 650 | Quantum Mechanics I (3)    |

The 4 Core courses must be completed with a "B" average (3.0) or higher, and at least 3 of these courses must be taken in residence at CSUN. Students are strongly advised to complete the graduate Core courses early in their studies.

#### Electives (16 units)

To be selected, with approval of the Department graduate advisor, from 400-, 500- and 600-level courses. At least 10 of these units must

be in Physics. Up to 6 units of approved courses may be in related fields: Astronomy, Chemistry, Engineering and Mathematics. Up to 9 units may be at the 400-level.

### 1. Thesis or Comprehensive Examination.

a. Students electing the Thesis Option must pass an oral examination in the field of the Thesis.

b. Students not electing the Thesis Option must pass a written Comprehensive Examination in PHYS 600, 610, 630 and 650. The exams will be offered during 2 days before the start of the Fall and Spring semesters. The dates will be announced in the preceding semester. For regulations governing registration for the Thesis or Comprehensive Examination, see the Department graduate advisor.

|  |    |
|--|----|
| Total Units Required for the M.S. Degree | 30 |
|--|----|

## Course List—Astronomy

### ASTR 152. Elementary Astronomy (3)

Introduction to astronomy. Topics to be covered include the historical development of astronomy; the laws that govern the behavior of the universe; a survey of the properties of stars and galaxies, including their origin and evolution; and the Big Bang Theory. This course also is offered online as ASTR 152OL. (Students using this course to satisfy the General Education requirement in Natural Sciences may satisfy the corresponding lab requirement by completing course ASTR 154L.)

### ASTR 154L. Observational Astronomy (1)

*Recommended Corequisite or Preparatory: ASTR 152.* Introduction to the techniques of observational astronomy, including data acquisition and interpretation. Testing of astronomical hypotheses by using data from observations of the moon, planets, sun, stars and galaxies. 3 hours per week. (May be used to satisfy the lab requirement in General Education, Natural Sciences provided ASTR 152 has been completed.)

### ASTR 301. The Dynamical Universe (3)

*Preparatory: MATH 150B; PHYS 220A or 225; Completion of the Lower Division writing requirement.* Applications of Newtonian and relativistic dynamics to astrophysical systems. Planetary and satellite motion, planetary rings, binary and multiple star systems, clusters of stars, dynamics of spiral and elliptical galaxies, missing mass of galaxy clusters, relativistic orbits (Mercury and the binary pulsar), black holes and the dynamical fate of the universe.

### ASTR 312. Exploring the Solar System (3)

*Preparatory: Completion of the Lower Division writing requirement.* Comprehensive survey of the solar system, with emphasis on the results of recent space explorations. Kepler's laws and planetary motion, solar interior and solar atmosphere, planets and their satellites, minor planets, comets, meteors and the interplanetary medium.

### ASTR 312L. Exploration Of the Solar System Laboratory (1)

*Preparatory: Completion of the Lower Division writing requirement. Recommended Corequisite or Preparatory: ASTR 312.* Use of observational and laboratory facilities and published data to explore the solar system. One 3-hour lab period per week.

### ASTR 352. Current Developments in Astronomy (3)

*Preparatory: Completion of the Lower Division writing requirement.* In-depth examination and interpretation of astronomical discoveries occurring at the time the course is taught. Reading includes both background material and current periodicals accessible to Upper Division, General Education students. Likely areas of discussion include spacecraft exploration of the solar system, satellite observations of high-energy radiation from space, exotic astronomical objects (e.g., double quasars, black hole candidates), and new cosmological data. (Students using

this course to satisfy the General Education requirement in Natural Sciences may satisfy the corresponding lab requirement by completing course ASTR 352L.) (IC)

### ASTR 352L. Current Developments in Astronomy Lab (1)

*Preparatory: Completion of the Lower Division writing requirement. Recommended Corequisite or Preparatory: ASTR 352.* Use of observational and laboratory facilities and published data to explore current developments in astronomy. 3 hours per week. (May be used to satisfy the lab requirement in Natural Sciences, General Education provided ASTR 352 also is completed.) (IC)

### ASTR 401. The Radiative Universe (3)

*Preparatory: PHYS 227.* Application of the laws of radiation, atomic structure and subatomic structure to astrophysical systems. Cosmic magnetic fields, energy sources, analysis of radiation from stars, nebulae, supernovae, active galaxies and quasars, the early universe and origin of the elements.

### ASTR 499A-C. Independent Study (1-3)

## Course List—Physics

### PHYS 100A. General Physics I (3)

*Prerequisite: MATH 103 or 104 or 105, or a score on the Mathematics Placement Test (MPT) sufficient for entry into MATH 255A.* Introductory course in physics. Topics covered include mechanics, heat and sound. (Students using this course to satisfy the Natural Sciences requirement in General Education may satisfy the corresponding lab requirement by completing course PHYS 100AL.)

### PHYS 100AL. General Physics I Lab (1)

*Recommended Corequisite or Preparatory: PHYS 100A.* 3 hours per week. (May be used to satisfy the lab requirement in Natural Sciences, General Education, provided PHYS 100A also is completed.)

### PHYS 100AR. General Physics I Recitation (1)

*Corequisite: PHYS 100A.* Recitation-discussion of topics introduced in PHYS 100A. Optional class emphasizing problem solving. Problems solved are directly related to topics introduced in the lecture class. 1 hour per week.

### PHYS 100B. General Physics II (3)

*Prerequisite: PHYS 100A.* Continuation of PHYS 100A. Topics covered include electricity and magnetism, light, and modern physics. (Students using this course to satisfy the Natural Sciences requirement in General Education may satisfy the corresponding lab requirement by completing course PHYS 100BL.)

### PHYS 100BL. General Physics II Lab (1)

*Recommended Corequisite or Preparatory: PHYS 100B.* 3 hours per week. (May be used to satisfy the lab requirement in Natural Sciences, General Education, provided PHYS 100B also is completed.)

### PHYS 100BR. General Physics II Recitation (1)

*Corequisite: PHYS 100B.* Recitation-discussion of topics introduced in PHYS 100B. Optional class emphasizing problem solving. Problems solved are directly related to topics introduced in the lecture class. 1 hour per week.

### PHYS 101. Introduction to Faculty Research (1)

*Preparatory: Instructor consent.* Designed to introduce prospective or current physics majors to the Department. Each week, a different member of the Department conducts the class and the specialty and expertise of that faculty member is presented to the class. Enables students to find out what it is that physicists do and thereby make informed decisions about their career objectives. (Credit/No Credit only)

**PHYS 220A. Mechanics (3)**

*Prerequisite:* Chemistry and Biochemistry Majors: MATH 150A or 255A. *Recommended Corequisite or Preparatory:* Chemistry and Biochemistry Majors: MATH 150B or 255B. Dynamics and statics of particles and rigid bodies, harmonic vibrations and fluid mechanics. (Students using this course to satisfy the Natural Sciences requirement in General Education may satisfy the corresponding lab requirement by completing course PHYS 220AL.)

**PHYS 220AL. Mechanics Lab (1)**

*Recommended Corequisite or Preparatory:* PHYS 220A or 225. 3 hours per week. (May be used to satisfy the lab requirement in Natural Sciences, General Education, provided PHYS 220A also is completed.)

**PHYS 220AR. Mechanics Recitation (1)**

*Corequisite:* PHYS 220A. Recitation-discussion of topics introduced in PHYS 220A. Optional course emphasizes problem solving. Problems solved are directly related to topics introduced in the lecture class. 1 hour per week.

**PHYS 220B. Electricity and Magnetism (3)**

*Prerequisites:* PHYS 220A. For Chemistry and Biochemistry Majors: MATH 150B or 255. *Recommended Corequisite or Preparatory:* MATH 250. Electric and magnetic fields, circuit theory and electromagnetic induction. (Students using this course to satisfy the Natural Sciences requirement in General Education may satisfy the corresponding lab requirement by completing course PHYS 220BL.)

**PHYS 220BL. Electricity and Magnetism LAB (1)**

*Recommended Corequisite or Preparatory:* PHYS 220B or 226. 3 hours per week. (May be used to satisfy the lab requirement in Natural Sciences, General Education, provided PHYS 220B also is completed.)

**PHYS 220BR. Electricity and Magnetism Recitation (1)**

*Corequisite:* PHYS 220B. Recitation-discussion of topics introduced in PHYS 220B. Optional class emphasizing problem-solving. Problems solved are directly related to topics introduced in the lecture class. 1 hour per week.

**PHYS 225. Physics I (4)**

*Prerequisite:* MATH 150A. *Recommended Corequisite or Preparatory:* MATH 150B. First course of a sequence intended primarily for physical science majors. Calculus-based course on mechanics, fluids, waves and acoustics.

**PHYS 226. Physics II (4)**

*Prerequisites:* MATH 150B; PHYS 225. *Recommended Corequisite or Preparatory:* MATH 250. Second course of a sequence of courses intended primarily for physical science majors. Calculus-based course on electricity, magnetism and optics.

**PHYS 227. Physics III (4)**

*Prerequisites:* MATH 150; PHYS 226 or 220B. *Recommended Corequisite or Preparatory:* MATH 280. Third course of a sequence of courses intended primarily for physical science majors. Calculus-based course on thermodynamics, waves and modern physics.

**PHYS 227L. Physics III LAB (1)**

*Recommended Corequisite or Preparatory:* PHYS 227. 3 hours per week.

## Upper Division

**PHYS 301. Analytical Mechanics I (3)**

*Preparatory:* MATH 250, 280; PHYS 227. Newtonian mechanics of a single particle, oscillations, systems of particles, central force motion, calculus of variations and Lagrangian and Hamiltonian mechanics.

**PHYS 305/L. Physics Of Music and Laboratory (3/1)**

*Corequisite:* PHYS 305L. *Preparatory:* Completion of the Lower Division writing requirement. This course is currently taught entirely and only online. History and development of the science of sound and music, physical concepts necessary for the study of wave motion, mechanics of the construction of sound and musical tones, and basic physical principles involved in the production of sound in instruments and the human voice, including studies of the production of language. A good understanding of the composition of sounds and musical tones is obtained without detailed mathematics through experiments carried out in the home or other locations using the student's computer with installed software. A final project is required. (Available for General Education, Natural Sciences.) (IC)

**PHYS 311. Electromagnetism I (3)**

*Preparatory:* MATH 250, 280; PHYS 227. Vector calculus, electrostatics, magnetostatics, Faraday's Law and introduction to Maxwell's equations.

**PHYS 365. Experimental Physics I (2)**

*Preparatory:* MATH 250, 262, 280; PHYS 227/L. Advanced experimental techniques in physics, with topics including optics, nuclear physics, thin-film characteristics, microwaves, data acquisition via computer interface, computer simulations, solar observations and other topics chosen by the instructor. This course includes a module on computer analysis in physics using Matlab. Students are trained in advanced experimental techniques and complete 2 experimental modules for 2 units of credit. 6 hours per week.

**PHYS 366. Experimental Physics II (2)**

*Preparatory:* MATH 250, 262, 280; PHYS 227/L. Advanced experimental techniques in physics, with topics including optics, nuclear physics, thin-film characteristics, microwaves, data acquisition via computer interface, computer simulations, solar observations and other topics chosen by the instructor. Students are trained in advanced experimental techniques and complete 2 experimental modules for 2 units of credit. 6 hours per week.

**PHYS 375. Quantum Physics I (3)**

*Preparatory:* MATH 262; PHYS 301. Classical background, the wave function, Schroedinger equation, time development and stationary states, 1-dimensional problems, harmonic oscillator and formalism of quantum mechanics.

**PHYS 376. Radiologic Physics (3)**

*Preparatory:* PHYS 100A/L, 100B/L or instructor consent. Specialized course devoted to the nature and production of X-radiation. Topics include the interaction of radiation with matter, attenuation of X-rays and the principles behind radiographic equipment and components.

**PHYS 402. Analytical Mechanics II (3)**

*Preparatory:* MATH 262; PHYS 301. Noninertial reference frames, rigid body motion, coupled oscillations, nonlinear mechanics, scattering, vibrating string and Fourier analysis. Available for graduate credit

**PHYS 410. Electromagnetism II (3)**

*Preparatory:* MATH 262; PHYS 301, 311. Maxwell's equations and applications, electromagnetic waves, radiation and special relativity. Available for graduate credit.

**PHYS 420. Modern Optics (3)**

*Preparatory:* PHYS 311, 375. Propagation of electromagnetic waves. Geometrical optics. Physical optics, including refraction, reflection, interference, diffraction, and polarization. Atomic spectroscopy. Lasers. Available for graduate credit.

**PHYS 421. Laser Physics (3)**

*Preparatory: PHYS 311, 375.* Introduction to the principles of laser operation, properties of laser beams, laser design considerations and a survey of typical systems that operate at wavelengths having technical applications. Available for graduate credit.

**PHYS 431. Thermodynamics and Statistical Mechanics (4)**

*Preparatory: PHYS 301, 375.* Laws of thermodynamics, thermodynamic potentials, kinetic theory, phase transitions, equilibrium ensembles and related formalism with applications to classical and quantum systems. Available for graduate credit.

**PHYS 451. Quantum Physics II (3)**

*Preparatory: PHYS 311, 375.* Hydrogen atom, angular momentum, spin, matrix representation, quantum statistics, perturbation theory and scattering. Available for graduate credit.

**PHYS 465. Experimental Physics III (2)**

*Preparatory: PHYS 365.* Advanced experimental techniques in physics with topics including optics, nuclear physics, thin-film characteristics, microwaves, data acquisition via computer interface, computer simulations, solar observations and other topics chosen by the instructor. Students are trained in advanced experimental techniques and will complete 2 experimental modules for 2 units of credit. 6 hours per week.

**PHYS 466. Experimental Physics IV (2)**

*Preparatory: PHYS 365.* Advanced experimental techniques in physics with topics including optics, nuclear physics, thin-film characteristics, microwaves, data acquisition via computer interface, computer simulations, solar observations and topics chosen by the instructor. Students are trained in advanced experimental techniques and will complete 2 experimental modules for 2 units of credit. 6 hours per week.

**PHYS 470. Introduction to Nuclear and Elementary Particle Physics (3)**

*Recommended Corequisite or Preparatory: PHYS 451.* Production, interactions and structure of subatomic particles, including radioactivity, accelerators, detectors, classification of elementary particles, quark model, nuclear properties, nuclear models and nuclear reactions. Available for graduate credit.

**PHYS 480. Introduction to Solid State Physics (3)**

*Preparatory: PHYS 311, 375.* Structure of crystals; electron theory of metals; theory of semiconductors; and mechanical, electrical and magnetic behavior of substances in the solid state. Available for graduate credit.

**PHYS 489. Mathematical Physics (3)**

*Preparatory: MATH 380, PHYS 375 (may be taken concurrently).* Topics include complex variables, ordinary and partial differential equations, special functions, and boundary value problems with physical applications. Available for graduate credit.

**PHYS 490. Computer Applications in Physics (3)**

*Preparatory: PHYS 301 and 365, or instructor consent.* Applications of numerical analysis and computer programming to the solution of problems in classical and modern physics. Available for graduate credit.

**PHYS 493. Physics and Astronomy Colloquium (1-1-1)**

*Preparatory: Junior, senior or graduate standing in Physics.* Series of lectures presented weekly by faculty members and invited speakers on topics of current interest in physics, astronomy and related fields. May be repeated twice for credit.

**PHYS 496A-Z. Experimental Topics Courses in Physics (1-3)**

Experimental courses in Physics, with course content to be determined.

**PHYS 498. Undergraduate Thesis (3)**

*Preparatory: Admission to Honors Program in Physics.*

**PHYS 499. Independent Study (1-3)**

See Independent Study under Courses of Study.

**PHYS 589. Mathematical Physics Seminar (1)**

*Preparatory: Senior or graduate standing in the Department of Mathematics or the Department of Physics and Astronomy.* Seminar comprised of a series of weekly lectures in mathematical physics by faculty members and invited speakers. (Cross listed with MATH 589.)

**PHYS 595A-Z. Experimental Topics Courses (1-3)****Graduate****PHYS 600. Classical Mechanics (4)**

*Preparatory: PHYS 402, 410, 451.* Advanced course in classical mechanics, with topics selected from Lagrangian and Hamiltonian dynamics, continuum mechanics, nonlinear systems and chaos.

**PHYS 601. Selected Topics in Astrophysics (3)**

*Preparatory: PHYS 375, 402, 410.* Advanced treatment of the observational and theoretical foundations of astrophysics. Topics may include stellar structure, radio sources, relativistic cosmology, the origin of the elements and galaxy formation.

**PHYS 610. Electromagnetic Theory (4)**

*Preparatory: PHYS 410, 489.* Advanced theoretical treatment of the electrostatic field with introduction of mathematical techniques. Introduction to electromagnetic waves and radiation from sources.

**PHYS 615. Plasma Physics (3)**

*Preparatory: PHYS 402, 410, 431.* Plasma state, motion of isolated charged particles, collisions, plasma statistical mechanics, statistics of collisions, fluid and statistical models, waves in plasmas, instabilities, non-equilibrium statistical mechanics and radiation processes.

**PHYS 620. Optics (3)**

*Preparatory: PHYS 410 or 420.* Advanced topics in physical optics, interference and diffraction theory, partial coherence and polarization, conducting thin films and crystal optics. Introduction to gradient index optics, holography, nonlinear effects and other topics of fundamental or current interest.

**PHYS 630. Statistical Physics (3)**

*Preparatory: PHYS 431, 451, 600.* Theoretical foundations of thermodynamics and statistical mechanics for equilibrium and non-equilibrium systems. Applications to Bose and Fermi assemblies, real gases, liquids, solids, solutions, phase transitions and chemical reactions.

**PHYS 640. General Relativity (3)**

*Preparatory: PHYS 402, 410.* Introduction to the mathematics and physics of curved space-time. Gravitational fields as curvature of space-time. Einstein's gravitational field equations, solutions and experimental tests. Application to topics of current interest in relativistic astrophysics, particle physics and field theory.

**PHYS 650. Quantum Mechanics I (3)**

*Preparatory: PHYS 451. Recommended Corequisite or Preparatory: PHYS 600.* Mathematical foundation of quantum theory. Scattering theory. Angular momentum and spin. Identical particles. Heisenberg and Schrodinger representations. Perturbation theory.

**PHYS 651. Quantum Mechanics II (3)**

*Preparatory: PHYS 650.* Relativistic wave equations. Advanced scattering theory. Selected topics from quantum theory of atoms and molecules.

**PHYS 680. Solid State Physics I (3)**

*Preparatory: PHYS 451 or 480.* Advanced treatment of condensed matter physics. Topics include crystal structure, cohesive energy, lattice vibrations, Sommerfeld theory of metals, electronic structure theory and theory of semiconductors.

**PHYS 681. Solid State Physics II (3)**

*Preparatory: PHYS 480 or 680.* Advanced treatment of condensed matter physics. Topics include magnetic ordering beyond the independent electron approximation, optical processes and excitons, dielectric properties, superconductivity, defects and surface-interface physics.

**PHYS 690. Mathematical Physics (3)**

*Preparatory: PHYS 489.* Selected topics in advanced mathematical physics, such as boundary value problems, Green's functions, non-linear dynamics, approximation methods, numerical analysis, group theory and differential geometry.

**PHYS 696A-C. Directed Graduate Research (1-3)****PHYS 697. Directed Comprehensive Studies (3)**

*Preparatory: Completion of all courses required in the Program.* May not be used for credit in the Program itself.

**PHYS 698. Thesis (3-6)**

*Preparatory: Classified graduate status; Permission of the Department; Instructor's consent to serve as Thesis Advisor.* Dissertation of a specialized advanced topic in physics such as a critical evaluation and extension of an existing theoretical treatment, the construction and use of advanced research apparatus or an original theoretical analysis.

**PHYS 699. Independent Study (1-6)**

*Preparatory: At least 1 graduate course in Physics; Instructor consent.* Investigation of a special topic in physics, with emphasis on advanced theoretical or experimental skills. See Independent Study under Courses of Study.



# Political Science

College of Social and Behavioral Sciences

**Chair: Lawrence Becker**

**Sierra Hall (SH) 210**

**(818) 677-3488**

**www.csun.edu/pols**

## Staff

Pedro Cesareo (Advisor), Cynthia Harris (Administrative Support Coordinator), Evelyn Osorio (Administrative Support Assistant)

## Faculty

Jane Bayes, Lawrence Becker, Leigh Bradberry, Matthew Cahn, Alexandra Cole, Jennifer De Maio, Nicholas Dungey, Maria Rosa Garcia-Acevedo, Keiko Hirata, Tom Hogen-Esch, David Leitch, Virginia Lussier, Kristy Michaud, James Mitchell, Boris Ricks, Martin Saiz

## Emeritus Faculty

Dennis Beller, Warren Campbell, Roger Carasso, John Goldbach, Roger Harrell, Lawrence Littwin, Henry Lopez, Phillip Present, David Ringsmuth, Christopher Leu, Ram Roy, Sylvia Snowiss, Faith Windsor, Jack O'Neill

## Programs

Undergraduate:

**B.A., Political Science**

**Politics and Government Option**

**Public Policy and Management Option**

**Law and Society Option**

**Minor in Political Science**

Graduate:

**M.A., Political Science**

**Special Session Sponsored Degree:**

**M.P.A., Public Sector Management**

## The Major

The Political Science Department offers a major with 3 Options—Politics and Government, Public Policy and Management, and Law and Society—and a minor. The Department participates in undergraduate interdisciplinary programs in African Studies, Asian Studies, Urban Studies and Planning, and Women's Studies. (For descriptions of these programs see African Studies, Asian Studies, Women's Studies, and Urban Studies and Planning in the Catalog.)

The Political Science Department supports the concept of international education and encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Department of Political Science and may be used to fulfill some of the requirements for Degree Options offered by the Department and/or certain General Education requirements. Students should consult the International Programs Bulletin available in the Office of International and Exchange Programs, a Departmental advisor or the campus International Programs advisor for more information.

## Academic Advisement

Students must consult with a faculty advisor regularly in planning their program and schedule. Faculty advisors are available during the semester at regularly scheduled office hours and by appointment. Students should come to the Department Office for the scheduled office hours of the faculty. Please inquire in the Department Office for pre-law advisor Leigh Bradberry.

## Student Learning Outcomes of the Undergraduate Program

Completion of a Bachelor's Degree in Political Science will provide the

student with the basic concepts, theories, research methodology and empirical findings within the discipline of political science; a knowledge of Western and non-Western political systems, processes, values and patterns of interaction among these systems; an understanding of the political institutions through which public plans are formulated and implemented; and a working knowledge of research designs, measurement, computer-assisted data analyses, use of the Internet and the ability to interpret the result of using these tools.

## Careers

The major in Political Science is designed for students who intend to pursue the study of law and enter the legal profession; work for advanced degrees in Political Science or other related fields in preparation for university-level teaching; plan a career in public administration, public policy or government service; seek training for positions in the overseas agencies of the U.S. government, international governmental organizations or private corporations; or wish to prepare for teaching in secondary schools.

For more information about the Master of Public Administration Program, please see Public Administration listing in the Catalog.

## Requirements for the Bachelor of Arts Degree in Political Science (48 units)

### A. Politics and Government Option

This Option offers a variety of courses in domestic and global politics and policy. The curriculum may be selected by students who a) wish a liberal arts education; b) who desire to pursue graduate education in political science or other fields, such as law; c) who wish to enter government; or d) who intend to teach in secondary schools.

#### 1. Basic Requirements (12 units)

|             |   |
|-------------|---|
| POLS 155    | American Political Institutions (3)                 |
| or POLS 355 | American National, State and Local Governments* (3) |
| POLS 156    | European and Comparative Government (3)             |
| or POLS 225 | Elements of International Relations (3)             |
| POLS 372    | Principles and Methods of Political Science (3)     |
| POLS 350    | Great Questions in Politics (3)                     |
| or POLS 411 | Greek, Roman and Medieval Political Theory (3)      |
| or POLS 412 | Modern Western Political Theory (3)                 |
| or POLS 413 | American Political Thought                          |
| or POLS 414 | Western Political Theory in the 20th Century (3)    |

\* Students will receive credit for either POLS 155 or 355, but not both.

#### 2. Advanced Upper Division Requirements (36 units)

- Choose 3 courses in Domestic Politics and Policy (9 units)
- Choose 3 courses in Global Politics and Policy (9 units)
- Choose 6 courses in Domestic or Global Politics and Policy or General Electives\*\* (18 units)

\*\* Courses in the Advanced Requirements electives must include 2 proseminars (POLS 471 A-F) or one proseminar and one internship (POLS 494I, 494J, 449, 427A/L or 427B/L).

#### 3. Advanced Courses

**Domestic:** POLS 360, 361, 380, 403, 404, 405, 406, 407, 413, 440, 441, 442, 443, 444, 445, 446, 447A, 448, 449, 450, 455, 457A, 457B, 458, 460, 461, 462, 463, 465, 466, 467, 469/L, 471A, 471E and 471F.

**Global:** POLS 310, 321, 330, 332, 410, 420A, 420B, 420C, 420D, 420E, 420F, 420G, 420H, 421, 422, 423, 424, 426, 427A/L, 427B/L, 428, 429, 430, 431, 432A, 432B, 433A, 433C, 434A, 434B, 435A, 435B, 436A, 438, 439A, 439B, 448, 471B, 471C, 480 and 481.

**General:** POLS 303, 321, 350, 372, 411, 412, 414, 415, 471D, 486SOC, 490CA, 494SOC, 496A-Z, 498A, 498B, 498C, 499A, 499B, 499C and 499RIA.

## B. Public Policy and Management Option

This Option offers a variety of courses in Public Policy and Management and allows students to form a thorough understanding of the political institutions through which public plans are formulated and implemented. The Option may be selected by students who wish to prepare for careers in government, politics and public offices within public and non-profit organizations or the private sector.

### 1. Basic Requirements (18 units)

|             |   |
|-------------|---|
| POLS 155    | American Political Institutions (3)               |
| or POLS 355 | American National, State and Local Government (3) |
| POLS 156    | Introduction to Comparative Politics (3)          |
| or POLS 225 | Elements of International Relations (3)           |
| POLS 350    | Great Questions in Politics (3)                   |
| POLS 360    | Public Administration (3)                         |
| POLS 361    | Introduction to Public Policy (3)                 |
| POLS 372    | Principles and Methods of Political Science (3)   |

### 2. Advanced Requirements in Upper Division (30 Units)

#### Choose 4 Core courses from the following:

|          |  |
|----------|--|
| POLS 405 | Process of Public Policy Formation (3)           |
| POLS 406 | Fundamentals of Policy Analysis (3)              |
| POLS 407 | Policy Implementation and Program Evaluation (3) |
| POLS 462 | Ethics in Politics and Administration (3)        |
| POLS 463 | Public Personnel Administration (3)              |
| POLS 465 | Administrative Behavior (3)                      |

#### Choose 6 from following\*:

*Must include 471E and one Internship (494I)*

|            |   |
|------------|---|
| POLS 404   | Urban Politics (3)  |
| POLS 428   | International Organizations (3)                           |
| POLS 429   | United States Foreign Policy (3)                          |
| POLS 458   | Administrative Law (3)                                    |
| POLS 460   | Welfare Policy (3)  |
| POLS 461   | Environmental Policy (3)                                  |
| POLS 464   | Comparative Public Policy (3)                             |
| POLS 466   | The Politics of Public Spending (3)                       |
| POLS 467   | Urban Administration (3)                                  |
| POLS 469/L | City Planning and Lab (2/1)                               |
| POLS 471E  | Proseminar in Public Administration and Public Policy (3) |
| POLS 494I  | Internship (3)  |

\* Up to 6 units may be taken outside of the Department with Chair approval.

## C. Law and Society Option

This Option offers students an in-depth study of public law and the philosophies upon which our legal system is based. The Option may be selected by students who wish to pursue a career in law or to prepare for careers in government, politics and public offices within public and non-profit organizations or the private sector.

### 1. Basic Requirements (12 Units)

|             |  |
|-------------|--|
| POLS 155    | American Political Institutions (3)                |
| or POLS 355 | American National, State and Local Governments (3) |
| POLS 156    | Introduction to Comparative Politics (3)           |
| or POLS 225 | Elements of International Relations (3)            |
| POLS 350    | Great Questions in Politics (3)                    |
| or POLS 411 | Greek, Roman and Medieval Political Theory (3)     |
| or POLS 412 | Modern Western Political Theory (3)                |
| or POLS 414 | Western Political Theory in the 20th Century (3)   |
| POLS 372    | Principles and Methods of Political Science (3)    |

### 2. Advanced Requirements in Upper Division (36 units)

Choose 3 courses in Domestic Politics and Policy (9 units)

Choose 3 courses in Global Politics and Policy (9 units)

Choose 2 Proseminars (POLS 471 A-F) (6 units)\*

**Choose 4 Electives:** Must include 2 of the following: POLS 450, 455, 457A or 457B.

**May also include** ENGL 407, PHIL 390, PHIL 446, PHIL 460, SOC 434 (12 units)

\* *Internship (POLS 491I), Judicial Internship (494I), Model United Nations (427A/L or 427B/L) or The Politics of Community Action (449) may be substituted for 3 units of 471.*

**General Education:** Students may not double count Political Science and GE courses. POLS 155 or 355 meets both major and Title 5 Requirement Courses in the major and all Title 5 and General Education courses must be taken for a letter grade. They may not be taken Credit/No Credit. POLS 155 or 355 partially fulfill Title 5 requirement.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>48</b>  |
| <b>General Education Units</b>                  | <b>52</b>  |
| <b>Additional Units</b>                         | <b>24</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

## Minor in Political Science

The Minor in Political Science is designed for students who wish to have a formal secondary area of concentration. A minor is not required for a Baccalaureate Degree.

### 1. Basic Requirements (6 Units)

|             |  |
|-------------|--|
| POLS 155    | American Political Institutions (3)                  |
| or POLS 355 | American National, State, and Local Governments (3)* |
| POLS 156    | European and Comparative Government (3)              |
| or POLS 225 | Elements of International Relations (3)              |

\* *Upper Division students should take POLS 355. Students will receive credit for only 355, but not both 155 and 355.*

### 2. Upper Division (18 Units)

3 courses in Domestic Politics and Policy: 9

3 courses in Global Politics and Policy: 9

(For courses see classification above)

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>24</b> |
|---|-----------|

## Requirements for the Master of Arts Degree

The Graduate Program in Political Science is a liberal arts program based upon superior undergraduate preparation. It requires a higher level of achievement and places greater emphasis on independent study and research than does the Baccalaureate Program. Department evaluation and approval is required for admission to either Classified or Unclassified Graduate Standing. Please see additional information regarding Classification standing in the Graduate Programs and Requirements Section of the Catalog.

### Areas of specialization offered are as follows:

American Government and Politics; Comparative Government; International Relations; Methodology; Political Theory; Public Policy and Administration; and Public Law.

### A. Admission Requirements for Classified status:

1. Completion of University requirements for admission to graduate standing;
2. Bachelor of Arts Degree with a major in Political Science or completion of "minimum equivalence";
3. 2 letters of recommendation;

4. GPA of at least 3.25 in all undergraduate and graduate Political Science courses;
5. GPA of at least 3.25 in last 45 units of all course work; and
6. Written statement by applicant indicating career objectives.

**B. For Conditional Status**

1. Completion of minimum University requirement for admission to graduate standing;
  2. Bachelor of Arts Degree with a major in Political Science or completion of “minimum equivalency”;
  3. 2 letters of recommendation;
  4. GPA of at least 3.0 in all undergraduate and graduate Political Science courses;
  5. GPA of at least 3.0 in last 45 units of all course work; and
  6. Written statement by applicant indicating career objectives.
- Exceptional cases that may not meet all the given requirements for minimum equivalency will be considered by the Graduate Committee on petition by the applicant. Specific reasons for the waiver of minimum equivalent requirement must be offered.

\*Minimum equivalency in lieu of Political Science major:

- a. Completion of all Lower Division requirements in Political Science required of the major at CSUN;
- b. Completion of a course in research methods;
- c. Completion of an Upper Division course in political theory (411, 412, 414);
- d. Completion of an Upper Division course in 3 additional areas of political science (i.e., American government, comparative government, international relations, public law, public administration); and
- e. Completion of an Upper Division proseminar in one of the 3 Areas selected above.

**Courses Acceptable for the Master’s Degree:**

300-level courses in Political Science do not carry credit for the Master’s Degree in Political Science. All 400-level courses except POLS 490, 498 and 499 carry credit for Master’s Degree in Political Science. All 500-level graduate seminars in Political Science carry credit for the Master’s Degree.

**C. Reclassification From Conditional to Classified Status**

1. Completion of at least 9 units in Political Science at CSUN with at least 6 units in 500-level courses;
  - a. No credit or consideration will be given during the reclassification period for POLS 490, 498, 499, 598 or 599,
  - b. GPA of at least 3.25 in these 9 units;
2. Units taken beyond the 9 units will not count toward the Master’s Degree Program until the student formally petitions to be reclassified and is given Classified status; and
3. Completion of minimum University requirements for admission to Graduate Standing.

Students denied Conditional Classified status by the Department, if granted admission by the University, may attempt to make up deficiencies and to reapply for admission. However, no course work taken under this status will count toward the 30 units required for the Master’s Degree. The following courses may not be used to remove deficiencies in GPA or course requirements: POLS 490, 498, 499, 598 or 599.

**D. Degree Requirements**

1. Minimum of 30 units of approved graduate work comprised of:
  - a. POLS 570 (Seminar in Political Theory) and POLS 571 (Seminar in Methodology)
  - b. 2 graduate seminars in each of 3 Areas of Political Science (Comparative Politics, American Politics, or International Relations).

- c. 6 additional units that may be at the 400-level. POLS 411, 412, 414 and 471D are not acceptable.
2. Comprehensive Examination in 2 areas of Political Science selected by the student in consultation with an advisor (POLS 597).

**Foreign Language/Statistics Recommendation:**

In cases where appropriate to the student’s fields of specialization and academic career goals, competence in a modern foreign language or in statistics may be recommended by the student’s primary subject advisor and Examination Committee, in consultation with the student.

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| <b>Total Units Required for the M.A. Degree</b> | <b>30</b> |
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**Course List**

**POLS 155. American Political Institutions (3)**

Examination of the development and dynamics of American political institutions and political processes including a special emphasis on the role of minority groups. (Satisfies the Title 5 United States Constitution requirement and the California State and Local Government requirement.)

**POLS 156. Introduction to Comparative Politics (3)**

Introduction to the comparative study of government and politics. Its purpose is to familiarize students with the basic themes, concepts and theoretical approaches that are used by political scientists to explain governmental institutions and political processes in different regions of the world. (Available for General Education, Social Sciences.)

**POLS 197. Racial and Ethnic Politics (3)**

Examination of the problems and politics of racial and national subgroups in America. Focuses on problems of ethnic identity, inequality and discrimination, and the impact of minority group politics on public policy. (Available for General Education, Comparative Cultural Studies.)

**POLS 225. Elements of International Relations (3)**

Analysis of the basic historical, geographical, economic, ideological and strategic factors that underlie and condition conflict and cooperation among actors in the contemporary international system. (Available for General Education, Social Sciences.)

**Upper Division**

General prerequisites: 6 units of appropriate Lower Division courses in Political Science. Additional specific prerequisites as indicated.

**POLS 310. Problems of Political Economy (3)**

Study of the interaction of politics and economics in selected problem areas involving global, national and urban political-economic systems. The political role of global corporations and the political dimensions of trade, taxation and budgeting are considered. (Available for General Education, Social Sciences.)

**POLS 321. Comparative Political Ideologies (3)**

Examines, compares and contrasts a range of political ideologies and their interpretation and application in contemporary societies. Attention is paid to defining the role and function of ideologies in specific contemporary states. (Available for General Education, Comparative Cultural Studies.)

**POLS 332. Politics of Latin America (3)**

Introductory study of the politics of Latin America. Topics treated include dependency theory, revolution, the national security state, women in politics, theologies of liberation and redemocratization. Selected nations are used as case studies. (Available for General Education, Comparative Cultural Studies.)

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**POLS 347. The Judicial Process (3)**

Examination of the dynamics of the national and state judicial systems, with emphasis on the workings of the Supreme Court within American separation of powers; internal procedures of decision making; external influences on the courts; the politics of selecting judges; and relations with other political institutions.

**POLS 350. Great Questions in Politics (3)**

Analysis of perennial political questions about power, authority, justice, equality and freedom. Materials include political and literary writings, films, case studies and legal cases. Aims throughout to relate these questions to contemporary political situations. (Available for General Education, Social Sciences.)

**POLS 355. American National, State and Local Governments (3)**

*Prerequisite: Not open to students who have taken POLS 155.* Detailed study of the structures and functions of the national government, and California state and local governments. Special attention given to the legislative and executive branches in the policy-making and administrative processes, as well as the constitutional bases for these processes. (Satisfies the Title 5 United States Constitution requirement and the California state and local governments requirement.)

**POLS 360. Public Administration (3)**

Analysis of the executive function in governmental processes together with a survey of the principles of administrative organization, personnel management, financial administration and public relations. Problems and trends in government service as a career are discussed.

**POLS 361. Introduction to Public Policy (3)**

Introduction to public policy approaches, contexts, processes and outcomes.

**POLS 372. Principles and Methods of Political Science (3)**

Study of the history, nature and current development of research in politics.

**POLS 380. Los Angeles: Past, Present, Future (3)**

Multidisciplinary investigation of the Los Angeles urban area—its patterns of population and resources distribution; its historical, economic, social and cultural developments; and policies models designed to cope with its problems and to develop its potential as an ethnically diverse metropolis on the Pacific Rim. Application of social science methodology. Series of faculty and guest speakers, weekly discussion sessions and field trips. (Cross listed with HIST and URBS 380.) (Available for General Education, Social Sciences.)

**POLS 403. State and Local Government (3)**

Study of the political, administrative, and judicial systems of states, counties, cities, and special districts. Intergovernmental relations, functions, trends and current problems. (Satisfies the Title 5 California state and local government requirement.)

**POLS 404. Urban Politics (3)**

Study of the structures and processes that determine public priorities and programs in urban areas.

**POLS 405. The Process of Public Policy Formation (3)**

*Preparatory: at least 1 Upper Division course in public administration or American government.* Seminar examining several major areas of American public policy and explaining its formation and content by use of several analytic models. Policy areas studied may include civil rights, criminal justice, welfare, health, education, defense and taxation.

**POLS 406. Fundamentals of Policy Analysis (3)**

*Prerequisite: POLS 372.* Systematic and critical approach to designing public policies. Integrates theory and social science techniques so students may apply the methods, models and tools of policy analysis to particular cases and problems that confront policy makers.

**POLS 407. Policy Implementation and Program Evaluation (3)**

*Prerequisite: POLS 372.* Overview of policy implementation and program evaluation by looking at the strategies, techniques and tools used most frequently by policy makers and evaluators. Students are introduced to the major theories and applications so as to be able to use the techniques of evaluation to assess projects and programs in terms of impact, process and cost.

**POLS 410. Advanced Comparative Politics (3)**

*Recommended Preparatory: POLS 156.* An advanced study of comparative politics. This course focuses on major theoretical frameworks, concepts and approaches in the field. Key concepts covered include the state, democratization, modernization, political culture, social movements and underdevelopment. The course is designed to help students investigate world phenomena systematically and theoretically. Available for graduate credit.

**POLS 411. Greek, Roman, and Medieval Political Theory (3)**

Analysis of the major political theories and ideologies from the sophists, Plato and Aristotle through the epicureans, cynics, stoics, Cicero, St. Augustine and Thomas Aquinas.

**POLS 412. Modern Western Political Theory (3)**

Analysis of the major political theories and ideologies from Machiavelli and the Renaissance through Hobbes, Locke, the Enlightenment, Rousseau, Burke and Marx. Regular written assignments required.

**POLS 413. American Political Thought (3)**

American political ideologies from the colonial period through the Revolution and the period of the Constitution to the end of the 19th century.

**POLS 414. Western Political Theory in the 20th Century (3)**

Study of major contemporary theories in Western Europe and the U.S. Included are such theorists as Sartre, Camus, Easton, Lasswell, Dewey, McLuhan, Marcuse and Fanon, among other existentialists, behavioralists, Marxists and structuralists.

**POLS 420A-H. International Relations of Selected Areas (3)**

Intensive study of the international relations and impact on the world of nations or areas of special interest that are not included in other courses: (A) Latin America, (B) Western Europe, (C) Eastern Europe, (D) Middle East, (E) Africa, (F) South Asia, (G) Southeast Asia, and (H) Northeast Asia

**POLS 421. The Politics of Development (3)**

Examination and critical analysis of the problems, both internal and international, of countries that are undergoing political and economic modernization. Specific issue areas covered include human rights, the global economy, women in the global workplace, poverty and world hunger, environmental degradation and militarism. Selected countries are studied to determine historical trends in specific issue areas. Extensive examination of the paths and obstacles to world peace.

**POLS 422. International Politics (3)**

Advanced study of international politics from the standpoint of theories of international politics, individual, group and state behavior; the relation between continuity, conflict and change in the international order; and an extensive examination of the paths and obstacles to world peace.

**POLS 423. Security Studies (3)**

An analysis of security issues as they affect the nation-state. The course explores the actors, institutions and decision-making processes involved in the historical and contemporary development of defense policy. Various theoretical models will be utilized to assess issues of bargaining, mediation, war prevention and grand strategy doctrines. Available for graduate credit.

**POLS 426. International Law (3)**

Case studies of legal precedents affecting the regulation of the international community, together with an evaluation of the efficacy of international judicial sanctions.

**POLS 427A/L. Model United Nations I and Lab (1/2)**

*Corequisite: POLS 427AL.* Begins with a general analysis of the role of the U.N. in world politics and comparative foreign policy. Particular emphasis is then placed on the foreign policy of the country to be represented and the internal and external factors on which that policy is based. Seminar format with group presentations and simulations. May not be repeated. (Offered Fall semester.) 1 hour seminar, 4 hours involving group presentations and simulations.

**POLS 427B/L. Model United Nations II and Lab (1/2)**

*Prerequisites: POLS 427AL; Instructor consent. Corequisite: POLS 427BL.* In-depth preparation of the delegation on the specific issues to be dealt with at the conference and to conduct an evaluation of the year's experience. May not be repeated. (Offered Spring semester.) 1 hour seminar, 4 hours involving group presentations and simulations.

**POLS 428. International Organization (3)**

Analysis of the roles of various types of international organizations in contemporary world politics. Focus is on the United Nations, specialized (functional) agencies, regional organizations and non-governmental organizations such as multinational corporations, foundations and other "transnationals."

**POLS 429. United States Foreign Policy (3)**

Analysis of the contemporary declaratory and action policies pursued by the U.S. in the conduct of its foreign relations. Various conceptual models such as ends/means analysis, decision making and economic determinist are tested and evaluated in terms of their descriptive, analytical and predictive utility.

**POLS 430A-Z. Government and Politics of Selected Nations (3-3-3)**

Intensive study of the governmental organization, domestic policies and political structures of a major nation or group of nations that are not included in other courses. Topics vary from semester to semester. May be repeated twice for credit.

**POLS 432A. Politics of Mexico (3)**

*Prerequisite: POLS 156 or 225 or instructor's permission.* Study of the genesis and development of Mexico's political system. Examines the different interpretations of the Mexican political system and provides the background of the development of the modern Mexican state. Special emphasis in the challenges of contemporary Mexican politics, including the rising participation of civil society, the evolution of the political institutions and processes and the political impact of globalization and neoliberalism.

**POLS 432B. Governments and Politics of South America (3)**

General survey of the political structures of the South American states, with particular emphasis on Argentina, Brazil, Chile and Uruguay; institutional and non-institutional means of organizing political power; and contemporary political trends within the region.

**POLS 433A. The Politics of Central America (3)**

Study of the politics of Central America emphasizing current socioeconomic and political crises and U.S. involvement in those crises.

**POLS 433C. The Church and Politics in Latin America (3)**

Study of the role of the Catholic Church in contributing to change in the politics of Latin American societies. The Church will be viewed as a political value bearer as well as an evolving institution.

**POLS 434A. Government and Politics of South Asia (3)**

Study of contemporary problems, political organization and governmental institutions of India, Bangladesh, Pakistan, Afghanistan, Nepal and Sri Lanka. Special attention paid to the development of nationalism and the process of modernization in the region.

**POLS 434B. Government and Politics of Southeast Asia (3)**

Comparative analysis of political processes, political change and major national problems (i.e., poverty, population, foreign economic penetration) in selected Southeast Asian states—Indonesia, Malaysia, the Philippines, Singapore, Burma, Thailand and Vietnam.

**POLS 435A. Government and Politics of China (3)**

Analysis of the People's Republic of China, including its ideology, revolutionary origin, party organization, central and local government, role of the military, mass participation, economic modernization, cultural policies and foreign policy. Changes from the Maoist to the post-Mao period will be emphasized. The question of Taiwan will be discussed.

**POLS 435B. Government and Politics of Japan (3)**

Analysis of continuity and change in political economy, society and culture; state institutions, political power and political issues; political competition; and key national issues, policies and their outcomes.

**POLS 436A. Government and Politics of Europe (3)**

Comparative analysis of recent and contemporary European politics, focusing on the political, economic and social structures that have shaped European affairs since the end of World War II. Emphasis on the role played by the modern state, the interstate system, nationalism and the world economy in shaping postwar European politics.

**POLS 438. Governments and Politics of the Middle East (3)**

Study of contemporary social and political movements, governmental institutions and politics of the Arab states, Israel and Iran.

**POLS 439A. Government and Politics of Sub-Saharan Africa (3)**

Study of the national governments, emerging political patterns and problems of new states of West and East Africa. Study includes an overview of traditional societies and the politics of cultural sub-nationalism. Major focus on contemporary nationalism, modernization and ideological developments, and on single-party, military and other political structures. Seminar format with individual presentations.

**POLS 439B. Government and Politics of Southern Africa (3)**

Study of the national political structures and international politics of Southern Africa. Analysis focuses on the dynamics of race relations, African liberation movements, forms of government and politics, development of white and black nationalism, attempts at regional organization and international involvement in Southern Africa. Seminar format with individual presentations.

**POLS 440. American Political Parties and Politics (3)**

Study of the rise of American political parties, their structure, operation, control and political leadership.

**POLS 441. Interest Groups (3)**

Study of the tactics and aims of interest groups in their efforts to mold public opinion and to influence legislators, executives, judges and administrators.

**POLS 442. Government and Business (3)**

Study of the exercise of public power to regulate business, industry and agriculture; the significant effects of a federal system on business enterprise; and inquiry into "doctrines in competition" through the use of decisions of the U.S. Supreme Court.

**POLS 443. The Legislative Process (3)**

Detailed analysis of the structure, operations and activities of legislative bodies, including Congress, state legislatures and municipal councils.

**POLS 444. Elections and Voting Behavior (3)**

Study of the electoral process in the U.S., presented in terms of the history of elections, election and campaign techniques, and patterns of voting behavior.

**POLS 445. Political Behavior (3)**

Introduction to political behavior; the influences of culture, ideology and social structure on political life; group influences on political behavior and major factors in leadership; and psychological bases of participation in normal and extreme politics.

**POLS 446. The Presidency (3)**

Analysis of the evolution of the Presidency since 1789, with regard to the President's role as party leader, chief administrator, chief legislator and national symbol. Analysis of major characteristics of the Presidency, issues concerning the President's constitutional powers and limitations, his present responsibilities and the political and administrative tools available.

**POLS 447A. Media and Politics (3)**

The focus of this course is a reconciliation of common perceptions of media influence on public opinion, elections and policy making with empirical evidence of media effects on these components of the political system. The term "media" will be defined through its organization and workings that includes print, broadcast and internet sources. Students will learn to become more critical consumers of media information and contemplate the role of the media in a democracy.

**POLS 448. Women and Politics in the United States and the World (3)**

Examines feminist theories and public policies as they shape the various political possibilities and strategies for women in the U.S. and in other selected countries.

**POLS 449. The Politics of Community Action (3)**

*Prerequisite: Upper Division standing.* Examines the role of community organizing and community action as it translates into social movements and public policy making. Students are required to perform either field work or an internship and to integrate their experiences with literature and research on community organizing, social movements and/or public policy making for their final paper. The course will qualify as an internship to substitute for 1 of the 2 proseminars required for the Political Science major.

**POLS 450. Jurisprudence (3)**

Critical survey of the modern schools of jurisprudence and their treatment of law and such legal concepts and problems as obligation, responsibility, punishment and the limits and purposes of law. The works of students of jurisprudence or legal philosophy are supplemented with descriptive accounts of the nature and operation of modern legal systems.

**POLS 455. Criminal Procedures (3)**

Critical examination of the law and practices of the criminal process. Emphasis on the major problems involved in pretrial procedures. These include search and seizure, self-incrimination, bail, plea bargaining and the enforcement of constitutional rights.

**POLS 457A. Constitutional Law I (3)**

General principles of federal and state constitutional law, the powers of the national government and federal-state relations. Study of the leading decisions of the U.S. Supreme Court.

**POLS 457B. Constitutional Law II (3)**

Limitations on the national government and the scope of constitutional rights and liberties. Study of the leading decisions of the U.S. Supreme Court.

**POLS 458. Administrative Law (3)**

Intensive study of the administrative process, with particular emphasis on legal requirements affecting administrative adjudication and rule making.

**POLS 460. Welfare State (3)**

Introduction to the development of welfare policy and the evolution of the welfare state in Western industrialized nations by inquiring into the philosophical and political debates surrounding social policy and its implementation.

**POLS 461. Environmental Policy (3)**

Study and evaluation of the political process governing the making of environmental policy. Specific issues covered include energy policy, land use, air and water pollution, and hazardous and toxic waste disposal.

**POLS 462. Ethics in Politics and Administration (3)**

Examination of the various kinds of ethical problems faced by elected and non-elected government personnel. Focus is on the scope and limits of individual responsibility in the practice of politics and the management of public organizations.

**POLS 463. Public Personnel Administration (3)**

Analysis of the decline of the spoils system and rise of civil service, and analysis of practices and problem issues concerning such topics as recruitment, position classification, fringes, morale, in-service training, public-service unions and civil liberties of public employees.

**POLS 464. Comparative Public Policy (3)**

Examines why different nations formulate and implement different public policies for similar problems. Systematic and critical approach to understanding the effect of ideological orientations, political institutions and governmental processes on the public policies of modern states.

**POLS 465. Administrative Behavior (3)**

Analysis of classic theories and case studies in administrative behavior; relations of organizational structure and personality types; and survey of approaches to rationality in decision making through study of the factors influencing administrative choices.

**POLS 466. The Politics of Public Spending (3)**

Critical analysis of how government financial policies are formulated and controlled within a setting of conflicting views and interests. Examines the influence of the system of checks and balances: the effects of cooperation between chief executives, administrators, budget bureaus, legislators, pressure groups and the general public; and the impact of government spending on the private economy.

**POLS 467. Urban Administration (3)**

Analysis of public executives, including mayors, city managers and chief administrative officers, and their relationships to the structures of urban government and the public priorities and programs of urban areas. Focus includes the executive's relationships with the formal structures, councils, civil servants, budgets, political parties, interest groups, independent agencies, the media and other levels of governments.

**POLS 469/L. City Planning and Lab (2/1)**

*Corequisite: 469L.* Seminar that deals with the role of government in guiding the development of the urban physical environment. Nature, history, objectives and methods of city planning. Organization for city planning. Political dynamics of policy formulation and control. 2 hours seminar, 2 hours field activity.

**POLS 471A-F. Proseminar (3)**

*Prerequisite:* POLS 372; *Intended for seniors only (juniors require instructor consent).* Advanced research in a subfield in political science. (A) American Government, (B) Comparative Government, (C) International Relations, (D) Political Theory, (E) Public Administration and Public Policy, and (F) Public Law.

**POLS 480. The Politics of Globalization (3)**

*Prerequisite:* *Upper Division standing.* Introduction to some of the major changes that have accompanied the processes of globalization during the last 30 years, including identifying and addressing the positive and negative consequences of these changes. Discussion of different approaches to globalization; its technical and historical roots; and the economic, political, ethical and cultural consequences of globalization. The case of NAFTA and its 3 members—Canada, the U.S. and Mexico—serves as a case study on which the class focuses to understand how the general trends of globalization take shape in a particular region.

**POLS 481. Globalization, Gender and Democratization (3)**

*Prerequisite:* *Upper Division standing.* Concerned with 3 major phenomena of the modern world—globalization, democratization and feminization, as well as their interrelationships and their impacts on gender regimes (or gender relationships) in various parts of the world. Incorporates gender analysis into a critical study of the processes of globalization and democratization. Identifies a number of gender regimes in the world and explores the economic, political and interpersonal practices (including globalization) that contribute to their stability or ability to change in various institutions.

**POLS 486SOC. Social Science Career Internship (3)**

*Prerequisites:* *Upper Division standing in a social or behavioral sciences major, appropriate methods course as specified by the Department; Instructor consent.* Social and behavioral sciences principles are applied to the workplace. At least 10 hours per week of supervised field work required. Students complete learning contracts and submit written reports related to their internships. (Cross listed with GEOG, PAS, PSY, and SOC 486SOC.) (See section on Academic Internships.)

**POLS 490. Supervised Individual Projects (1)**

*Prerequisite:* *Instructor consent.* Individual, supervised studies in selected areas of political science.

**POLS 490CA. Supervised Individual Project—California Government (1)**

*Prerequisite:* *Instructor consent.* Individual, supervised studies in California government. (Satisfies the Title 5 California State and Local Government.)

**POLS 494I. Political Science Internship (3 units)**

*Prerequisite:* *Instructor consent.* Approximately 120 hours of supervised field work required. Students complete learning contracts and submit written reports related to their internships. Students will meet as a seminar group with a faculty member during the semester. Does not carry credit for the Master's Degree.

**POLS 494J. Judicial Internship (3)**

*Prerequisite:* *Instructor consent.* Students are assigned to a Superior Court judge to observe the inner workings of the Los Angeles County Superior Court. Through observation of trials, settlement conferences, plea bargains and preliminary hearings, students develop a familiarity with the processes of the judicial system and the issues facing the legal system.

**POLS 496A-Z. Experimental Topics Courses in Political Science (3)**

Selected topics in political science, with course content to be determined.

**POLS 499. Independent Study (1-6)**

*Prerequisite:* *Instructor consent.* Does not carry credit for the Master's Degree.

**Graduate**

300-level courses do not carry credit toward the Master's Degree. 400-level courses carry credit for the Master's Degree only if they are approved by the Department. Prospective students must consult with the Department to determine the status of the Program before applying.

**POLS 522A-G. Seminar in International Relations (3)**

*Prerequisite:* *Classified graduate status or instructor consent.* Inquiry into major contemporary theories in international relations, including treatment of the problems of theory building and testing. (A) Theory and Methodology, (B) International Law, (C) International Organizations, (D) Comparative Foreign Policies, (E) National Security Policies, (F) International Relations of Selected Areas, and (G) Selected Topics

**POLS 530A-J. Seminar in Comparative Government (3)**

*Prerequisite:* *Classified graduate status or instructor consent.* Inquiry into major contemporary theories in Comparative Government relations, including treatment of the problems of theory and the study of selected areas. (A) Democratization, (B) Theory and Methodology, (C) Development, (D) Western Europe, (E) East Central Europe, (F) Middle East, (G) East Asia, (H) Latin America, (I) Africa, and (J) Selected Areas.

**POLS 540A-J. Seminar in American Government and Politics (3)**

*Prerequisite:* *Classified graduate status or instructor consent.* Inquiry into major contemporary theories in American government including treatment of the problems of theory, law, institutions and political behavior. (A) Political Thought, (B) Behavior, (C) Parties and Interest Groups, (D) Public Law, (E) Institutions, (F) Policy, (G) State and Local Government, (H) Municipal Government, (I) Media, and (J) Selected Topics.

**POLS 560. Seminar in Public Administration Theory (3)**

*Prerequisite:* *Classified graduate status or instructor consent.* Students study extensively the nature of public organizations and explore various analytical models, concepts, functions and techniques of administrative leadership, group dynamics and decision making that shape the procedures and policies of government in different administrative settings at the international, national, state and local levels.

**POLS 570. Seminar in Political Theory (3)**

*Prerequisites:* *Open to graduate students in the social and behavioral sciences; Instructor consent for Upper Division students.* Graduate survey seminar course in political theory. Engages students in in-depth analysis of the arguments of some of the defining figures of political theory, both ancient and contemporary.

**POLS 571. Seminar in Methodology (3)**

Study of representative literature in the field of political science, with emphasis on the underlying methodological assumptions, analysis of statistical techniques employed with respect to appropriateness, evaluation of research design and application, and evaluation of validity of conclusion, with recommendations for replication or improvement.

**POLS 597. Directed Comprehensive Studies (3)**

Open by special permission to students electing to complete a Comprehensive Examination in partial fulfillment of the requirements for the Master of Arts Degree.

**POLS 599. Independent Study (1-6)**

*Prerequisite:* *Instructor consent.*

# Psychology

## College of Social and Behavioral Sciences

**Chair:** Carrie Saetermoe

**Sierra Hall (SH) 376**

**(818) 677-2827**

**[www.csun.edu/psychology](http://www.csun.edu/psychology)**

### *Faculty*

Andrew Ainsworth, Tyler Blake, Gabriela Chavira, Sheila Grant, Que Lam Huyah, Sun-Mee Kang, Gary Katz, Ellie Kazemi, Luciana Laganá, Howard Lee, Debbie Ma, Debra Berry Malmberg, Bradley McAuliff, Maura Mitrushina, Shannon Morgan, Janet Oh, Mark Otten, Scott Plunkett, Jill Quilici, Jill Razani, Abraham Rutchick, Carrie Saetermoe, Mark Sergi, Jerry Shaw, Dee Shepherd-Look, Paul Skolnick, Holli Tonyman, Michele Wittig, Erica Wohldmann

### *Emeritus Faculty:*

S. Joyce Brotsky, Donald Butler, Karla Butler, Robert Dear, Richard Docter, Ronald Docter, Jean Elbert, Linda Fidell, Helen Giedt, Donna Hardy, Alice Hawkins, Melvin Hoffman, Patricia Keith-Spiegel, William Knowles, Brennis Lucero-Wagoner, James McMartin, Benjamin Mehlman, Joseph Morris, Roger Moss, Samuel Moss, Samuel Pinneau, Leo Pirojnikoff, Edward Sampson, Mark Sanders, Ruth Sydney Segel, Richard W. Smith, Stanley Summers, James Torcivia, Nora Weckler

### Programs

Undergraduate:

**B.A., Psychology**

**Minor in Psychology**

Graduate:

**M.A., Psychology**

**Option in Behavioral Clinical Psychology**

**Option in Clinical Psychology**

**Option in General Experimental Psychology**

**Option in Human Factors and Applied Psychology**

### Mission Statement

The vision of the Department of Psychology is summed up in one word: "Relevance." The Department of Psychology, housed in a University serving one of the world's most diverse urban regions, is committed to excellence in teaching, research and service to the community. Our mission is to provide students with a strong academic background in psychology, as well as to help them develop professional competence. We encourage students to develop critical-thinking skills, creative abilities, interpersonal skills, ethical values and integrity in an inclusive community in which teaching and mentoring of students is valued. Our courses encourage scholarship, intellectual inquiry, professional achievement and service to the community. Students acquire many skills through field work and service learning as well as involvement in research projects guided by our faculty. We encourage students to gain knowledge and comprehension of the theories, concepts and empirical approaches used in psychology and their application to the human condition. Our Program offers a broad spectrum of theoretical approaches, including biological, developmental, behavioral, individual and social systems, as well as learning and cognitive processes. As part of their academic training, students gain knowledge and understanding of research methodology and the statistical analysis of empirical data. Through the Department's commitment to applied social science research, students obtain the critical core skills necessary to meet the needs of the region, as well as to be competitive in the multicultural marketplace as either members of the workforce or as graduate students.

### The Major

The course of study and the requirements for the B.A. Degree in Psychology provide an opportunity for students who (a) desire to extend their education in the liberal arts with an emphasis in psychology, (b) wish to prepare themselves for graduate work in psychology, or (c) plan to enter one of several professional or occupational fields for which a substantial background in psychology is essential.

### Minors Associated with Psychology

1. **Minor in Psychology.** Students whose major is in another area may complete a Minor in Psychology, selecting course work that complements their major field. Consult a psychology undergraduate advisor for details.
2. **Interdisciplinary Minor in Human Sexuality.** Students wishing to develop an undergraduate specialization in this area may complete a part of their course work in Psychology. Consult the Human Sexuality section of the Catalog for details.
3. **Interdisciplinary Minor in Gerontology.** Students interested in the processes of aging or careers in gerontology should consider this minor. Consult the Gerontology section of the Catalog for details.

### Student Learning Outcomes of the Undergraduate Program

1. Students will demonstrate sufficient communication skills by (a) communicating thoughts, arguments and research work in writing using the tone, grammar and organization appropriate to professional work in psychology; and (b) demonstrating effective oral communication skills in group discussions and class presentations.
2. Students will demonstrate effective collaboration with team members in group activities such as projects, recruiting research participants, collecting data, presenting research findings and/or working in research labs.
3. Students will demonstrate competence in electronic and information technologies by (a) using computational and statistical software, (b) using computers to review abstracts appearing in relevant databases and obtaining full-text versions of the literature relevant to a research topic, (c) paraphrasing, quoting and citing appropriate sources to avoid plagiarism, and (d) effectively using the American Psychological Association (APA) Style Manual.
4. Students will demonstrate critical-thinking skills and skeptical inquiry by evaluating the strengths and weaknesses of current research literature and/or their own research using psychological research methodology.
5. Students will demonstrate sufficient use of statistical analysis, interpretation and presentation of psychological data.
6. Students will demonstrate appropriate and ethical use of human participants by going through the process of participant recruitment and debriefing human participants involved in psychological research.
7. Students will demonstrate knowledge of the theories, concepts and empirical approaches of psychology from diverse perspectives, including biological processes, developmental processes, individual and social processes, and learning and cognitive processes.
8. Students will demonstrate personal, sociocultural and international awareness.
9. Students will demonstrate and apply appropriate knowledge and skills in professional practice through community service and/or research practica.

### Careers

Most careers in psychology require graduate study at the Master's or Doctoral level. However, there are increasing opportunities in business, education and health care for Bachelor's-level psychologists. Appropriate Master's Degree Programs can lead to a wide range of careers, including school psychology, behavior analysis, business applications (human factors psychology and industrial-organizational psychology), clinical



psychology (if one receives appropriate education and obtains a license), and a variety of other careers found in school settings (counseling, testing, research and administration), as well as community mental health clinics, prevention and/or high risk programs for health/lifestyle issues, programs using applied behavior analysis, rehabilitation centers and other health facilities. Psychologists also are employed by nearly all levels of governmental agencies, such as the Department of Education, the Department of Veteran's Affairs, the Department of Defense and the Department of Health and Human Services, as well as state, county and local mental health services. Psychologists who receive their Doctorate may become professors, researchers, consultants, public policy analysts and licensed clinical psychologists.

### Board Certified Behavior Analyst (BCBA®) Program

The Psychology Department's BCBA Program has been approved by the BACB® to meet the course work requirements for eligibility for the Board Certification Exam. Candidates who do not yet have a Master's Degree may apply to the Psychology Department's Master's Program in Clinical Psychology. The BCBA Program is comprised of five 3-unit graduate-level courses and two 1-unit preparatory courses within a 17-unit program (255 classroom hours) formulated to address the Content Areas detailed by the Board. Consult the Program website for details about the Program, answers to frequently asked questions, application procedures and requirements for admission (<http://tseng-college.csun.edu/bcba/bcba.html>).

### Academic Advisement

Contact undergraduate advisors Robert Park and Michelle Street at (818) 677-2952. For graduate program advisement, call (818) 677-2827.

### Requirements for the Bachelor of Arts Degree

#### 1. Lower Division Required Courses (10 units)

|      |     |   |
|------|-----|---|
| MATH | 140 | Introductory Statistics (4)                     |
| PSY  | 150 | Principles of Human Behavior (3)                |
| PSY  | 250 | Physiological Correlates of Human Behavior *(3) |

\*A score of 151 or higher on the English Placement Test is prerequisite to PSY 250.

Supporting courses in Biology, Mathematics, Philosophy and the social sciences are recommended, but not required.

#### 2. Lower Division electives

Lower Division courses other than those specified as required do not count toward a Major in Psychology. These courses exist to inform students about topics of special interest and will count toward the total units required for graduation.

#### 3. Upper Division Required Courses (26 Units)

*Note: Completion of the Lower Division writing requirement is prerequisite to all 300-level courses. Students are advised to complete the Lower Division writing requirement and to take PSY 301, 320/L and 321/L early in their program because these courses are prerequisite to other Upper Division courses required in the Major.*

#### Required courses (9)

|     |       |   |
|-----|-------|---|
| PSY | 301   | Pre-Professional Development in Psychology (1)  |
| PSY | 320/L | Statistical Methods in Psychology and Lab (3/1) |
| PSY | 321/L | Research Methods in Psychology and Lab (3/1)    |

**Breadth Requirement :** One course from each of the following 4 core areas (Clusters) is required:

#### Cluster 1: Clinical/Personality Psychology (3)

##### Choose 1 of the following:

|     |     |                                       |
|-----|-----|---------------------------------------|
| PSY | 310 | Behavior Disorders (3)                |
| PSY | 351 | Behavioral Psychology and Therapy (3) |
| PSY | 353 | Psychological Interventions (3)       |
| PSY | 370 | Personality Psychology (3)            |
| PSY | 380 | Psychology of Stress (3)              |

All courses in the Clinical/Personality Cluster cover the following Student Learning Objectives—1, 2 and 3, and at least one of the remaining objectives.

1. Students will demonstrate knowledge of history, theoretical perspectives (e.g., psychodynamic, trait, humanistic, evolutionary) and research on determining individual differences in personality and the development and maintenance of adaptive and maladaptive behavior.
2. Students will demonstrate knowledge and understanding of assessment, diagnosis or treatment in a cultural context.
3. Students will demonstrate knowledge of specific standards of research and practice established and maintained by the American Psychological Association.
4. Students will demonstrate knowledge of assessment, including test construction, testing standards and various test domains (e.g., objective tests, projective tests, structured interviews, behavioral assessments).
5. Students will demonstrate their understanding and ability to use classification and diagnostic systems (e.g., the DSM) for identifying specific psychopathologies in a multicultural environment.
6. Students will demonstrate knowledge of the intervention and treatment options available for the various clinical disorders, including limitations in general and when applied to certain populations.
7. Students will demonstrate understanding of the different influences determining individual differences and the development of psychopathology (e.g., biological/neurochemical, environmental/learning, cultural context).

### Cluster 2: Cognitive Psychology (3)

#### Choose 1 of the following:

|     |     |                                 |
|-----|-----|---------------------------------|
| PSY | 304 | Cognition and Instruction (3)   |
| PSY | 367 | Cognitive Psychology (3)        |
| PSY | 369 | Applied Cognition (3)           |
| PSY | 382 | Principles of Human Factors (3) |

All courses in the Cognitive Cluster cover the following Student Learning Objectives—1, 2 and 3, and at least two of the remaining objectives.

1. Students will demonstrate knowledge of key content areas in cognitive psychology, including perception, attention and the processes of encoding, storage and retrieval of information.
2. Students will demonstrate knowledge of at least 1 area of complex cognitive processes, including language, imagery, consciousness, metacognition, creativity, reasoning, problem solving and decision making.
3. Students will demonstrate knowledge of the variety of methods used to study human cognition (e.g., reaction time, brain imaging, error analysis, performance accuracy).
4. Students will demonstrate knowledge of major approaches to the study of human cognition, including the constructivist approach, information processing, parallel distributed processing and cognitive neuroscience.
5. Students will demonstrate knowledge of the variety of influences on human cognition, including biology/genetics, the environment and the cultural context.
6. Students will demonstrate knowledge about changes in cognition over the course of the human lifespan.

### Cluster 3: Developmental Psychology (3)

#### Choose 1 of the following:

|     |     |                                 |
|-----|-----|---------------------------------|
| PSY | 313 | Developmental Psychology (3)    |
| PSY | 327 | Infancy and Early Childhood (3) |
| PSY | 335 | Middle Childhood (3)            |
| PSY | 361 | Adolescence (3)                 |
| PSY | 365 | Gerontology (3)                 |

All courses in the Developmental Cluster cover the following Student Learning Objectives—1, 2 and 3, and at least two of the remaining objectives.

1. Students will demonstrate knowledge of key changes in development during specific periods of the lifespan.
2. Students will demonstrate knowledge of the variety of influences on human development, including biology/genetics, the environment and the cultural context.
3. Students will demonstrate knowledge of the variety of methods used to study human development (e.g., longitudinal, cross-sectional).
4. Students will demonstrate knowledge of and apply major approaches to the study of human development (e.g., biological/maturation, environmental/learning, constructivist, cultural context).
5. Students will demonstrate knowledge of the distinction between quantitative and qualitative changes in human development.
6. Students will demonstrate knowledge of individual differences in human development.
7. Students will demonstrate knowledge of the plasticity of human development.

#### Cluster 4: Social Psychology (3)

##### Required course:

PSY 345 Social Psychology (3)

All courses in the Social Cluster cover the following Student Learning Objectives—1, and at least one of the remaining objectives.

1. Students will demonstrate knowledge of the various research methods used by social psychologists.
2. Students will demonstrate knowledge of key concepts in social thinking—how we view ourselves and others—such as the accuracy of impressions, intuitions and explanations.
3. Students will demonstrate knowledge of key concepts in social influence—how our behavior is changed by others—such as persuasion, conformity and attitudes.
4. Students will demonstrate knowledge of key concepts in social relations—how we interact with others—such as attraction, aggression, helping and discrimination.

#### Capstone Requirement (3/2)

##### Choose 1 of the following:

- PSY 471AA-ZZ/S Advanced Inquiry in Clinical/Personality Psychology and Seminar (3/2)
- PSY 473AA-ZZ/S Advanced Inquiry in Neuroscience and Seminar (3/2)
- PSY 475AA-ZZ/S Advanced Inquiry in Developmental Psychology and Seminar (3/2)
- PSY 479AA-ZZ/S Advanced Inquiry in Social Psychology and Seminar (3/2)
- PSY 485AA-ZZ/S Advanced Inquiry in Research and Analysis Methods and Seminar (3/2)
- PSY 488AA-ZZ/S Advanced Inquiry in Cognitive Psychology and Seminar (3/2)

All advanced inquiry Capstone courses cover the following Student Learning Objectives:

1. Students will demonstrate the ability to generate a researchable question.
2. Students will plan and execute a design for research to answer that question (either generating new data or analyzing previously collected data).
3. Students will compile, analyze, evaluate and interpret information relevant to their question (including previously published literature).
4. Students will effectively communicate information in oral, written and graphic forms.
5. Students will evaluate the possibilities for using findings relevant to their research in solving real world problems.
6. Students will recognize and address ethical concerns relevant to their research and the previously published literature.

#### 4. Upper Division electives (6 units or more)

Electives may include the above Upper Division courses not taken to satisfy other requirements or any 300- or 400-level courses in the Department of Psychology. Students may not double-count the above courses as required courses and elective courses. No more than 6 units combined total of PSY 498 (Practicum) and/or PSY 499 (Independent Study) may be counted toward the major. No more than 6 units of PSY 498 and 499 (12 units total) may be counted toward the B.A. Degree. Note that the number of units in Psychology must total at least 42 units; transfer credit for courses that reflect fewer units than those at CSUN must be compensated for in Upper Division Psychology elective units.

**General Education:** PSY 150 (Principles of Human Behavior) and MATH 140 (Introductory Statistics) satisfy both GE and major requirements. Students of Psychology are not exempt from any sections of the General Education program.

|  |     |
|--|-----|
| Total Units in the Major                 | 42  |
| General Education Units                  | 48  |
| Additional Units                         | 30  |
| Total Units required for the B.A. Degree | 120 |

#### Minor in Psychology

##### 1. Lower Division Required Courses (6 Units)

- PSY 150 Principles of Human Behavior (3)
- PSY 250 Physiological Correlates of Human Behavior (3)

##### 2. Upper Division Required Courses (12 Units)

Breadth Requirement: 1 course from each of the following 4 core areas (Clusters) is required:

##### Cluster 1: Clinical/Personality Psychology

###### Choose 1 of the following:

- PSY 310 Behavior Disorders (3)
- PSY 351 Behavioral Psychology and Therapy (3)
- PSY 353 Psychological Interventions (3)
- PSY 370 Personality Psychology (3)
- PSY 380 Psychology of Stress (3)

##### Cluster 2: Cognitive Psychology

###### Choose 1 of the following:

- PSY 304 Cognition and Instruction (3)
- PSY 367 Cognitive Psychology (3)
- PSY 369 Applied Cognitive Psychology (3)
- PSY 382 Principles of Human Factors (3)

##### Cluster 3: Developmental Psychology

###### Choose 1 of the following:

- PSY 313 Developmental Psychology (3)
- PSY 327 Infancy and Early Childhood (3)
- PSY 335 Middle Childhood (3)
- PSY 361 Adolescence (3)
- PSY 365 Gerontology (3)

##### Cluster 4: Social Psychology

###### Required course:

- PSY 345 Social Psychology

##### 3. Upper Division Electives (3 units)

#### Requirements for the M.A. in Psychology

The Department of Psychology offers advanced training in 4 areas of psychology: 1) Behavioral Clinical Psychology, 2) Clinical Psychology, 3) General Experimental Psychology, and 4) Human Factors and Applied Psychology. (School Psychology is an integrated program with the Department of Educational Psychology and Counseling. Persons interested in advanced training in School Psychology should apply

to the Department of Educational Psychology and Counseling in the College of Education.) For details, procedures and requirements for admission to the graduate Options in Clinical, General Experimental, and Human Factors, consult the Department of Psychology Graduate Handbook ([www.csun.edu/psychology](http://www.csun.edu/psychology)). For details, procedures, applications and requirements for admission regarding the option in Behavioral Clinical Psychology consult the Tseng College website (<http://tsengcollege.csun.edu/masters.html>).

#### A. Procedures and Requirements for Admission:

**For Fall admission, the Department deadlines for applications are:**

**Behavioral Clinical Psychology:** For applications, admission requirements and deadlines for the Behavioral Clinical Psychology Option, see the Program website (<http://tsengcollege.csun.edu/masters.html>).

**Clinical Psychology:** Feb. 15

**General Experimental Psychology:** April 1

**Human Factors and Applied Psychology:** April 1

*The Human Factors and Applied Psychology Option also has a Nov. 1 deadline for Spring admission.*

**In addition to University admission requirements, the Psychology Department requires:**

1. Submission of a Psychology Department Graduate Program Application (available from the Psychology Graduate Office or [www.csun.edu/psychology](http://www.csun.edu/psychology)) to be submitted to the Psychology Graduate Office by the above deadlines;
2. Transcripts;
3. Letters of recommendation; and
4. GRE scores.

*Note: Clinical Psychology requires personal interviews for admission. General Experimental Psychology and Human Factors Psychology require consent of a faculty member to serve as research advisor for admission.*

Early application, careful study of the Department of Psychology Graduate Handbook and of the University Catalog, and consultation with the graduate advisor of the Graduate Program Option of interest are strongly recommended.

#### B. Classified Admission and Conditionally Classified Admission:

Participation in any of the Graduate Programs offered by the Department of Psychology is limited to Classified and Conditionally Classified graduate students. Conditionally Classified admission, used sparingly by the Department, is for students who have met all requirements for admission to the Graduate Program except for completion of a course or examination. The Department specifies the conditions to be fulfilled before Classified standing is awarded. Normally, these conditions must be met within the first semester of graduate training. Applicants interested in the Behavioral Clinical Psychology Program are advised to review the admission requirements on the Tseng College website (<http://tsengcollege.csun.edu/masters.html>).

#### C. For Admission to Classified Graduate Status

1. Admission to any of the 4 Graduate Program Options, except as noted in the Department of Psychology Graduate Handbook, generally requires an Undergraduate Degree in Psychology. Applicants who do not have a Degree in Psychology are required to complete certain undergraduate courses prior to acceptance to Classified status. Those who do not have a Degree in Psychology should study the Graduate Handbook and consult with the appropriate Graduate Option Program Coordinator about these requirements.
2. A GPA of 3.0 is required except on approval by the Graduate Committee of the Program Option to which admission is sought. Enrollment is limited. It is not possible to admit all of the qualified students who apply.

3. Completion of the General Test and the Advanced Psychology Test of the Graduate Record Examination (GRE) is required, with satisfactory scores as prescribed by the Graduate Committee of the Option in which Degree work is to be taken. In certain Options, persons with appropriate undergraduate preparation may request waiver of the requirement for the Advanced Psychology Test.
4. Personal interview, prior experience in applied work and satisfactory letters of recommendation are required by some programs. Consult the Department of Psychology Graduate Handbook for more information.
5. General University requirements also must be met. Carefully consult other sections of this catalog for details. These requirements include passing the Upper Division Writing Proficiency Exam (UDWPE) with a score of 8 or higher.

### Master of Arts Options in Psychology

#### A. Behavioral Clinical Psychology

In this 2-year program, students can obtain their M.A. Degree and complete the Behavior Analyst Certification Board (BACB) coursework requirements to practice as Board Certified Behavior Analysts. We emphasize philosophy, theory, science, conceptual framework and methodology that guide clinicians in the field of applied behavior analysis. Students of the Program will be taught how to conduct behavioral assessments and implement and monitor outcome-based interventions following ethical guidelines. The course work incorporates practical training, with a focus on methodology and conceptual understanding of the science of applied behavior analysis. The breadth and scientific rigor of this Program also will provide students with the foundation necessary to pursue Doctoral training. This Program is offered in collaboration with Tseng College of Extended Learning and geared toward working students. (Note: Refer to [www.bacb.com](http://www.bacb.com) for standards and requirements to become eligible to sit for the Board Certification Exam).

#### Required Courses (37 units)

##### Board Required BCBA Eligibility Coursework (19 units)

- PSY 551A Becoming a BCBA: Professional and Certification Issues (1)
- PSY 552 Principles of Applied Behavior Analysis (3)
- PSY 553 Measurement and Experimental Evaluation of Behavior (3)
- PSY 555 Assessment in Applied Behavior Analysis (3)
- PSY 557 Behavior Change Procedures and Systems Support (3)
- PSY 558 Special Topics in Applied Behavior Analysis (3)
- PSY 600 Ethical Practice with Individuals, Families and Multidisciplinary Teams (3)

##### Advanced Concepts, Methods and Practice (12 units)

- PSY 525B Advanced Psychological Measurement (3)
- PSY 629 Concepts and Clinical Application of Behavior Analysis (3)
- PSY 692A Seminar in Research Methodology (3)
- PSY 611 Developmental Psychopathology and ABA Interventions (3)

##### Thesis or Graduate Project (6 units)

- PSY 696 Thesis or Graduate Project (3-3)
- PSY 696 is a 3-unit C-factor course and can be taken in 2 successive semesters, the second year of graduate studies in Behavioral Clinical Psychology. The Thesis process is supervised, guided by the faculty member teaching the course each semester and must be completed within 1 calendar year. In the first semester, students enrolled in the Thesis course will critically read, evaluate and interpret peer-reviewed articles related to their research interests, formulate research hypotheses, choose appropriate research designs for their research questions and write a Thesis Proposal. In the second semester, students will be guided during data collection, data interpretation and final Thesis write-up. Students

will be highly encouraged to submit and present their research findings at professional conferences.

### Optional Courses

XBEH 902 Practicum (1,000 hrs)

Students may enroll in a University-based practicum where they may complete behavior analytic experience hours required for the BCBA Examination. This experience may require supervision and participation in our on-campus or off-campus applied behavioral field work placements.

|   |           |
|---|-----------|
| <b>Total Minimum Units Required for the M.A. Degree in Behavioral Clinical Psychology</b> | <b>37</b> |
|---|-----------|

## B. Clinical Psychology

Clinical Psychology emphasizes theory and practice in psychological assessment and psychological interventions, together with the study of research methods and program evaluation. Students participate in field work placements in clinical settings in our on-campus Community Services Center in Monterey Hall as well as in off-campus placements. In addition, students may opt to engage in independent research programs leading to graduate theses. This Program is designed for students aspiring to enter Doctoral programs in Clinical Psychology and for those seeking Master's-level clinical and research skills. Taken alone, it is not intended as preparation for the independent, unrestricted private practice of clinical psychology, which requires a Doctoral-level license in California and in most other states. (*Note: The Clinical Psychology Program is not a Marriage and Family Therapy (MFT) Program. CSUN's MFT program is offered by the Department of Educational Psychology and Counseling.*)

The Clinical Psychology Program requires students to complete a minimum of 48 units.

### 1. Required Courses (33 units)

#### Clinical Psychology (6 units)

PSY 595A-Z Experimental Topics in Psychology (3)

PSY 605 Introduction to Health Psychology (3)

#### Advanced Psychopathology (6 units)

PSY 610A Advanced Psychopathology—Child (3)

PSY 610B Advanced Psychopathology—Adult (3)

#### Psychological Assessment (8 units)

PSY 625C/L Child/Adolescent Psychological Assessment and Lab (3/1)

PSY 625D/L Adult Psychological Assessment and Lab (3/1)

#### Advanced Psychotherapy Techniques (6 units)

PSY 628 Fundamentals of Psychotherapy (3)

PSY 629 Seminar in Behavior Modification (3)

#### Advanced Statistics and Research Design (7 units)

PSY 420/L Advanced Statistical Methods and Lab (3/1)

PSY 692 Seminar in Research Methodology (3)

#### Field Work (9-15 units)

PSY 655A-Z Field Work in Psychological Services\* (1-5)

Students must enroll in a minimum of 9 units of PSY 655(A-Z) as shown in the course sequence. This requires participation in our on-campus or off-campus clinical field work placements. Students electing not to complete a Master's-level Thesis must enroll in an additional 6 units of PSY 655 Field work beyond the 9 unit minimum for a total of 15 units of field work.

\*May be repeated (up to 4 semesters) and taken for a varying number of units (1-5).

#### Thesis or Graduate Project (6 units)

PSY 698C Thesis or Graduate Project (3-3)

Students may elect to complete a master's level thesis or project as

part of their degree requirements. Specific academic, formatting, and oral defense requirements are found in the Department of Psychology Graduate Handbook. Students who elect not to complete a master's level thesis or project are required to enroll in an additional 6 units of fieldwork beyond the 9 unit required fieldwork experience.

## 2. Comprehensive Examination and Final Oral Examination,

### Deadlines and Grade Requirements

**a. Comprehensive Examination:** Students opting out of a research Thesis will enroll in PSY 697 and will complete a Comprehensive Examination in their second year of study as their Culminating Experience. The examination is conducted by the Graduate Committee of the Area in which the student specializes. For further information, consult the Department of Psychology Graduate Handbook or graduate advisor.

**b. Final Oral Examination (Thesis Option only):** Students electing to complete a Master's Thesis will take an Area Examination in their second year and will have their Thesis defense as their Culminating Experience. Candidates for the M.A. Degree must pass an examination in the Area of their Specialization. This exam is primarily based on the Thesis and is scheduled 2 weeks after the final version of the Thesis is presented to the Graduate Committee.

Total time allowed for completion of the Program is 7 years

from the date of acceptance. Students who intend to interrupt their Program are expected to notify the Department in writing to request prior approval. Those who fail to meet these requirements or who fail to maintain a GPA of 3.0 or greater, are subject to being dropped from the Program.

**First-year evaluation:** An evaluation will be made at the conclusion of the first-year encompassing all aspects of a student's work to determine eligibility to proceed into the second year of the Program.

|  |           |
|--|-----------|
| <b>Total Minimum Units Required for the M.A. Degree in Clinical Psychology</b> | <b>48</b> |
|--|-----------|

## C. General Experimental Psychology

CSUN's General Experimental Psychology Graduate Program Option provides rigorous training in advanced statistical methods, research methods and design, and theory in psychology for students who plan to pursue a Ph.D. in Psychology in a research-focused program. The Program Option is comprised of faculty who are active researchers in their fields, and who are dedicated to training and mentoring students who plan to pursue academic and/or research careers in an array of basic and applied areas of psychology. The application requires applicants to indicate which faculty they would be interested in working with as their Thesis Research Advisor. A faculty member in the General Experimental Program Option must agree to accept a student into their research lab before the Department can accept a student into the Program Option even if the applicant meets all of the other admission requirements. It is therefore advised that applicants review faculty research interests prior to submitting an application.

### 1. Prerequisite

PSY 420/L Advanced Statistical Methods and Lab (3/1)

### 2. Required Courses (23 units)

#### Professional Development/Research Internship (6 units)

PSY 500 Seminar in Professional Development (3-3)

#### Advanced Statistical Methods/Lab (8 units minimum)

Select a minimum of 8 units from the following:

PSY 520/L Advanced Statistical Methods and Lab (3/1)

PSY 524/L Multivariate Statistical Methods and Lab (3/1)

PSY 5 34/L Latent Variable Analysis and Seminar (3/2)

**Advanced Research Methods (3 units)**

**Select 3 units from the following:**

PSY 514 Advanced Experimental Psychology (3)

PSY 692A Seminar in Research Methodology (3)

**Advanced Psychological Theory (6 units)**

**Select a minimum of 6 units from the following:**

PSY 512 Seminar in Developmental Psychology (3)

or PSY 612 Advanced Developmental Psychology (3)

PSY 525 Advanced Psychological Testing (3)

PSY 540 Seminar in Social Psychology (3)

or PSY 640 Advanced Social Psychology I (3)

PSY 5 91A Seminar in Cognitive Psychology (3)

or PSY 691A Advanced Cognitive Psychology (3)

PSY 591B Seminar in Emotion and Motivation (3)

or PSY 691B Advanced Emotion and Motivation (3)

PSY 690A Advanced Sensation and Perception (3)

PSY 690B Advanced Conditioning and Learning (3)

**3. Electives (6 units)**

Students must take a minimum of 6 academic elective units at the 400-, 500- or 600-level. Courses at the 400-level must be preapproved by the student's graduate advisor prior to enrollment.

**4. Thesis (6 Units)**

PSY 696 Directed Graduate Research (3)

PSY 698C Thesis or Graduate Project (3)

Students are required to complete a Master's-level Thesis or Project as part of their Degree requirements. Specific Thesis formatting information and thesis deadlines are found in the Office of Graduate Studies, located in University Hall, Room 265.

**Final Oral Examination:** This examination is based primarily on the thesis and is scheduled 2 weeks after the final version of the Thesis is presented to the student's Graduate Committee.

Total time allowed for completion of the Program is 7 years from the date of acceptance. Students who intend to interrupt their Program are required to notify the Department in writing to request prior approval. Those who fail to meet these requirements or who fail to maintain a GPA of 3.0 or greater are subject to being dropped from the program.

|  |           |
|--|-----------|
| <b>Total Minimum Units Required for the M.A. Degree,<br/>General Experimental Psychology</b> | <b>34</b> |
|--|-----------|

**D. Human Factors and Applied Psychology**

This Program emphasizes the application of advanced psychological theories and methods pertaining to contemporary problems in the design and evaluation of people-technology-environment systems. Objectives are to prepare students to function as effective human factors specialists in industry, government or consultant settings, and to provide a strong foundation for further advanced academic study in human factors and applied psychology. *Note: This is not an Industrial/Organizational Program.* For further information, consult the Department of Psychology Graduate Handbook or graduate advisor.

**1. Required Courses (22 units)**

**Advanced Statistical Methods/Lab (5 units)**

PSY 485AA-ZZ/S Advanced Inquiry in Research and Analysis Methods and Seminar (3/2)

**Advanced Psychological Theory (9 units)**

PSY 656A, B, C or D Seminar in Human Factors Principles and Applications (3-3-3)

**Advanced Research Methods (8 units)**

PSY 678A or B Human Performance Research in Psychology (4)

PSY 682 Subsystem Integration in Human Factors Design (4)

**2. Electives (8 Units)**

Elective courses are selected in consultation with the graduate advisor. Elective courses must be approved by the graduate advisor prior to enrolling in those courses. Elective courses taken without prior approval may not count toward the M.A. Degree.

**Thesis or Graduate Project (6 units)**

**PSY 698C—Thesis or Graduate Project (3-3)**

**a. Final Oral Examination:** This examination is primarily based on the student's thesis or project and is scheduled 2 weeks after the final version of the Thesis or Project is presented to the student's Graduate Thesis Committee.

**b. Time for Completion:** Normally, PSY 698C is taken in 2 successive semesters and the Thesis or Project is completed within 1 calendar year. Exceptions must be petitioned in writing to the Human Factors Option Coordinator and approved by each member of the student's Thesis Committee.

Total time allowed for completion of the Program is 7 years from the date of acceptance. Students who intend to interrupt their Program are required to notify the Psychology Department and the Human Factors Option Coordinator in writing to request prior approval. Students who fail to meet these requirements or who fail to maintain a minimum GPA of 3.0 are subject to dismissal from the Program.

**Course List**

**PSY 150. Principles of Human Behavior (3)**

Designed to give students an understanding and appreciation of the scientific approach to human behavior, thought and action, and to provide the basic conceptual framework for studying the cognitive, emotional and social aspects of human activity. Students are required to spend approximately 2.5 hours during the term in research-related activities. (Available for General Education, Social Sciences.)

**PSY 200. Introduction to Lifespan Psychology (3)**

*Prerequisite: PSY 150.* Introduction to the patterns of growth, change, and stability in behavior that occurs through the entire lifespan. In addition to physical development, this course examines growth and change in intellectual abilities, as well as how interactions with others and social relationships develop from infancy to late adulthood. (Available for General Education, Social Sciences.)

**PSY 230. Introduction to Human Sexual Behavior (3)**

*Prerequisite: ANTH, PSY or SOC 150.* Introductory overview of human sexual function and sexual behavior. Emphasis on the historical and religious background of the prevailing attitudes toward sex in our culture as well as to current sexual practices from the perspective of contemporary social science. Additional topics include sexual values and ethics, love, legal aspects of sexual behavior and eroticism in American culture. (Cross listed with ANTH 230 and SOC 230.)

**PSY 245. Psychology of Social Issues (3)**

Inquiry into the psychological aspects of contemporary social problems. Analysis of psychosocial variables influencing people and a consideration of the conscious and unconscious aspects of motive states underlying current social conflicts. Individually assigned readings, small group discussions and classroom participation required. (Available for General Education, Social Sciences.)

**PSY 250. Physiological Correlates Human Behavior (3)**

*Prerequisites:* PSY 150; *Passing grade in AAS, CHS, PAS or ENGL 098 or eligibility for the Lower Division writing requirement.* Designed for students majoring in Psychology. Development of a greater understanding of the relationship between human behavior and human physiology. Includes basic information about the anatomy and function of the nervous and endocrine systems. Students are required to spend approximately 1.25 hours during the term in research-related activities.

**PSY 265. Psychology of Prejudice (3)**

*Prerequisite:* PSY 150. Consideration of psychologically relevant research and theory relating to prejudice and discrimination. Special emphasis given to African-American, Asian, Jewish, Latina/o and Native American cultures. Topics include institutional racism and discrimination, issues of “reverse discrimination,” culture, ethnicity and language, as well historical victims of prejudice and discrimination. (Available for General Education, Comparative Cultural Studies.)

**Upper Division****Course Prerequisites**

1. Passing grade in AAS, CHS, PAS or ENGL 098 or eligibility for the Lower Division writing requirement.
2. Completion of the Lower Division writing requirement is a prerequisite to all 300-level courses.
3. Passing the Upper Division Writing Proficiency Exam with a score of 8 or higher is a prerequisite for all 400-level courses.
4. PSY 250, 320/L and 321/L are required for many Upper Division courses and are recommended for most others.
5. PSY 301 is prerequisite for all AA-ZZ Advanced Inquiry courses, and is recommended preparation for all Upper Division courses.
6. When taken for the major, the following courses must be taken as corequisites with their 1-unit lab: PSY 320/L and 321/L. Exceptions must be approved by the instructor prior to enrolling.
7. 500-level Psychology courses may be taken for elective credit by undergraduates if the instructor grants permission.

**PSY 301. Pre-Professional Development in Psychology (1)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Course is required course for Psychology Majors. Recommended Preparatory:* PSY 150. This course, required of all Psychology Majors, should be taken as early as possible after declaring Psychology as one’s major. Students will learn about career options for Psychology Majors, preparation for various Post-B.A. career options and preparation techniques for graduate-level (Master’s and higher) education. While the course is designed for Psychology Majors, students contemplating Psychology as a major are encouraged to enroll. (Credit/No Credit only)

**PSY 302. Human Learning in the Formative Years (3)**

*Prerequisite:* PSY 150. *Recommended Preparatory:* PSY 301. Process of learning during infancy, childhood and early adolescence. Topics include concepts of cognitive development, individual problems in learning, the social learning process and the role of motivation.

**PSY 304. Cognitive Psychology and Instruction (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement. Recommended Preparatory:* PSY 301. Introduction to research and theory on how instruction affects student learning. Topics may include development of learning and thinking strategies, instructional methods, learning in subject matter areas, individual differences and classroom processes. Explores implications for education and teacher training. This course fulfills the 300-level Cognitive Psychology Cluster requirement for Psychology Majors.

**PSY 305. Cultural Determinants of Psychological Processes (3)**

*Prerequisite:* PSY 150. *Recommended Preparatory:* PSY 301. Psychological analysis of human emotions, actions and cognitions in relation to the surrounding culture from which they emerge. Interactions between conformity to societal norms, and deviation from them, are examined in depth.

**PSY 306. Health Psychology (3)**

*Prerequisite:* PSY 250. *Recommended Preparatory:* PSY 301. Provides an analysis of the contributions of psychology to medicine. Topics include an analysis of patient/physician interaction, psychological risk factors in illness, behavioral management techniques for disease, psychological intervention in addictive behaviors and psychological promotion of healthy behavior. Intended for both Psychology Majors and students who intend to work in health-related fields.

**PSY 310. Abnormal Psychology (3)**

*Prerequisites:* PSY 150, 250; *Completion of the Lower Division writing requirement. Recommended Preparatory:* PSY 301. Survey of mental disorders, including biological, psychological and social/cultural determinants, as well as psychosocial and pharmacological interventions. This course fulfills the 300-level Clinical/Personality Psychology Cluster requirement for Psychology Majors.

**PSY 312. Psychological Aspects of Parenthood (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement. Recommended Preparatory:* PSY 301. Analysis of motivations and skills necessary for parenthood and the effect of various parental attitudes and practices on the development of the self. Historical presentation of changes in parenting styles, cross-cultural views of parental practices and current information on the results of deviations in parental care. Examination of alternate family styles—single parenting, communal living arrangements and reconstituted families. (Available for General Education, Social Sciences.) (IC)

**PSY 313. Developmental Psychology (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement. Recommended Preparatory:* PSY 301. In the context of examining the development of the whole child, relevant aspects of physical, social, cognitive, linguistic and emotional change are highlighted as part of development from birth to adolescence. Emphasis on the study of the underlying processes and influences on human development. Cultural contexts of development, key changes, continuity and individual differences are examined. Includes evaluation of selected theories, contemporary issues and practical applications. This course fulfills the 300-level Developmental Psychology Cluster requirement for Psychology Majors.

**PSY 317. Psychopharmacology (3)**

*Prerequisites:* PSY 250; *Completion of the Lower Division writing requirement. Recommended Preparatory:* PSY 301. Study of the most commonly used therapeutic and recreational drugs. Physiological effects on the central nervous system and resultant behavior.

**PSY 320/L. Statistical Methods in Psychological Research and Lab (3/1)**

*Prerequisites:* PSY 150, MATH 140 or equivalent. *Corequisite:* PSY 320L. *Recommended Preparatory:* PSY 301. Analysis of statistical decision-making procedures used in psychological research. Lab: Considers problem-solving techniques and computational methods needed to analyze data obtained in psychological experiments. 3 hours lecture-discussion, 2 hours lab per week.

**PSY 321/L. Research Methods in Psychology and Lab (3/1)**

*Prerequisites:* PSY 320/L; *Completion of Lower Division writing requirement. Corequisite:* PSY 321L. *Recommended Preparatory:* PSY 301. Study of principles and techniques used to design and evaluate psychological research using simple and advanced research designs. Lab: Includes use of various research methods in psychology research projects. 2 hours lecture-discussion, 3 hours lab per week.

**PSY 322/L. Computer Applications for Psychologists and Lab (3/1)**

*Prerequisite:* PSY 150. *Corequisite:* PSY 322L. *Recommended Preparatory:* PSY 301. Introduction to the use of computers by psychologists in their clinical practice, research and teaching. Students use personal computers and student versions of state-of-the-art applications programs. No computer experience necessary. 3 hours lecture-discussion, 2 hours lab per week.

**PSY 327. Infancy and Early Childhood (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Relevant aspects of physical, social, cognitive and emotional change are highlighted as part of human development from conception to early childhood (8 years). Emphasis on study of the underlying processes and influences on human development. Cultural contexts of development, key changes, continuity and individual differences are examined. Includes evaluation of selected theories, contemporary issues and practical applications. This course fulfills the 300-level Developmental Psychology Cluster requirement for Psychology Majors. (Cross listed with CADV 327.)

**PSY 335. Middle Childhood (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. This course examines developmental changes in the middle childhood years (7-12 years). Emphasis is on current research and major theories associated with middle childhood development. Cultural contexts of development, key changes, continuity and individual differences are examined. This course fulfills the 300-level Developmental Psychology Cluster requirement for Psychology Majors. (Cross listed with CADV 335.)

**PSY 344. Psychology of Creativity (4)**

*Prerequisite:* PSY 150. *Recommended Preparatory:* PSY 301. Examination of the research on creativity and exploration of the creative process through classroom activities, group projects and the use of technology. Examines the application of creative processes to effective instruction.

**PSY 345. Social Psychology (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Survey of phenomena that affect individual behavior. Topics include attitudes, affiliation, aggression, altruism, person perception, liking, social interaction, social influence and group dynamics. This course fulfills the 300-level Social Psychology Cluster requirement for Psychology Majors.

**PSY 350. Principles of Learning (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Basic procedures and phenomena of behavior change emphasizing respondent and operant conditioning with applications to human behavior.

**PSY 351. Behavioral Psychology and Therapy\* (3)**

*Prerequisites:* PSY 150, PSY 250; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. The focus of this course is on how we learn certain behaviors, why we behave as we do and how human behavior can be modified. Topics include basic concepts, research methods used to study adaptive and maladaptive behaviors, assessment procedures, intervention strategies and outcomes, self-management and ethical considerations in practice. This course fulfills the 300-level Clinical/Personality Psychology Cluster requirement for Psychology Majors.

\*This course serves in a series of courses that prepares students to apply for the Board Certified Assistant Behavior Analyst (BCaBA) Exam.

**PSY 352. Motivation (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Explores basic and acquired motivations that provide the energy to arouse and direct the individual's interactions with society. Discusses research methods in the social sciences. (Available for General Education, Social Sciences.) (IC)

**PSY 353. Psychological Interventions (3)**

*Prerequisites:* PSY 150, 250; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301, PSY 310. This course focuses on the theories and practice of psychological interventions. Topics include scientific bases for psychological interventions and case formulation, cultural and ethnic sensitivity, treatment of special populations, and ethical and legal issues. The course emphasizes current research findings and their implementation in treatment strategies. This course fulfills the 300-level Clinical/Personality Cluster requirement for Psychology Majors.

**PSY 356. Industrial and Organizational Psychology (3)**

*Prerequisite:* PSY 150. *Recommended Preparatory:* PSY 301. An introduction to the major applications of psychology in various organizational and job settings. Representative topics include job selection and training, job enrichment, motivation, team collaboration, leadership, knowledge sharing, environmental design, consumer psychology, psychometrics, social networking and human factors. Consideration is given to individual student work interests and to the application of psychological principles to help advance student career objectives.

**PSY 361. Adolescence (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Analysis of the physical, cognitive, social and emotional changes from puberty to adulthood. Examines contemporary youth culture from a historical and cross-cultural perspective. Discusses evaluation of age norms and deviant development. Project involving some aspect of adolescent development is required. This course fulfills the 300-level Developmental Psychology Cluster requirement for Psychology Majors. (Cross listed with CADV 361.)

**PSY 365. Introduction to Gerontology (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Analysis of the physical, cognitive, social and emotional changes from puberty to adulthood. Study of the changes occurring with age as a result of alterations in physical conditions, economic status, role changes, etc. and the accompanying psychological effects. Students may engage in volunteer activities or advocacy work in community agencies for persons over 55, or in research in memory, quality of life issues, physical health, exercise, etc. This course fulfills the 300-level Developmental Psychology Cluster requirement for Psychology Majors. (Available for General Education, Social Sciences.) (IC)

**PSY 367. Cognitive Psychology (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Analysis of the mechanisms by which people gather and process information from the environment. Basic phenomena of perception and cognition are discussed with an emphasis on experimental studies on such topics as pattern recognition, attention, memory, language, reasoning and problem solving. This course fulfills the 300-level Cognitive Psychology Cluster requirement for Psychology Majors.

**PSY 369. Applied Cognition (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement.* *Recommended Preparatory:* PSY 301. Cognitive psychology is the study of mental processes, such as learning, memory, attention, problem solving

and language. Applied cognitive psychology describes contemporary cognitive theory from the perspective of its application in support of human performance in real-world domains, such as medicine, legal practice, aviation and business, among many others. This course fulfills the 300-level Cognitive Psychology Cluster requirement for Psychology Majors.

**PSY 370. Psychology of Personality (3)**

*Prerequisites:* PSY 150, PSY 250; *Completion of Lower Division writing requirement. Recommended Preparatory:* PSY 301. Human behavior and personality as a function of social, dynamic and biological determinants. Emphasis on social learning conditions that relate to normal and deviant behavior and other relevant contemporary issues. This course fulfills the 300-level Clinical/Personality Psychology Cluster requirement for Psychology Majors.

**PSY 380. Psychology of Stress (3)**

*Prerequisites:* PSY 150, 250; *Completion of Lower Division writing requirement. Recommended Preparatory:* PSY 301. Cognitive, emotional and physiological effects of psychosocial stressors. Emphasis placed on differentiating stress from other motivational constructs and examining contemporary research approaches and techniques of personal stress management. This course fulfills the 300-level Clinical/Personality Psychology Cluster requirement for Psychology Majors.

**PSY 382. Principles of Human Factors (3)**

*Prerequisites:* PSY 150; *Completion of the Lower Division writing requirement. Recommended Preparatory:* PSY 301. Overview of the interdisciplinary field of human factors, a professional specialization that considers how best to accommodate human needs in real world systems. Focuses on cognitive, perceptual, behavioral and physiological principles as they relate to the design of devices, products and systems in order to enhance human performance and satisfaction. Representative topics include principles of information processing, human characteristics and limitations, environmental stressors, user safety and applied research techniques. This course fulfills the 300-level Cognitive Psychology Cluster requirement for Psychology Majors.

**PSY 383. Interpersonal Competence and Group Dynamics (3)**

*Prerequisite:* PSY 150. *Recommended Preparatory:* PSY 301. Lecture-discussion and experiential activities designed to increase knowledge and skill in the areas of interpersonal relations, group dynamics and leadership.

**PSY 384. Dynamics of Leadership (3)**

*Prerequisite:* PSY 383. *Recommended Preparatory:* PSY 301. Examination of basic leadership theory and techniques, dynamics between leaders and group members, communication within the group and within the leadership hierarchy, and organizational management. Includes a practical application of leadership skills through participation in individual and group problem-solving projects.

**PSY 386. The Role of Psychology in the Legal Process (3)**

*Prerequisite:* PSY 150. *Recommended Preparatory:* PSY 301. Critical examination of the relationship between psychology and the legal system. Covers the application of social psychological theory and research to the courtroom; issues in mental health law, such as competency to stand trial and the insanity defense; and legal restrictions on the practice of psychology, including confidentiality and the duty to warn.

**PSY 390A. Peer-Assisted Instruction in Psychology (2)**

*Prerequisites:* PSY 150; *Consent of instructor and Department Chair. Not open to students who have received credit for 390B. Recommended Preparatory:* PSY 301. Preparation and supervised experience as an instructional aide in a selected Lower Division Psychology course. May not be repeated. Credit may be applied to the Major or Minor. (Credit/No Credit only)

**PSY 390B. Peer-Assisted Instruction in Psychology (2)**

*Prerequisites:* PSY 150; *Appropriate Upper Division Psychology courses; consent of instructor and Department Chair. Not open to students who have received credit for 390A. Recommended Preparatory:* PSY 301. Preparation and supervised experience as an instructional aide in a selected Upper Division Psychology course. May not be repeated. Credit may be applied to the Major or Minor. (Credit/No Credit only)

**PSY 406. Developmental Psychopathology\* (3)**

*Prerequisites:* PSY 313; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Study of disorders diagnosed in infancy, childhood or adolescence (e.g., autism, mental retardation, communication disorders) and the empirically validated interventions appropriate for each population. Available for graduate credit with consent of student's graduate advisor. 2 hours lecture-discussion per week. \*This course serves in a series of courses that prepares students to apply for the Board Certified Assistant Behavior Analyst (BCaBA) Exam.

**PSY 409. Advanced Sport Psychology (3)**

*Prerequisite:* Score of 8 or better on Upper Division Writing Proficiency Exam. *Not available to students who have taken KIN 409. Recommended Preparatory:* KIN 306 and/or PSY 150, 301. Addresses the evolution of sport psychology as a science, including the psychological variables associated with successful performance in sport and physical-activity settings. Available for graduate credit with consent of student's graduate advisor. KIN Majors receive Upper Division elective credit toward the KIN Degree in Options that allow electives. (Cross listed as KIN 409.)

**PSY 412. Advanced Developmental Psychology (3)**

*Prerequisites:* PSY 313, 320/L, 321/L; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Critical evaluation of the experimental and theoretical literature in developmental psychology. Selected contemporary and applied issues relevant to children and adolescents are discussed.

**PSY 413. Current Trends in Child Psychology (3)**

*Prerequisite:* PSY 150; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. No credit if PSY 313 has been taken. Recommended Preparatory:* PSY 301. Survey of the major contemporary issues, findings, and theories in child psychology, with a consideration of their broader applications. Project involving some aspect of child development is required.

**PSY 418. Theories of Perception (3)**

*Prerequisites:* *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Critical analysis of theories in sensation and perception, with a consideration of their broader implications.

**PSY 420/L. Advanced Statistical Methods and Lab (3/1)**

*Prerequisites:* PSY 320/L; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Corequisite:* PSY 420L. *Recommended Preparatory:* PSY 301. Explores the relationships between advanced statistical methods and psychological research methods. Advanced techniques of analysis of variance and regression analysis are emphasized. Lab: Considers problem-solving techniques and advanced computational methods needed to analyze data obtained in complex psychological experiments. Consideration given to an individual's particular research interest. 3 hours lecture-discussion, 2 hours lab per week.



**PSY 421A-Z. Workshop in Psychology (1-1-1-1)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Psychology workshops deal with specific psychological topics related to living and adjusting in contemporary society. Encourages relevance and practical application through the use of group discussions, simulations, role-playing, case studies and real-life examples. Maximum of 4 units may be counted toward the Major.

**PSY 425. Origins and Perspectives in Psychology (4)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Considers the present state of the science of psychology within the context of its origins and the key individuals that have influenced the field. Emphasizes discussions of important issues in contemporary psychology and its future. Students complete an approved, supervised comprehensive term-project in response to specific course topics. Course is available for graduate credit with consent of student's graduate advisor. 3 hours lecture/discussion, 1 hour TBA.

**PSY 426. Contemporary Trends in Psychology (3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Trends and issues in current psychological theories and systems.

**PSY 427. Introduction to Psychological Testing (3)**

*Prerequisites:* PSY 320/L; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Basic concepts of psychological measurement as applied to the construction, evaluation and use of group and individual tests of intelligence, aptitude, interest and personality are studied. Demonstrations of the administration, scoring and interpretations of standardized tests are provided.

**PSY 430. Theories of Personality (3)**

*Prerequisites:* PSY 370; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Basic principles of science as applied to the study of personality. Current theories of personality are analyzed in terms of structure, dynamics, and development. Characteristic research and research methods are covered.

**PSY 432. Applied Intergroup Relations and Mediation (4)**

*Prerequisite:* Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301, 345. Seminar examining theories of intergroup relations, inclusion, diversity and equity, and their application in field settings, as well as principles of intergroup conflict mediation and their use. Students apply the theories and principles in supervised field work and complete an approved community based project report, as either a service intern or a research intern.

**PSY 436. Memory (3)**

*Prerequisites:* PSY 321/L; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Introduces classical views and current theories of human memory. Different memory systems are examined. Topics include forgetting and retrieval of memory, repression of memory, eyewitness testimony, amnesia and memory and aging. Covers cognitive processes involved in remembering.

**PSY 440. Thinking (3)**

*Prerequisites:* PSY 321/L; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Survey of cognitive and symbolic processes, including concept formation, judgment, problem solving, creative activity and states of consciousness.

**PSY 442. Communication and Conflict Resolution (3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Sharing of information and meanings in both verbal and nonverbal communication. Strategies of communication for active listening and sending of effective messages in many different contexts—couples, parent-child, group and workplace. Examines differences in communication style as a function of gender, age, social class, position of dominance, etc.

**PSY 445. Applications of Social Psychology (3)**

*Prerequisites:* Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Seminar on social psychological methods, theories and research findings as they apply to understanding and solving behavioral problems and social issues. Topics include physical and mental health, environmental behaviors, prejudice and discrimination, sports, consumerism, education, law, media, organizations, politics, diversity and culture. Completion of projects requiring application of social psychology to a theoretical controversy or practical problem.

**PSY 446. Issues in Social Psychology (3)**

*Prerequisites:* PSY 345; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Critical analysis of basic and applied social psychological theories and issues, and their application in contemporary society.

**PSY 452. Contemporary Issues in Human Sexuality (3)**

*Prerequisites:* PSY 230; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Study of controversial topics in sexual behavior from a socio-psychological standpoint. Varying perspectives of heterosexuality, homosexuality, transexualism, polygamous marriage, non-marital sex and related topics are presented. Both traditional and unconventional viewpoints toward these variant behaviors are examined.

**PSY 453. Psychological Aspects of Human Sexuality (3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Offers a comprehensive and integrated approach to human sexuality. Examines sexual behaviors and attitudes in contemporary society, and includes the physiological basis of sexual function and dysfunction.

**PSY 454. Clinical Psychology (4)**

*Prerequisites:* PSY 310; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Survey of varied approaches to psychotherapy and examination of assessment methods used in research and decision making in clinical settings. Historical development of the field of clinical psychology and related disciplines, and such current professional issues as graduate programs, ethics and delivery of mental health services to the community are explored. Students are expected to complete 20 hours of field work in an agency related to their career objective.

**PSY 455. Ethical, Professional and Legal Standards in Psychology (3)**

*Prerequisites:* PSY 150; Upper Division or Graduate Status in Psychology; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Ethical issues relevant to teaching, research, and application of psychology are reviewed, with an emphasis on the principles of the American Psychological Association's ethics code and related professional standards and guidelines.

**PSY 460. Counseling and Interviewing (3)**

*Prerequisites:* PSY 310; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Intensive study of current approaches to individual counseling and psychotherapy, particularly for students seeking preparation for graduate programs. Format allows students to present research findings, discuss current theories and experience therapy situations through role play and supervised counseling.

**PSY 462. The Development of Language and Thought in the Young Child (3)**

*Prerequisite:* PSY 150; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Analysis of the processes of language and cognitive development and their interactions in young children. Considers problems, issues and implications of these processes for use with children. Evaluation of current theories. Project required.

**PSY 464. Cognitive and Behavioral Intervention Techniques (3)**

*Prerequisites:* *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301, 350. Consideration of some of the major issues and theories of human behavior change, including a critical review of some of the important relevant experiments and areas of application. Includes techniques of modifying cognitive processes and behavior in the medical and clinical settings.

**PSY 465. Psychology of Aging (3)**

*Prerequisites:* PSY 365; *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Comprehensive study of the later years of life, including physical changes, social adaptations, psychological aspects and the interactions among these areas. Successful aging is explored, as well as problem areas. Attention given to intervention strategies and to theoretical formulations. Students are expected to participate in ongoing relationships with the elderly.

**PSY 470. Introduction to Psychobiology (3)**

*Prerequisite:* *Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. Recommended Preparatory:* PSY 301. Consideration of the physiological, biochemical, anatomical and endocrinological aspects of behavior. Discusses traditional theories and current topics in psychobiology.

**PSY 471AA-ZZ/S. Advanced Inquiry in Clinical/Personality Psychology and Seminar (3/2)**

*Prerequisites:* PSY 301, 320/L, 321/L; *Any course from required Clinical Cluster (PSY 310, 351, 353, 370 or 380); Score of 8 or better on the Upper Division Writing Proficiency Exam. Corequisite:* *Corresponding PSY 471AA-ZZ Seminar.* This Capstone course provides advanced study of areas of current interest in sub-areas of Clinical/Personality Psychology. Topics within sub-areas listed below may change each semester. Seminar: Includes student presentation of written and oral reports based on relevant topics from current literature, and intensive student-led discussions of selected research and application of theories. Students will demonstrate knowledge of statistics and research methods obtained in prerequisite courses. Letters indicate sub-areas within Clinical/Personality Psychology. Each may be taken 1 time for credit: (AB) Applied Behavior Analysis, (C) Clinical, (CN) Clinical Neuropsychology, and (P) Personality. Satisfies the Capstone requirement for Psychology Majors. Available for graduate credit with consent of student's graduate advisor. 3 hours lecture, 2 hours seminar.

**PSY 473AA-ZZ/S. Advanced Inquiry in Neuroscience and Seminar (3/2)**

*Prerequisites:* PSY 301, 320/L, 321/L; *Score of 8 or better on the Upper Division Writing Proficiency Exam. Corequisite:* *Corresponding PSY 473AA-ZZ Seminar.* This Capstone course provides advanced study of areas of current interest in sub-areas of Neuroscience. Topics within sub-areas listed below may change each semester. Seminar: Includes student presentation of written and oral reports based on relevant topics from current literature, and intensive student-led discussions of selected research and application of theories. Students will demonstrate knowledge of statistics and research methods obtained in prerequisite courses. Letters indicate sub-areas within Neuroscience. Each may be taken 1 time for credit: (BN) Behavioral Neuroscience, (CN) Cognitive Neuroscience, (NP) Neuropsychology, and (P) Psychopharmacology. Satisfies the Capstone Requirement for Psychology Majors. Available for graduate credit with consent of student's graduate advisor. 3 hours lecture, 2 hours seminar.

**PSY 475AA-ZZ/S. Advanced Inquiry in Developmental Psychology and Seminar (3/2)**

*Prerequisites:* PSY 301, 320/L, 321/L; *Any course from required Developmental Cluster (PSY 313, 327, 335 361 or 365); Score of 8 or better on the Upper Division Writing Proficiency Exam. Corequisite:* *Corresponding PSY 475AA-ZZ Seminar.* This Capstone course provides advanced study of topics of current interest in sub-areas of Developmental Psychology. Topics within sub-areas listed below may change each semester. Seminar: Includes student presentation of written and oral reports based on relevant topics from current literature, and intensive student-led discussions of selected research and application of theories. Students will demonstrate knowledge of statistics and research methods obtained in prerequisite courses. Letters indicate sub-areas within Developmental Psychology. Each may be taken 1 time for credit: (CD) Cognitive Development, (CO) Contexts of Development, (CU) Cultural Contexts of Development, (DM) Developmental Research Methods, (ID) Identity Development, (LD) Language Development, and (SE) Social and Emotional Development. Satisfies the Capstone Requirement for Psychology Majors. Available for graduate credit with consent of student's graduate advisor. 3 hours lecture, 2 hours seminar.

**PSY 479AA-ZZ/S. Advanced Inquiry in Social Psychology and Seminar (3/2)**

*Prerequisites:* PSY 301, 320/L, 321/L, 345; *Score of 8 or better on the Upper Division Writing Proficiency Exam. Corequisite:* *Corresponding PSY 479AA-ZZ Seminar.* This Capstone course provides advanced study of topics of current interest in sub-areas of Social Psychology. Topics within sub-areas listed below may change each semester. Seminar: Includes student presentation of written and oral reports based on relevant topics from current literature, and intensive student-led discussions of selected research and application of theories. Students will demonstrate knowledge of statistics and research methods obtained in prerequisite courses. Letters indicate sub-areas within social psychology. Each may be taken 1 time for credit: (A) Attitudes; (AG) Aggression; (AH) Altruism and Helping; (AI) Attraction and Intimacy; (AS) Applied Social Psychology; (AT) Attribution; (C) Culture; (CO) Conformity and Obedience; (G) Gender; (GS) General Social Psychology; (IR) Intergroup Relations; (P) Persuasion; (PD) Prejudice and Discrimination; (S) Self; and (SC) Social Cognition. Satisfies Capstone Requirement for Psychology Majors. Available for graduate credit with consent of student's graduate advisor. 3 hours lecture, 2 hours seminar.

**PSY 482. Human Factors in Systems Design (3)**

*Prerequisite:* Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 150, 301. Study of applications that illustrate human factors principles and practices in the design of industrial systems, residential environments, and community facilities. Emphasizes designing for human performance and behavior.

**PSY 483. Principles of Human Relations (3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Examination of interpersonal communication and group interaction by using the classroom group as a microcosm. Emphasis on increasing interpersonal competence and on understanding the principles underlying such behavior.

**PSY 483T. Tutorial in Human Relations (1)**

*Prerequisites:* PSY 483; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Supervised projects and field study in the area of human relations.

**PSY 485AA-ZZ/S. Advanced Inquiry in Research and Analysis****Methods and Seminar (3/2)**

*Prerequisites:* PSY 301, 320/L, 321/L; Score of 8 or better on the Upper Division Writing Proficiency Exam. *Corequisite:* Corresponding PSY 485AA-ZZ Seminar. This Capstone course provides advanced study of areas of current interest in sub-areas of Research Methods in psychology. Topics within sub-areas listed below may change each semester. Seminar: Includes student presentation of written and oral reports based on relevant topics from current literature, and intensive student-led discussions of selected research and application of theories. Students will demonstrate knowledge of statistics and research methods obtained in prerequisite courses. Letters indicate sub-areas within Research Methods. Each may be taken one time for credit: (AD) Archival Data, (CS) Case Study, (DA) Discourse Analysis, (ET) Ethnography, (GT) Grounded Theory, (NA) Narrative Analysis, (PA) Participatory Action Research, (QL) Qualitative Methods; (QT) Quantitative Methods; and (SD) Survey Data. Satisfies the Capstone Requirement for Psychology Majors. Available for graduate credit with consent of student's graduate advisor. 3 hours lecture, 2 hours seminar.

**PSY 486SOC. Social Science Career Internship (3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Corequisite:* Enrollment in 1 unit of SBS486: Social Science Career Seminar (contact College of Social and Behavioral Sciences). *Recommended Preparatory:* PSY 301. Social and behavioral science principles are applied to the workplace. At least 9 hours per week of supervised field work are required. Students complete learning contracts and submit written reports related to their internship. (Cross listed with GEOG, PAS, POLS and SOC 486SOC.) (See section on Academic Internships.)

**PSY 487. Psychology of Human Technology Interaction (3)**

*Prerequisites:* PSY 150; Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Seminar focusing on the psychological and behavioral issues in human-technology systems. Principles of cognitive science, human factors and social psychology are applied to the study of human-technology communication processes. Research topics include voice input/speech output, interactive/touch graphic displays, web navigation, knowledge-based problem solving, mobile computing and technology-mediated social networks. User experience evaluations and program improvements are considered. No programming knowledge is required. Available for graduate credit with consent of student's graduate advisor.

**PSY 488AA-ZZ/S. Advanced Inquiry in Cognitive Psychology and Seminar (3/2)**

*Prerequisites:* PSY 301, 320/L, 321/L; Any course from required Cognitive Cluster (PSY 304, 367, 369 or 382); Score of 8 or higher on the Upper Division Writing Proficiency Exam. *Corequisite:* Corresponding PSY 488AA-ZZ Seminar. This Capstone course provides advanced study of topics of current interest in sub-areas of Cognitive Psychology. Topics within sub-areas listed below may change each semester. Seminar: Includes student presentation of written and oral reports based on relevant topics from current literature, and intensive student-led discussions of selected research and application of theories. Students will demonstrate knowledge of statistics and research methods obtained in prerequisite courses. Letters indicate sub-areas within Cognitive Psychology. Each may be taken 1 time for credit: (AC) Attention and Consciousness, (C) General Cognition, (CA) Cognition and Action, (CF) Cognition and Food, (CI) Creativity and Innovation, (DM) Decision Making, (E) Expertise, (HF) Human Factors, (I) Intelligence, (L) Language, (M) Memory, (MI) Mental Imagery, (OP) Origins and Perspectives, (P) Perception, (PM) Pattern Matching, (PS) Problem Solving, and (R) Reasoning. Satisfies the Capstone requirement for Psychology Majors. Available for graduate credit with consent of student's graduate advisor. 3 hours lecture, 2 hours seminar.

**PSY 490/L. Quantitative Research Methods and Lab (3/1)**

*Prerequisites:* PSY 250, 320/L, 321/L; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Corequisite:* PSY 490L. *Recommended Preparatory:* PSY 301. Focuses on quantitative methodologies, statistical analysis of data, the nature of knowledge and writing professional papers in various fields related to mental health. Students read primary resources, conduct an empirical study, write a professional paper and present their work in a common forum. Students also learn to enter, "clean" and transform data when necessary, to determine and apply appropriate statistical tests, and to perform advanced descriptive and inferential statistics on small and large data sets. 3 hours lecture-discussion, 3 hours lab per week.

**PSY 491/L. Qualitative Research Methods and Lab (3/1)**

*Prerequisites:* Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Corequisite:* PSY 491L. *Recommended Preparatory:* PSY 250, 301, 320/L, 321/L, 490/L. Students learn how to design and conduct mental health research that is qualitative in nature and based on interviews, videotapes, real-time observations and other non-quantitative sources of data. Topics may include integrating qualitative data with theory; deciding on a coding scheme; coding of data; interpretation of coded data; writing up qualitative reports for theses, dissertations and publications; and presenting qualitative data at conferences. 2 hours lecture-discussion, 3 hours lab per week.

**PSY 492SOC. Professional Development the Social Sciences I (1)**

*Prerequisites:* PSY 250; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Addresses issues associated with becoming a professional in the social sciences. Discussion of time management, study skills, the role of a researcher, decisions about one's area of interest in research, deciding on a university, presenting at professional conferences, writing a statement of purpose, Curriculum Vita, studying for the GRE and asking for letters of recommendation, among other topics. (Credit/No Credit only)

**PSY 493SOC. Professional Development in the Social Sciences II (1)**

*Prerequisites:* PSY 250, 492SOC; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Students learn, in detail, what it is like to be in a graduate program. Prepares students to be successful while in their graduate program by preparing them to write applications for Institutional Review

Board (IRB) approvals for work with human and animal subjects, writing for publication, and applying for financial aid, scholarships, fellowships, and other sources of funding. (Credit/No Credit only)

**PSY 495A-Z. Tutorial in Psychology (1-4)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Supervised individual projects in selected areas of interest. 6 units maximum may be taken for credit. May be offered to qualified students as a substitute for a required lab or seminar. Sections meeting in small groups for reading and discussion will be offered in the following fields as schedule and staff allow: (A) Teaching, (B) Human Ecology, (C) Counseling and Interviewing, (D) Social Psychology, (E) Human Factors, (F) Animal Behavior, (G) Teacher Training, (H) Applied Cognitive Psychology, (I) Electrophysiology, (J) Neuropsychology, (K) Student Leadership, (M) Linear Models, (S) Stress, (T) Tutoring, and (Z) Zoo research.

**PSY 496A-Z. Experimental Topics Courses in Psychology (1-4)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Experimental courses in psychology, with course content to be determined.

**PSY 497. Proseminar in Psychological Research (1-3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Introduction to psychological research and writing through supervised individual projects and field work. 6 units maximum may be taken for credit.

**PSY 498. Practicum in Psychology (1-3)**

*Prerequisite:* Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. Supervised field work participation in approved community agencies. Written reports and regular conferences with instructor are required. Participation limited to 3 units in each of 4 semesters. 3 units maximum may be applied to the M.A. Degree.

**PSY 499. Independent Study (1-3)**

*Prerequisites:* PSY 150; Completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher. *Recommended Preparatory:* PSY 301. 6 units maximum may be taken for credit.

## Graduate

Note that 300-level courses in psychology do not carry credit toward a Master's Degree in Psychology. Some 400-level courses in Psychology may carry credit for a Master's Degree up to the limits defined by each Graduate Program. Students should see their graduate advisor for details.

**PSY 500. Seminar in Professional Development (3)**

*Prerequisites:* Graduate standing in Psychology. *Advanced undergraduate students may enroll by permission of the instructor and will be graded using the same standards as for graduate students.* Addresses issues associated with being in Master's Programs in Psychology and being a professional in the social sciences. Students receive direct research experience and learn the skills needed to advance to a Doctoral Program. Topics include current research in psychology, writing applications for an Institutional Review Board (IRB), writing for publication, writing a statement of purpose, presenting research at conferences, applying to Doctoral Programs, scholarships, internships, fellowships and teaching opportunities. Students attend scheduled seminars on course topics, and serve outside the course as a research intern to a professor in the Department of Psychology. 1 hour seminar, 2 hours by arrangement each week. (Credit/No Credit only)

**PSY 512. Seminar in Developmental Psychology (3)**

*Prerequisite:* Graduate standing in Psychology. *Advanced undergraduate students may enroll by permission of the instructor. Undergraduate students will be graded using the same standards as for graduate students.* Offers an examination of critical issues and theories in the study of human development. Discussion of selected topics in child and/or adolescent development, including empirical findings and broader applications.

**PSY 513. Human Development: A Lifespan (3)**

Lifespan approach to the individual from infancy to old age, with consideration of biological, psychological and social development. Case studies and other empirical observations focus on the emerging self and the factors that may challenge the development of a well-integrated and flexible sense of self.

**PSY 514. Advanced Experimental Psychology (3)**

*Prerequisites:* PSY 321/L, 420/L. Critical review of current problems in the field of experimental psychology, with emphasis on methods, data and concepts specific to the experimental approach. Lab experience with techniques and equipment used in experimental studies of behavior. 2 hours seminar, 2 hours lab per week.

**PSY 519. Seminar in Autism Spectrum Disorders (3)**

*Prerequisite:* Graduate standing in Psychology. *Advanced undergraduate students may enroll by permission of the instructor and will be graded using the same standards as for graduate students.* This course covers current research on the etiology, assessment techniques and empirically-validated interventions for Autism Spectrum Disorders (ASD), including advanced study of the methodology used to evaluate these techniques. This course is one in a sequence of courses that provide course work requirements to sit for the BCaBA exam. 3 hours seminar per week.

**PSY 520/L. Multivariate Statistical Methods and Lab (3/1)**

*Prerequisite:* PSY 420/L. *Corequisite:* PSY 520L. Study of multiple-response, multifactor regression analysis, multivariate analysis of variance, alternative models in factor analysis and statistical classification methods. Background matrix algebra and computational techniques required in applications. Lab considers problem-solving techniques and advanced computational methods used to analyze multivariate data obtained in psychological experiments. 3 hours seminar; 2 hours lab per week.

**PSY 524/L. Multivariate Analysis Computer and Lab (3/1)**

*Prerequisite:* PSY 420/L. *Corequisite:* PSY 524/L. Analysis of multivariate research data in psychology using packaged computer programs. Covers standard techniques with applications in psychology. Choice of analytic technique is discussed, as are methods of screening data to assure appropriateness of techniques. Lab: Provides direct experience with computing facilities for conducting multivariate analysis and computational methods extending statistical analysis provided by computer output. 3 hours lecture-discussion, 2 hours lab per week.

**PSY 525AA-ZZ. Advanced Psychological Measurement (3)**

*PSY 525AA-ZZ. Prerequisites:* Graduate standing in Psychology; Instructor permission. *Recommended Preparatory:* PSY 427. *Advanced undergraduate students may enroll by permission of the instructor. Undergrads are graded using the same standards used for graduate students.* This course focuses on the theory and practice of advanced psychological measurement as applied to the construction, evaluation and use of group and individual tests. Letter designations (AA-ZZ) represent different offerings of the course. However, each topic includes discussions of classical test theory, item analysis, reliability, validity, factor analysis, modern test theory, ethics and qualifications necessary to conduct psychological measurement and assessment. Students are required to demonstrate obtained skills as part of a final project. Each letter designation (AA-ZZ) may be taken once for credit. 3 hours seminar per week.

**PSY 530. Seminar: Theories of Personality (3)**

*Recommended Preparatory:* PSY 430. Advanced consideration of the theories of personality, with special emphasis on trends and recent research findings.

**PSY 534/S. Latent Variable Analysis (3)**

*Prerequisites:* Graduate standing in Psychology; Instructor consent. *Corequisite:* PSY 534S. *Recommended Preparatory:* PSY 420/L, 524/L. *Advanced undergraduate students may enroll with permission of the instructor and will be graded using the same standards as for graduate students.* Introduction to path models and models hypothesized to be generated by latent (unmeasured) variables. Topics will include path and simultaneous equations models and various latent variable models (e.g., confirmatory, multiple-group, higher-order, mean structure factor analytic models). Parameter estimation, hypothesis testing and other statistical issues will be addressed. Students are required to demonstrate obtained skills as part of a final project.

**Psychology 540. Seminar in Social Psychology (3)**

*Prerequisite:* Graduate standing in psychology. *Advanced undergraduate students may enroll by permission of the instructor. Undergraduate students will be graded using the same standards as for graduate students.* Examines current research and theory in social psychology. Representative topics include attitudes, aggression, altruism and helping, attraction and intimacy, applied social psychology, attribution, culture, conformity and obedience, gender, intergroup relations, persuasion, prejudice and discrimination, self, social cognition and stereotypes.

**PSY 551-A. Becoming a BCBA: Professional and Certification Issues (1)**

This course will introduce students to the Behavior Analyst Certification Board, which has developed eligibility standards to take the BACB Certification Examinations, Renewal and Recertification Standards to maintain certification, Guidelines for Responsible Conduct for Behavior Analysts, Professional Disciplinary Standards with appeal procedures, procedures to approve continuing education providers, and professionally developed and maintained certification examinations.

**PSY 551-B. Becoming a BCBA: Taking the Exam (1)**

This preparatory course helps students review the broad specified content areas and prepare for the Board Certified Behavior Analyst Exam by taking repeated practice tests and obtaining feedback on their progress.

**PSY 552. Principles of Applied Behavior Analysis (3)**

This course is an introduction to basic characteristics, processes, concepts and terminology in applied behavior analysis (ABA) and the learning principles on which ABA is based. Topics include philosophy and assumptions of ABA, choosing and defining target behaviors, positive and negative reinforcement, schedules of reinforcement, extinction, positive and negative punishment, imitation, motivating operations, functional relations, stimulus control, discrimination and generalization, and verbal behavior. Students also learn to interpret and discuss articles from the behavior analytic literature, as well as use self-management techniques.

**PSY 553. Measurement and Experimental Evaluation of Behavior\* (3)**

In this course, students will learn how to design and evaluate experimental interventions, as well as measure, display and interpret results of experimental behavioral interventions. Ethical considerations in the use of behavioral interventions also will be discussed.

*\*This course serves in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.*

**PSY 555. Assessment in Applied Behavior Analysis\* (3)**

*Prerequisites:* Graduate standing in psychology; instructor consent. *Advanced undergraduate students may enroll with instructor's permission.* This course focuses on ethical issues and the primary methods used for behavioral assessment in application of behavior analysis. Students learn to interpret and conduct preference assessments, reinforcer assessments, indirect and descriptive assessments, and functional analyses. Various methods used to collect, graph and interpret data are discussed. Students learn to conduct and write comprehensive functional behavior assessments.

*\*This course serves in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.*

**PSY 556AA-ZZ Current Topics in Human Factors (3)**

*Prerequisites:* Graduate standing in Psychology; Instructor consent. *Advanced undergraduate students may enroll by permission of the instructor. Undergrads are graded using the same standards used for graduate students.* Courses cover current topics in human factors as a science and a profession. Letter designations (AA-ZZ) represent different offerings of the course. Topics are updated frequently to keep current with research and practice in the field. Representative topics include individual differences, expertise, human-computer interaction, job analysis and design, human error measurement and classification, applied systems theory, cognitive workload assessment, virtual work systems and distributed training models. Each letter designation (AA-ZZ) may be taken once for credit.

**PSY 557. Behavior Change Procedures and Systems Support\* (3)**

This course will focus on procedures for behavioral analysts working with students with learning, behavioral, emotional and/or peer relationship problems. Topics include using reinforcement, punishment, extinction, prompting, shaping, chaining, incidental teaching techniques, direct and precision teaching, discrete trials, contingency contracts, token economy, and providing behavior analysis services in collaboration with others. Students also learn to synthesize and analyze research on effective behavioral change and management practices, and to apply the knowledge to classroom and school situations.

*\*This course serves in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.*

**PSY 558. Topics in Behavior Analysis\* (3)**

In this course, students will learn applications of behavior analytic theories, procedures and methods as it pertains to special populations (e.g., children with autism, geriatrics, learners with developmental disabilities). Specific behavioral challenges and research in the selected

topics will be discussed. Emphasis will be placed on evidence-based practices and procedures to eliminate or minimize challenges, teach and increase appropriate behaviors. Given the focus on application, students will be required to conduct and complete a comprehensive written project utilizing behavior analytic principles.

*\*This course serves in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.*

### **PSY 581. Teaching of Psychology (3-3)**

*Prerequisite: Instructor consent.* This course focuses on the theories, skills, preparation and practices required for serving as an instructional aide in Psychology courses. Topics include course preparation, skills for fostering student learning, theories of assessment, effective strategies for improving student writing, using technology in the classroom, diversity, sensitivity and treatment of special populations, as well as ethical and legal issues faced in the classroom. An emphasis will be made on both traditional and recent educational research findings and their implementation for effective teaching. Students attend scheduled seminars on course topics and serve outside the course as a teaching aide to a professor in the Department of Psychology. Available for graduate credit with consent of student's graduate advisor. May be taken for a maximum of 6 units. 1 hour seminar, 2 hours by arrangement each week. (Credit/No Credit only)

### **PSY 582. Human Factors in Product Design (3)**

*Prerequisite: Graduate standing in Psychology. Advanced undergraduate students may enroll by permission of the instructor and will be graded using the same standards as for graduate students.* Application of human factors principles to the design and evaluation of products and services tailored to specific user populations. Translation of user needs into design requirements that match individual differences in cultural factors, performance requirements, behavioral patterns, developmental stages, cognitive styles and group affiliations are considered. The role of the HF specialist in cross-disciplinary collaboration, knowledge management and end-user advocacy are emphasized.

### **Psychology 591A. Seminar in Cognitive Psychology (3)**

*Prerequisite: Graduate standing in psychology. Advanced undergraduate students may enroll by permission of the instructor and will be graded using the same standards as for graduate students.* Offers an in-depth examination of current research and theory in cognition. Representative topics include attention, perception, learning, memory, language, problem solving, creativity, reasoning, decision making and intelligence.

### **Psychology 591B. Seminar in Emotion and Motivation (3)**

*Prerequisites: Graduate standing in Psychology. Advanced undergraduate students may enroll by permission of the instructor and will be graded using the same standards as for graduate students.* Examination of critical issues and theories in emotion and motivation. Discussion of selected topics in emotion and motivation, including empirical findings and broader applications

### **PSY 592B. Seminar in Research Methodology (3)**

*Prerequisites: 15 units of classified graduate work; Instructor consent.* Students develop and carry out research projects in their elective areas and present their ideas, resources and proposed methods of research to the class for critical discussion. Research report written to conform to journal format is required.

### **PSY 594A-Z. Tutorial in Psychology (1-4)**

*Prerequisite: Admission into the Graduate Program or instructor consent.* Tutorial content varies by instructor and related areas of faculty specialty. Sections meet in small groups for reading and discussion to cover topics such as cognition, social psychology, traumatic stress, mental disorders and substance dependence, clinical neuropsychology and human factors design. May be repeated for credit.

### **PSY 595A-Z. Experimental Topics Psychology (1-4)**

*Prerequisite: Admission into the Graduate Program or instructor consent.* Advanced examination of selected studies in psychology with course content to be determined. Topics are presented from a psychological perspective encompassing theory, contemporary research, and intervention alternatives. Course content varies by instructor and related areas of faculty specialty. Courses include such topics as cognition, social psychology, traumatic stress, mental disorders and substance dependence, pediatric psychology, clinical neuropsychology and human factors design.

### **PSY 600. Ethical Practice with Individuals, Families, and Multidisciplinary Teams\* (3)**

*Prerequisites: Graduate standing in Psychology; Instructor consent.* This course focuses on ethical and professional research and practice of behavior analysts and professionals in the field of psychology. Emphasis is placed on ethical guidelines established by Behavior Analyst Certification Board (BACB) and American Psychological Association (APA) through analyzing cases that address working with individuals, families and multidisciplinary teams.

*\*This course serves in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.*

### **PSY 601. Psychological Service Systems (3)**

*Prerequisite: Instructor consent.* Study of the legal, ethical and professional bases for psychological services. Professional roles in various settings are considered with emphasis on school psychological services. Explores design, development and evaluation of alternative human service delivery systems.

### **PSY 602A. Mental Health Models (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Historical, theoretical and evaluative understanding of community and clinical models. Includes study of mental health legislation, funding, cost effectiveness and current issues in the delivery of mental health services. Analysis of types of Community Mental Health Programs.

### **PSY 605. Introduction to Health Psychology (3)**

*Prerequisite: Acceptance into the Graduate Program in Clinical Psychology or instructor consent.* Health psychology is a specialization in clinical psychology devoted to the understanding of the relationships between psychological factors and health and illness. Covers the empirical foundations of several domains of health psychology (e.g., health behaviors and patient compliance, adjustment to chronic and terminal illnesses, substance addiction) and the therapeutic strategies employed for each (e.g., health behavior scheduling, pain management, cognitive-behavioral approaches toward sustained sobriety).

### **PSY 606. Seminar in Exceptionality (4)**

*Prerequisite: Instructor consent.* Study of children who are exceptional intellectually, physically emotionally. Students are required to participate in ongoing programs with exceptional children.

### **PSY 610A, B. Advanced Psychopathology (3, 3)**

*Prerequisite: PSY 310.* State-of-the-science review of the principal methods for assessing psychopathology in children and adults. Discussion of the empirical and theoretical basis of the current DSM. PSY 610A covers child and adolescent psychopathology, while PSY 610B covers adolescent, adult and geriatric populations. Both courses include key issues in retrospective assessment, family history and cultural influences. For each symptom classification, current theoretical and empirical treatment approaches are presented, including the psycho-pharmacological approach.

**PSY 611. Developmental Psychopathology and ABA Interventions\* (3)**

*Prerequisites:* Graduate standing in Psychology; Instructor consent. This course focuses on psychopathology and applied behavior analytic (ABA) interventions across human development. Emphasis is placed on psychopathology and empirically validated interventions to address the behavioral excesses and deficits of each disorder.

*\*This course serves in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.*

**PSY 612. Advanced Developmental Psychology (3)**

*Prerequisites:* PSY 313 or equivalent; Classified graduate status. Examination of current approaches to critical issues and theories relevant to an understanding of developmental processes. Discusses applications of results of these current approaches for psychological service to children.

**PSY 622A/L. Research and Statistical Concepts in Psychological Services (3-3) and Lab (1-1)**

*Prerequisites:* PSY 320/L, 321/L; Admission to the Psychology Clinical Graduate Program. *Corequisite:* PSY 622AL. Conceptual integration of research and statistical methods appropriate for psychological service applications. Lab: Provides direct experience with computing facilities in conducting multivariate analysis appropriate for psychological services applications. 3 hours seminar, 2 hours lab per week.

**PSY 622B/L. Research and Statistical Concepts in Psychological Services (3-3) and Lab (1-1)**

*Prerequisites:* PSY 320/L, 321/L; Admission to Graduate Program in School Psychology or Clinical Psychology. *Corequisite:* 622BL. Conceptual integration of research and statistical methods appropriate for psychological service applications. Lab: Provides direct experience with computing facilities in conducting multivariate analysis appropriate for psychological services applications. 3 hours seminar, 2 hours lab per week.

**PSY 625A/L. Psychological Testing I and Lab (Individual)(3/1)**

*Prerequisites:* PSY 427; Admission to a Master's-level Graduate Program in Psychology (Clinical, General Experimental or Human Factors). *Corequisite:* PSY 625AL. Theory and practice of individual assessment of children and adolescents, focusing on assessment of cognitive abilities and achievement. Supervised practice in test administration, interpretation, integration of data from multiple sources and communication of results. 3 hours lecture, 2 hours lab per week.

**PSY 625 B/L. Psychological Testing II and Lab (Individual)(3/1)**

*Prerequisites:* Admission to a Master's level Graduate Program in Psychology (Clinical, General Experimental or Human Factors). *Corequisites:* PSY 427, 625BL. Theory and practice of individual assessment of children and adolescents, focusing on assessment of behavior and social-emotional functioning. Supervised practice in test administration, interpretation, integration of data from multiple sources and communication of results. 3 hours lecture, 2 hours lab per week.

**PSY 625C/L. Child/Adolescent Psychological Assessment and Lab (3/1)**

*Prerequisites:* Admission to a Master's-level Graduate Program in Psychology (Clinical, General Experimental or Human Factors). *Corequisites:* PSY 427, 625CL. Theory and practice of individual assessment of intelligence and personality in non-clinical children and adolescents, as well as those referred for diagnostic assessment of attention, cognitive, learning and/or social-emotional adjustment issues. Supervised practice in test administration, evaluation, integration of data from multiple sources and communication of results. 3 hours lecture, 2 hours lab per week.

**PSY 625D/L. Adult Psychological Assessment and Lab (3/1)**

*Prerequisites:* PSY 427; Admission to a Master's-level Graduate Program in Psychology (Clinical, General Experimental or Human Factors). *Corequisite:* PSY 625DL. Theory and practice of individual assessment of intelligence and personality in non-clinical adults and with those re-

ferred for diagnostic assessment of attention, cognitive, learning, and/or social-emotional adjustment issues. Supervised practice in test administration, evaluation, integration of data from multiple sources and communication of results. 3 hours lecture, 2 hours lab per week.

**PSY 626. Problems of the Atypical Child (3)**

*Prerequisite:* PSY 625C/L. Application of psychological principles to the study of the atypical child, including a survey of etiological theories. Testing the atypical child. Supervised activity required.

**PSY 628. Fundamentals of Psychotherapy (3)**

*Prerequisite:* PSY 460; instructor consent. Comprehensive review of representative theories of psychotherapy and behavioral readjustment with an evaluation of the assumptions underlying these theories. Emphasis on group work in a community mental health setting. (Some sections are reserved exclusively for M.A. students in the classified graduate programs)

**PSY 629. Concepts and Clinical Application of Behavior Analysis (3)**

*Prerequisites:* Graduate standing in Psychology; Instructor consent. This course focuses on ethical functional behavior assessment and behavior change procedures as they pertain to clinical populations. Students will demonstrate advanced understanding of the philosophy, theories, science and concepts of applied behavior analysis.

**PSY 631. Individual Case Studies in Psychology (3)**

*Prerequisite:* PSY 430. Seminar designed to reach a better understanding of individual personality dynamics and relevant personality theories by a detailed examination of classic and contemporary cases.

**PSY 640. Advanced Social Psychology I (3)**

Extensive coverage of major research and theories advanced in contemporary social psychology, with emphasis on individual behavior as a function of social variables. Topics include interpersonal attraction, person perception and attributional processes, attitude formation and change, social motivation, aggression and altruism.

**PSY 641. Advanced Social Psychology II (3)**

Extensive coverage of major research and theories in contemporary social psychology, with emphasis on group behavior. Topics include cooperation and competition, conformity, leadership, social learning, socialization and environmental social psychology.

**PSY 646. Group Dynamics and Leadership (3)**

*Prerequisites:* PSY 345 and either 442 or 483. Study of interpersonal relations and leadership within various social organizations. Applied methods for group motivation and participation in activities toward accomplishing group goals. Supervised activity required.

**PSY 655A-Z. Fieldwork in Psychological Services (1-5)**

*Prerequisite:* Instructor consent. Taught as an academic, University-based experience designed to accompany students' supervised practica, field work and/or internship. Course content varies as a function of the practicum setting (e.g., hospital, community agency) and client age level (e.g., children, adolescents, adults). May be repeated (up to 4 semesters) and taken for varying number of units (1-5).

**PSY 656A-D. Seminar in Human Factors Principles and Applications (3-3-3-3)**

*Prerequisites:* Graduate standing; Instructor consent. Courses cover current topics in human factors as a science and a profession. Letters A-D represent offerings of the courses with different clusters of topics. Clusters are updated frequently to keep current with research and practice in the field. Representative topics include human-computer interaction, job analysis and design, human error measurement and classification, applied systems theory, cognitive workload assessment, virtual work systems, distributed training models and human movement dynamics.

**PSY 660. Seminar in Counseling (3)**

*Prerequisites: PSY 460; Instructor consent. Recommended Corequisite: PSY 660T. Some sections are reserved exclusively for M.A. Degree students in Classified Graduate Programs.* Examination of current theoretical approaches to counseling with emphasis on applications to individual and group, children, adolescents and families.

**PSY 660T. Tutorial in Counseling (1)**

*Prerequisites: PSY 460; Instructor consent.* Tutorial option for PSY 660. Examination of the problems and techniques of counseling and interviewing. Dynamics of the interpersonal relationship between counselor and counselee in relation to current theories of personality. Intensive supervised individual activity and field work to supplement classroom lectures.

**PSY 678A-B. Human Performance Research in Psychology (4-4)**

*Prerequisite: Instructor consent.* Principles and methods of measuring and evaluating human performance in system design. Topics include the application of lab and simulation techniques, field studies and psychometric and survey techniques to the description of human capabilities and limitations.

**PSY 682. Subsystem Integration in Human Factors Design (4)**

*Prerequisite: Instructor consent.* Project-discussion course on the human factors problems and principles involved in the design of a community service system. Emphasis on incorporating the individual student's subsystem designs into a total integrated system.

**PSY 683. Seminar in Human Relations (3)**

*Prerequisites: PSY 150; Instructor consent.* Social psychological analysis of interpersonal behavior. Analysis of group experience and research on variables involved in interpersonal and group behavior.

**PSY 686. Human Factors in Complex Civil Systems (3)**

*Prerequisite: Instructor consent.* Involves the design of a major variable load-demand, responsive civil system. Emphasis devoted to failure-mode evaluation and analysis, and principles of behavioral engineering. 3 hours per week, plus 1 hour supervised individual projects per week.

**PSY 690A. Advanced Sensation and Perception (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Critical review of current literature, theories, methods and problems concerning sensory and perceptual processes.

**PSY 690B. Advanced Conditioning and Learning (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Critical review of current literature, theories, methods and problems concerning conditioning and learning.

**PSY 691A. Advanced Cognitive Psychology (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Critical review of current literature, theories, methods, and problems concerning thinking processes and communication.

**PSY 691B. Advanced Emotion and Motivation (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Critical review of current literature, theories, methods and problems concerning emotion and motivation.

**PSY 692A. Seminar in Research Methodology (3)**

*Prerequisites: Graduate standing in Psychology; Instructor consent.* This course focuses on advanced research methods in psychology, including review of the scientific approach, research designs and measurement, and threats to validity. Emphasis is on critical analysis of research in terms of the research objective, the adequacy of research design and the justifications for the conclusions.

**PSY 696. Directed Graduate Research (3)****PSY 697. Directed Comprehensive Studies (3)****PSY 698C. Thesis or Graduate Project (3)**

*Prerequisites: Classified graduate status; Instructor consent.* Course may be repeated once.

**PSY 699. Independent Study (1-3)**

*Prerequisites: Written proposals for independent study in areas of special interest to the advanced student must be submitted for Departmental approval prior to registration.*



## Public Administration, Master of

### College of Social and Behavioral Sciences in Collaboration with the Tseng College

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[tsengcollege.csun.edu/mpa](http://tsengcollege.csun.edu/mpa)

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James David Ballard (Sociology), Lawrence Becker (Political Science), Maurice Bisheff, Matthew A. Cahn (Political Science), Sakile Camara (Communication Studies), Warren M. Campbell (Political Science Emeritus), Deborah Ching, Shauna Clark, Kenya Covington (Urban Studies), Ronald A. Davidson (Geography), Herman L. DeBose (Sociology), Alexandra Gerbasi (Sociology), Thomas Hartman (Political Science), Tom Hogen-Esch (Political Science), Paul Krivonos (Communication Studies Emeritus), Daisy Lemus (Communication Studies), Christopher A. Leu (Political Science Emeritus), Mingfang Li (Management), Elan Melamid, Kristy Michaud (Political Science), Henrik P. Minassians (Urban Studies), John Nicoll, David Powell, Boris Ricks (Political Science), Ravi Roy, Martin Saiz (Political Science), Victor Shaw (Sociology), Eric Schockman, Kathryn Sorrells (Communication Studies), Karin Stanford (Pan-African Studies), Jason Stillwell, Ward Thomas (Urban Studies and Planning), Stella Z. Theodoulou (Dean, College of Social and Behavioral Sciences), Zeynep Toker (Urban Studies), Steven Wantz, Bryce Yokomizo,

#### Degree Program

Graduate:

**Master of Public Administration (MPA)**  
**Certificate in Essentials of Public Administration for Public Sector Professionals**

#### Program Overview

The Master of Public Administration Degree Program is entirely funded by student fees and is administered through The Tseng College, hence the designation.

#### Special Sessions Degree

The Master of Public Administration (MPA) is the appropriate professional Degree Program for administrators who are currently employed in the public, private or non-profit sectors and wish to improve their management knowledge and skills. The Program has been designed to provide an academically sound and effective course of study for mid-career professionals who have successfully earned their Baccalaureate or Master's degrees in fields other than Public Administration, but whose career paths and interests have heightened their need for advanced professional study and preparation in Public Administration. Because most MPA students are busy professionals, the program is designed to fit their schedules and is offered in 2 formats—open enrollment and cohort. Students joining the open-enrollment MPA have the flexibility of taking classes at their own convenience. In the cohort model, a group of approximately 25 students moves through the Program as a unit, starting and finishing at the same time. The schedule is fixed and classes, which are offered off campus, are guaranteed for each cohort student.

#### Academic Advisement

For information regarding the on-campus program, contact Alice Lu at (818) 677-5635. For information regarding off-campus cohorts, contact Patti Burleson at (818) 677-3217. The MPA Office fax number is (818) 677-3886.

#### Program Features

**Multidisciplinary Curriculum:** The University MPA Program is multidisciplinary and draws on a wide array of scholarly resources that are most relevant to the changing professional practice of the public administrator.

**Emphasis on Scholarship and Application:** The MPA Program provides a strong academic foundation, while also emphasizing current practical applications. Faculty members include both professors from several University Departments and senior-level public managers.

**Academic Oversight:** The academic oversight of the MPA Program has several interconnected components: the College of Social and Behavioral Sciences, the Department of Political Science, the Program Director and an MPA Program Advisory Board comprised of participating full-time University faculty members. The Program Advisory Board and the MPA Program Director provide the primary academic oversight of the Program.

#### Student Learning Outcomes of the Graduate Program

Completion of the Master of Public Administration (MPA) Degree will provide students with a knowledge and understanding of the following learning outcomes:

##### Critical Thinking and Analytic Skills:

1. Acquire a sophisticated and thorough understanding of the unique challenges, obligations and opportunities of public sector administration in a diverse, dynamic urban context.
2. Develop a foundation of financial management skills required to critically calibrate, analyze, develop, implement and manage budgets and resources in the public sector in an open and ethical manner.
3. Develop the foundational skills and abilities needed to address the essential issues of human resources management to build a strong and effective team in the public sector through effective recruitment that results in sound hiring, retention techniques, staff development, performance evaluation and improvement, progressive discipline and appropriate termination procedures.

##### Collective Decision-Making Skills:

4. Develop the skills and theoretical knowledge needed not only to redesign public sector organizations and staff, and delivery systems, but also to foster cooperation and collaboration across unit lines and with both internal and external community partners.

##### Community and Cultural Skills:

5. Acquire an appreciation of civic engagement through transition from personal development to the recognition that every decision has impact on the community.
6. Develop skills to competently incorporate policy decisions affecting community issues.
7. Understand the importance of service as a catalyst to the improvement of civic life in public and not-for-profit organizational settings.

##### Synthesis Skills:

8. Develop advanced communication skills essential for leadership in the public sector.
9. Develop strong oral communication skills, both in small groups and in larger public contexts.
10. Develop strong written communication skills appropriate to write reports, explain issues and policies, persuasively present initiatives and correspond with colleagues and clients.

## Requirements for the Master's Degree

### A. Admission Requirements

Applicants may be admitted to the University in Classified graduate standing by satisfying the following:

1. Bachelor's Degree from an accredited college or University;
2. Minimum 2.5 GPA in the last 60 semester or (90 quarter units) attempted;
3. Graduate Record Exam for applicants whose GPA is below 3.0. Acceptable GRE scores must be in the 50th percentile or above in any 1 of the 3 portions—verbal, quantitative or analytical;
4. Successful completion of the Upper Division Writing Proficiency Exam (UDWPE); and
5. 2 years of work experience

### B. Graduation Requirements

1. Completion of a minimum of 33 semester units of approved graduate courses;
2. Completion of at least 24 of these units in residence;
3. Completion of all course work with a GPA of at least 3.0; and
4. Completion of a comprehensive examination equivalent to 3 semester units (in addition to the above 33 units of course work).

Students entering the program are required to declare their interest in at least 1 of the 8 Tracks/Specializations that are offered:

Public Sector Management and Leadership; Non-Profit Sector Management; Public Policy Analysis and Management; Performance Management and Productivity in the Public Sector; Geographic Information Systems and Technology; and Health Administration.

#### 1. Required Core Courses (15 units)

|     |     |  |
|-----|-----|--|
| MPA | 610 | Seminar in Public Administration and Its Environment (3) |
| MPA | 620 | Research Methods for Public Administration (3)           |
| MPA | 630 | Organization Theory and Human Behavior (3)               |
| MPA | 644 | Public Budgeting and Financial Administration (3)        |
| MPA | 650 | Seminar in Public Policy Process (3)                     |

#### 2. Elective Courses (18 units)

Select courses from 1 of the following Tracks:

##### Public Sector Management and Leadership Track

|     |      |  |
|-----|------|--|
| MPA | 612A | Intergovernmental Relations (3)  |
| MPA | 622A | Policy Implementation and Program Evaluation (3)                             |
| MPA | 623A | Seminar in Effective Public Sector Management (Required)* (3)                |
| MPA | 623B | Approaches and Methods in Program Evaluation (Prerequisite: MPA 620) (3)     |
| MPA | 623D | Human Resources and the Basics of Competencies Measurement in Government (3) |
| MPA | 632A | Organizational Leadership (3)  |
| MPA | 632B | Strategic Management (3)   |
| MPA | 632C | Communication in Public Organizations (3)                                    |
| MPA | 640  | Public Policy Analysis (3)   |
| MPA | 642A | Ethics and Professionalism (3)   |
| MPA | 642B | Public Sector Labor Relations (3)  |
| MPA | 643  | Human Resources Management (3)   |

\*This is a required course for this Track only.

##### Non-Profit Sector Management Track

|     |      |   |
|-----|------|---|
| MPA | 612A | Intergovernmental Relations (3)                                 |
| MPA | 632D | Overview of Nonprofit Organizational Management (Required)* (3) |
| MPA | 632E | Strategic Planning, Needs Assessment and Program Design (3)     |

|     |      |   |
|-----|------|---|
| MPA | 632F | Issues and Problems in Human Resources, Board and Volunteer Management in Non-Profits (3) |
| MPA | 632G | Non-Profit Finance and Financial Management (3)   |
| MPA | 632H | Funding and Resource Development for Non-Profit Organizations (3)                         |
| MPA | 632I | Program Implementation and Management for Non-Profit Services (3)                         |
| MPA | 640  | Public Policy Analysis (3)  |
| MPA | 642A | Ethics and Professionalism (3)  |

\*This is a required course for this Track only.

##### Public Policy Analysis and Management Track

|     |      |  |
|-----|------|--|
| MPA | 612A | Intergovernmental Relations (3)  |
| MPA | 622A | Policy Implementation and Program Evaluation (3)                         |
| MPA | 623A | Seminar in Effective Public Sector Management (3)                        |
| MPA | 623B | Approaches and Methods in Program Evaluation (Prerequisite: MPA 620) (3) |
| MPA | 623C | Performance Reporting Measures in Government (3)                         |
| MPA | 632B | Strategic Management (3)   |
| MPA | 640  | Public Policy Analysis (Required)*(3)                                    |
| MPA | 642A | Ethics and Professionalism (3)   |
| MPA | 642D | Community and Economic Development (3)                                   |

\*This is a required course for this Track only.

##### Performance Management and Productivity in the Public Sector Track

|     |      |  |
|-----|------|--|
| MPA | 612A | Intergovernmental Relations (3)  |
| MPA | 623A | Seminar in Effective Public Sector Management (Required)* (3)                |
| MPA | 623B | Approaches and Methods in Program Evaluation (Prerequisite: MPA 620) (3)     |
| MPA | 623C | Performance Reporting Measures in Government (3)                             |
| MPA | 623D | Human Resources and the Basics of Competencies Measurement in Government (3) |
| MPA | 623E | Performance Budgeting in the Public Sector (3)                               |
| MPA | 632B | Strategic Management (3)   |
| MPA | 632C | Communication in Public Organizations (3)                                    |
| MPA | 640  | Public Policy Analysis (3)   |

\*This is a required course for this Track only.

##### Geographical Information Systems and Technologies Track

|      |      |                           |
|------|------|---------------------------|
| GEOG | 690A | Special Topics in GIS (3) |
| GEOG | 690B | Spatial Statistics (3)    |
| GEOG | 690C | Digital Cartography (3)   |
| GEOG | 690D | Remote Sensing (3)        |
| GEOG | 690F | Methods in GIS (3)        |
| GEOG | 690G | Applications in GIS (3)   |

##### Health Administration Track

|      |     |  |
|------|-----|--|
| HSCI | 513 | Leadership in Health Administration Practice (3) |
| HSCI | 523 | Seminar in Health Care Organization (3)          |
| HSCI | 613 | Managing Change in Health Care Organizations (3) |

Health Administration elective (choose two from either National or International Track)

##### National Track

|      |     |  |
|------|-----|--|
| HSCI | 510 | Systems for Health Delivery in the U.S. (3)            |
| HSCI | 511 | Health Services Administration Theory and Practice (3) |

##### International Track

|      |     |   |
|------|-----|---|
| HSCI | 515 | Seminar in Health-Care Information Management (3) |
| HSCI | 614 | Health Administration: Financial Management (3)   |

**3. Culminating Experience (3 units)**

MPA 697S Comprehensive Examination (3)

**Special Sessions Public Administration Graduate Credit Certificate**

**Option:** There are 2 graduate Certificate Options available for individuals who are not seeking a Master's Degree in Public Administration but who wish to update and expand their skills. Students must successfully complete all units of course work in the field in which they wish Verification. The Options are described below. However, it is mandatory for students to make formal application to the Program and to meet with staff in the Department Office to receive advisement prior to enrolling for courses.

**Non-Profit Sector Management:** The required courses for the certificate in this track are MPA 632D, 632E, 632F, 632G, 632H and 632 I (18 units)

**Performance Management and Productivity in the Public Sector:** The required courses for the certificate in this track are MPA 620, 623A, 623B, 623C, 623D and 623 E (18 units)

**Certificate in Essentials of Public Administration for Public Sector Professionals**

The Graduate Credit Certificate in Essentials of Public Administration for Public Sector Professionals is designed for individuals seeking to expand their professional skills. This Graduate Certificate allows students to get exposure to the fundamental and essential issues in public administration. There are 6 graduate-level courses required for the 18-unit Certificate, which has been formulated to assist working professionals in a wide variety of public and non-profit agencies in the acquisition of skills required for professional competency in the field of public administration. This Graduate Credit Certificate in Essentials of Public Administration for Public Sector Professionals offered by the Tseng College of Extended Learning will emphasize the essential skills and knowledge in understanding such public sector issues as the institutional foundations of public administration, fundamentals of budgeting, organizational theory and employee motivational strategies and basics of public policy making. Working professionals will be able to use this program as an opportunity to maintain relevancy in a changing field.

**Graduate Certificate in Essentials of Public Administration**

|         |  |
|---------|--|
| MPA 610 | Seminar in Public Administration and Its Environment (3) |
| MPA 620 | Research Methods for Public Administration (3)           |
| MPA 630 | Seminar in Organization Theory and Human Behavior (3)    |
| MPA 644 | Public Budgeting and Financial Administration (3)        |
| MPA 650 | Seminar in Public Policy Process (3)                     |

**Graduate Certificate in Urban Planning**

|          |  |
|----------|--|
| URBS 610 | Contemporary Urban Planning in the United States and California (3)    |
| URBS 620 | Seminar in Comprehensive Planning (3)                                  |
| URBS 630 | Sustainable Development and Environmental Impact Analysis (3)          |
| URBS 640 | Seminar in Planning for Communities and Local Economic Development (3) |
| URBS 650 | Field Project in Urban Planning (3)                                    |

**Course List****MPA 610. Seminar in Public Administration and its Environment (3)**

Introduces graduate students to the major areas within public administration and encourages them to relate this knowledge to their own experience and career. Considers the political, social and economic environment of public administration.

**MPA 612A. Intergovernmental Relations (3)**

Provides an in-depth examination and analysis of the dynamics of the legislative, political and intergovernmental processes. Analyzes the relationships of different levels and branches of government. Lobbying and change agents, decision-making procedures and media impacts are evaluated. Involvement in creating change and impacting decisions through the use of intergovernmental techniques is explored. Explores the roles of the bureaucrat, administrator and legislator at local, state and federal levels.

**MPA 620. Research Methods for Public Administration (3)**

Discusses theory and limits of scientific inquiry, including quantitative and qualitative methods of analysis, and research design and implementation. Encourages critical analysis of the research underlying policy recommendations. Introduces students to a wide variety of social science research techniques and assists them in developing their own research projects.

**MPA 622A. Policy Implementation and Program Evaluation (3)**

Public administration is fundamentally a discipline interested in identifying public problems and implementing successful solutions. This course focuses exclusively on strategies for successful implementation of policy solutions in a competitive policy environment and on mechanisms for evaluating program success.

**MPA 622B. Management of Information Resources (3)**

Examines the history, development and applications of information resources (IR) in the public sector. Provides a framework for understanding the technologies, trends and planning processes, and emphasizes the development of an individualized approach to managing information resources. Examines the role of information resources as an increasingly important management tool.

**MPA 623A. Seminar in Effective Public Sector Management (3)**

This course is designed to introduce students to the effective functioning and management of organizations in the public sector. The course will focus on key management issues in public sector organizations and how to more effectively function in leadership roles in those organizations. Seminar participants are encouraged to relate work-life issues to theoretical perspectives and to bring in examples from their professional experiences to seminar discussions.

**MPA 623B. Approaches and Methods in Program Evaluation (3)**

*Prerequisite: MPA 620.* This course is designed to introduce students to the art and science of program evaluation, in both qualitative and quantitative ways. The course will review the dominant approaches to program evaluation and align these approaches to the social science research methods students study in MPA 620.

**MPA 623C. Performance Reporting Measures in Government (3)**

*Prerequisite: MPA 620.* This course focuses on methods and strategies for designing performance measures and indicators, and effective ways for measuring organizational outcomes. Students will be introduced to the art and science of government performance measurement in both qualitative and quantitative ways. The course will review the dominant approaches to performance measurement and align these approaches to the social science research methods studied in MPA 620.

**MPA 623D. Human Resources and the Basics of Competencies Measurement in Government (3)**

This course will strategically look at the area of human resources and its link to firm performance through the balanced scorecard method. Specifically, students will learn how to develop the balanced scorecard and use it in the analysis of human resource decisions. Students will learn how to analyze the various human resource functional areas and measure the overall worth of these areas.

**MPA 623E. Performance Budgeting in the Public Sector (3)**

The demand by public officials to determine the efficiency and effectiveness of public service delivery and the way in which the organization allocates its resources has led to a greater emphasis in the utilization of performance measurement techniques. This course provides students with a foundation in the concepts, terminology and methods of public sector budgeting and financial administration. Various techniques of budgeting, including line item, performance, program and zero-base, are covered in this course, with an emphasis on performance budgeting. By using real-world examples, students will evaluate various approaches to public budgeting and analyze how performance measures may be incorporated into the public budgeting environment.

**MPA 630. Organization Theory and Human Behavior (3)**

Traces the historical development of organization theory. Examines contemporary approaches to the study of organization. Discusses the various concepts, issues and approaches to the study of organizational behavior. Considers such concepts and processes as decision making, power, conflict, communication, leadership, motivation, group effectiveness, organizational change and personal and organizational autonomy.

**MPA 632A. Organizational Leadership (3)**

Explores the theories and styles of leadership. Students become familiar with and work toward the incorporation of the traits and habits of effective leaders. Reviews the necessary qualities required of and challenges and ethical dilemmas facing leaders in the public sector today.

**MPA 632B. Strategic Management (3)**

Examines how managers guide their organization in establishing goals, setting priorities, coordinating disparate activities and how they adjust to a changing environment. Class produces actual strategic plans.

**MPA 632C. Communication in Public Organizations (3)**

Highlights the function of communication as the life blood of public and non-profit organizations, examining the nature of such communication issues as organizational culture, communication networks and message distortion, communication climate, communication and conflict, new communication technologies and communication during crisis situations as these impact public and non-profit organizations.

**MPA 632D. Overview of Nonprofit Organizational Management (3)**

Designed to meet the needs of the professional administrator who works within the growing not-for-profit sector and also of the governmental employee who may work in cooperation with non-profit sector. Governance through boards of directors, impacts of public policy, planning and policy formulation, funding and social marketing, effective partnership with business and government agencies, and challenges of motivation and leadership are examined.

**MPA 632E. Strategic Planning, Needs Assessment and Program Design (3)**

Examines the critical interconnection among strategic goals and objectives, including community needs assessment, program design and evaluation to the organization's mission. Students will gain knowledge of the strategic-planning process through an experiential approach that creates the mission, identifies long-range goals and develops objectives and action plans. Provides students exposure to the full cycle of organizational activities to examine organizational effectiveness by exploring approaches to community needs assessment and building a program and evaluation process based on the needs assessment.

**MPA 632F. Issues and Problems in Human Resources, Board and Volunteer Management in Non-Profits (3)**

This course is an introduction to the aggregate of human resource management process in complex organizations. The course will focus on current policy issues and problems that challenge today's human resource specialists, supervisors and managers. Further, beyond the internal focus, the course also will examine the external human resources brought to non-profit organizations by governing boards and volunteers. Students will study important policy issues for their political, legal, social, ethical and organizational ramifications.

**MPA 632G. Non-Profit Finance and Financial Management (3)**

This course will expose the student to non-profit financial management concepts and practices, including the framework for budgeting, financial analysis, internal controls and reporting. Students will engage in exercises and learn to use tools for financial management. The course will introduce and cement the partnership between non-profit programming and effective financial management, and identify the intersections among governance, programmatic vision and financial practices.

**MPA 632H. Funding and Resource Development for Non-Profit Organizations (3)**

This course examines how fund-raising works and fits into non-profit management as a whole. Students will learn what must be in place before a non-profit organization raises money; how to plan and implement various approaches to raising funds, including grant writing, events and major gifts; and how to develop, manage and evaluate an annual fund-raising plan.

**MPA 632I. Program Implementation and Management for Non-Profit Services (3)**

Examines the policies, strategies and the decision-making process to support successful program implementation from a manager's perspective. Non-profit policy formulation places emphasis on training managers to develop and analyze problems, both in terms of choosing goals and organizing resources to achieve them. Students will be given the opportunity to formulate strategic implementation considerations using environmental analysis, resource assessment, goal determination, program planning and evaluation and performance overview. This course will concentrate on the process of implementing programs and the role of advocacy in achieving programmatic and overall mission attainment.

**MPA 640. Public Policy Analysis (3)**

Focuses on the methods and models of policy analysis used by public administrators. Emphasis on developing a perspective for putting social problems in the context of market and government failures. The basics of cost-benefit analysis and its application also are examined.

**MPA 642A. Ethics and Professionalism (3)**

Examines ethical issues and cases relevant to public administration. Focuses on professional relationships and responsibilities. Analyzes wider questions of public power, violence, deception and justice for their important relevance to public administration. Prepares students to analyze and confront ethical challenges in their professional life.

**MPA 642B. Public Sector Labor Relations (3)**

Accelerated intensive study of labor-relations concepts and role-playing participation in labor/management negotiation and formal arbitration.

**MPA 642D. Community and Economic Development (3)**

The questions of community and economic development are inter-related and more important than ever. How can practitioners facilitate community growth and change? What approaches are fruitful in promoting economic development, and what effect might this have on community development? Cultivation of such community development skills as intercultural communication, group facilitation and collaborative planning. Explores economic development tools, such as assessment, strategies to induce investment and ways to assess the social costs and benefits of economic development.

**MPA 643. Human Resources Management (3)**

Focuses on the development of public service concepts, including personnel methods, testing and recruitment; interaction with other management functions and with the executive and legislative processes; human resources allocation; employee motivation and evaluation; manpower planning and forecasting; employee relations; affirmative action programs; and career planning and development.

**MPA 644. Public Budgeting and Financial Administration (3)**

Discusses budgeting processes and administrative control, including various techniques of budgeting; line item, performance, program and zero base; fiscal policy in implementing public policy; public revenues; sources and effect of principle taxes; intergovernmental aspects of revenue problems; and revenue sharing.

**MPA 650. Public Policy Process (3)**

Examines the formation of the public policies that government agencies must carry out. Traces the process of problem identification, agenda setting, policy proposal and adoption. Includes both legislative and regulatory policies. Explores the role of public managers as active participants in the policy-making process.

**MPA 697S. Comprehensive Examination (3)**

Students selecting this Option prepare for examination in General Public Administration and in 2 Specialized Subfields.

# Public Sector Management

College of Social and Behavioral Sciences in  
Collaboration with the Tseng College

**Associate Director: Ravi Roy**  
**Bookstore Complex (BK)**  
**(818) 677-3909**  
**tsengcollege.csun.edu/psm**

## Faculty

Bernardo Attias (Communication Studies), James David Ballard (Sociology), Lawrence Becker (Political Science), Matthew Cahn (Political Science), Herman DeBose (Sociology), Nancy Grass Hemmert (Communication Studies), Thomas Hogen-Esh (Political Science), Paul Krivonos (Communication Studies), Daisy Lemus (Communication Studies), Henrik Minassians (Urban Studies and Planning), Rex Mitchell (Management), Karen Peck (Communication Studies), Jon Sager (Management), Martin Saiz (Political Science), Talin Saroukhanian (Political Science), Stephen Schuster (Management), Victor Shaw (Sociology), Paula Silva (Management), Ward Thomas (Urban Studies and Planning), Zeynep Tokar (Urban Studies and Planning)

## Degree Programs

Undergraduate :

**B.A., Public Sector Management**  
**Administration of the Public Sector Management Program**

## Special Session Degree

The Program is administrated through The Tseng College (hence, the designation of Special Session Degree) and is entirely funded by student fees and payments. Financial aid is available for qualified students. The College of Social and Behavioral Science is the academic sponsor of the PSM Program.

## Academic Advisement

Please contact Scott Dunlap at (818) 677-7763.

## Admission To the Program

In order to be admitted to the Program, students must have completed 60 units transferable to the CSU system and be General Education certified. The Director of the Public Sector Management Program will evaluate and approve students prior to formal admission to the Program.

## Program Overview

The B.A. Degree Program in Public Sector Management is designed for students who wish to gain an understanding of the policy and management issues of government and non-profit organizations, and their impact on the communities they serve. Students, while being exposed to the political context in which public sector decisions are made, will be given the tools to analyze, develop and implement governmental structures and processes, formulate and effectively present policy and administrative decisions, and understand how to work within the boundaries of available human, fiscal and technological resources. In addition, students will acquire the communication and management skills necessary for success in any career endeavor.

## The Multidisciplinary Curriculum

The Program is multidisciplinary and draws on a wide array of scholarly resources that are most relevant to the changing need of public sector management in order to offer students the opportunity to develop a comprehensive set of competencies required for success in the public and not-for-profit arenas. The Department of Political Science in the College of Social and Behavioral Science,

the Department of Communication Studies in the College of Arts, Media and Communication, and the Department of Management in the College of Business and Economics offer all Core courses in the Program. In addition, the Departments of Sociology and Urban Studies and Planning, both in the College of Social and Behavioral Science, offer elective courses, as do the Departments of Political Science and Communication Studies.

## Student Learning Outcomes of the Undergraduate Program

Students successfully accomplishing the B.A. Degree in Public Sector Management will acquire and demonstrate an overview and in-depth understanding of the fields of public policy, management and communication by developing the following skills:

1. Communicate both orally and in written format in a clear, succinct and persuasive manner public policy observations, interpretations and ideas;
2. Analyze an issue and its causes, and, within the public policy process, form, implement and assess the effectiveness of appropriate strategies;
3. Effectively articulate the mission and goals of their organizations, aligning resources, priorities and plans in support of those ideals;
4. Utilize effective management strategies and tools to deal with the social phenomena and challenges confronting the public sector;
5. Form alliances and connections across cultural boundaries, uniting diverse perspectives into a common purpose for improvement within the organization and the community;
6. Succeed in supervisory/managerial roles, leading by example to enhance work performance and accurately assessing agency and employee needs;
7. Managing conflict effectively, encouraging a variety of ideas and opinions, to guide others to reach consensus; and
8. Ethically face issues and maintain the public trust.

## Requirements for the Bachelor of Arts Degree in Public Sector Management

The PSM Program is composed of 20 Upper Division undergraduate courses (60 semester credit hours) offered in a predetermined sequence in cohort format. To earn the Bachelor of Arts Degree in Public Sector Management, a student must be formally admitted to one of the Program's cohorts and complete all the course work specified below. Assignments within courses are designed to focus on issues pertinent to public sector management and build upon each other as the students progress through the Program. A general sequence of courses is presented below.

### Required Courses and Electives:

|      |         |  |
|------|---------|--|
| COMS | 309     | Advanced Public Speaking ( <i>Upper Division GE</i> ) (3)                |
| COMS | 323     | Group Communication ( <i>Upper Division GE</i> ) (3)                     |
| COMS | 356     | Intercultural Communication<br>( <i>Upper Division GE</i> ) (3)          |
| or   | SOC 307 | Ethnic Diversity in American Society<br>( <i>Upper Division GE</i> ) (3) |
| COMS | 454     | Communication and Technology (3)   |
| COMS | 495     | Internship in Organizational Communication (3)                           |
| POLS | 360     | Public Administration (3)  |
| MGT  | 360     | Management and Organizational Behavior (3)                               |
| MGT  | 370     | Management Skills Development (3)  |
| MGT  | 454     | Leadership, Power and Politics (3)                                       |
| MGT  | 460     | Strategic Human Resources Management (3)                                 |
| POLS | 361     | Introduction to Public Policy (3)  |
| POLS | 372/L   | Principles and Methods of Political Science/Lab (3)                      |
| POLS | 406     | Fundamentals of Policy Analysis (3)                                      |

|            |                                 |  |
|------------|---------------------------------|--|
| POLS       | 407                             | Policy Implementation and Program Evaluation (3) |
| POLS       | 462                             | Ethics in Politics and Administration (3)        |
| POLS       | 466                             | Politics of Public Spending (3)                  |
| POLS       | 498C                            | Internships, Field Assignments and Reports (3)   |
| Elective 1 | To be determined; See below (3) |  |
| Elective 2 | To be determined; See below (3) |  |
| Elective 3 | To be determined; See below (3) |  |

|                    |           |
|--------------------|-----------|
| <b>Total Units</b> | <b>60</b> |
|--------------------|-----------|

As required for completion of any of the University's Baccalaureate Degree Programs, in addition to course work, students must pass the University's Upper Division Writing Proficiency Exam. Students are also required to meet Title 5 requirements to graduate. It is strongly recommended that the latter requirement be met before entering the Program.

**How the Electives Work in the Cohort Context:** Since the PSM Program is offered in the cohort format, all members of a given cohort will take the same set of 2 electives. Issues relevant to each cohort will determine the choice of electives. Electives will be selected by the public sector agency that is partnering with CSUN to make the cohort available to its employees in collaboration with the PSM Director. In some instances, the PSM Director, in collaboration with the PSM advisory group, may determine cohort electives or, less frequently, the cohort participants themselves may select the elective package during the first term. Elective courses will articulate with the Program's Core course work and, together with the Core course work, help lay the foundation for the final 2 courses in the Program—the Field Assignments and Internship.

### Elective Courses (15 units)

Possible clusters of electives that might be used for a given cohort based on professional focus are listed below.

#### Managing in Diverse State and Local Governments

|      |     |                                 |
|------|-----|---------------------------------|
| COMS | 321 | Rhetorical Discourse (3)        |
| POLS | 403 | State and Local Governments (3) |
| SOC  | 350 | Population Dynamics (3)         |

#### Public Policy in Urban Context

|      |     |  |
|------|-----|--|
| POLS | 380 | Los Angeles: Past, Present, Future (3) |
| POLS | 404 | Urban Politics (3)                     |
| URBS | 430 | Urban Administrative Systems (3)       |

#### Influences, Externalities and Making Policy

|      |     |                                 |
|------|-----|---------------------------------|
| POLS | 403 | State and Local Governments (3) |
| POLS | 441 | Interest Groups (3)             |
| POLS | 443 | The Legislative Process (3)     |

#### Policy Formulation and Implementation in Different Contexts

|      |     |                                     |
|------|-----|-------------------------------------|
| POLS | 458 | Administrative Law (3)              |
| POLS | 463 | Public Personnel Administration (3) |
| POLS | 464 | Comparative Public Policy (3)       |

#### Work, Organizations and Human Resources

|      |     |                             |
|------|-----|-----------------------------|
| COMS | 321 | Rhetorical Discourse (3)    |
| SOC  | 400 | Organizational Analysis (3) |
| SOC  | 325 | Sex Roles and Work (3)      |

#### Working in a Diverse Environment

|      |     |                             |
|------|-----|-----------------------------|
| SOC  | 305 | Culture and Personality (3) |
| SOC  | 390 | Race Relations (3)          |
| URBS | 420 | Urban Behavior Systems (3)  |

#### Additional electives:

|     |     |                             |
|-----|-----|-----------------------------|
| SOC | 340 | Sociology of Work (3)       |
| SOC | 355 | Criminology (3)             |
| SOC | 401 | Class, Status and Power (3) |
| SOC | 410 | Urban Sociology (3)         |
| SOC | 418 | Women and Crime (3)         |
| SOC | 440 | Sociology of Aging (3)      |
| SOC | 474 | Corrections (3)             |

|  |            |
|--|------------|
| <b>Total Units in the Major</b>                  | <b>60</b>  |
| <b>General Education</b>                         | <b>48</b>  |
| <b>Additional Units</b>                          | <b>12</b>  |
| <b>Total Units Required for the B.A. Degree:</b> | <b>120</b> |

## Queer Studies

### College of Humanities

**Coordinator: Greg Knotts**  
**Sierra Hall 194**  
**(818) 677-6762**  
**www.csun.edu/qs**

**Interdisciplinary Program**  
**Minor in Queer Studies**

#### The Minor

The Queer Studies Program is an Interdisciplinary Minor that questions normative constructions of sexuality and gender. The Minor focuses on histories, contemporary experiences and community-based knowledge of lesbians, gay men, bisexuals, transgender people, intersexed people, queers and others who occupy non-heterosexist and gender non-normative positionalities. The Program explores how these subjects intersect and collide with national, ethnic, racial, gender, class and other identifications. It provides an academic home for those who wish to study the intellectual, cultural and material conditions that have shaped our current understandings of sexuality and gender variation, as well as for those who wish to generate new, resistant theories and practices.

#### Academic Advisement

The Queer Studies Program helps students select the Program and courses that best satisfy their individual needs and interests. Contact Coordinator Greg Knotts at (818) 677- 6762 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a minor in Queer Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

#### Requirements for the Queer Studies Minor

Minor students must take QS 301, 302 and 3 elective courses for a letter grade. QS 490 can be taken for a letter grade or for credit/no credit for all students.

##### 1. Upper Division Required Courses (9 units)

|    |     |  |
|----|-----|--|
| QS | 301 | Perspectives in Queer Studies (3)                            |
| QS | 302 | L.A. in Transit: Communities, Organizations and Politics (3) |
| QS | 490 | Queer Studies Senior Capstone (3)                            |

##### 2. Upper Division Electives (9 units)

|      |        |   |
|------|--------|---|
| AAS  | 455    | Asian American Sexuality (3)  |
| GWS  | 410    | Sex, Lies and Media (3)   |
| GWS  | 430    | Global Sexualities (3)  |
| ENGL | 368    | Gay Male Writers (3)  |
| ENGL | 369    | Lesbian Writers (3)   |
| PHIL | 406    | Philosophy of Sex, Gender, Sexuality (3)                              |
| QS   | 401A-Z | Advanced Topics in Queer Studies (3)                                  |
| QS   | 499    | Queer Studies Independent Study (3)                                   |
| SOC  | 452    | Sociology of Lesbian, Gay, Bisexual and Transgendered Communities (3) |

Or Other elective courses as approved by the Program Coordinator.

|                    |           |
|--------------------|-----------|
| <b>Total Units</b> | <b>18</b> |
|--------------------|-----------|

## Course List

### QS 113A. Approaches to University Writing A (3)

*Prerequisite: EPT score of 120-141. Corequisite: UNIV 061.* Expository prose writing with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113A. Students are required to also enroll in UNIV 061 (1 credit) or equivalent. Individual tutoring is available through the Learning Resource Center.

### QS 113B. Approaches to University Writing B (3)

*Prerequisite: QS 113A. Corequisite: UNIV 062.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 113B. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

### QS 114A. Approaches to University Writing A (3)

*Prerequisite: EPT score of 142-150.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114A. Individual tutoring is available through the Learning Resource Center.

### QS 114B. Approaches to University Writing B (3)

*Prerequisite: QS 114A.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 114B. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)

### QS 115. Approaches to University Writing (3)

*Prerequisite: EPT score of 151 or higher.* Expository prose writing, with a focus on both content and form. Specific emphases include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, PAS or QS 115. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading/Expository Writing.) (IC)



**QS 301. Perspectives in Queer Studies (3)**

This course introduces students to the current theories and histories in queer studies, including such closely related fields as transgender studies. The course also introduces students to the scope of queer studies, to scholarly, community-based and activist resources, and to the varied interdisciplinary, methodological and theoretical paradigms in the field. (Available for General Education, Comparative Cultural Studies.)

**QS 302. L.A. in Transit: Communities, Organizations and Politics (3)**

This course provides students with a broad understanding of lesbian, gay, bisexual, transgender, intersexed and queer communities, organizations and politics in Los Angeles, with attention to how these are shaped by nationality, race, ethnicity, gender, class and other identifications. (Available for General Education, Lifelong Learning.) (IC)

**QS 401A-Z. Advanced Topics in Queer Studies (3)**

Intensive study of selected topics in queer studies, such as queer theory, transgender theory, queer issues in education, queer popular culture, the queer diaspora and the globalization and medicalization of sex and gender. Topics change from semester to semester. May be repeated for credit with instructor's consent.

**QS 490. Queer Studies Senior Capstone (3)**

Students develop and complete theoretically informed individualized research projects in queer studies in a structured setting. The project will include peer and instructor feedback and guidance on selecting an appropriate topic; conducting research, drafting and revising the project; and presenting the completed project. Course may be offered online or in a classroom setting.

**QS 499. Queer Studies Independent Study (3)**

Queer Studies independent study is for advanced students who are interested in working on an independent project with a faculty sponsor. The student needs to complete an Independent Study Form with the approval signature from the faculty sponsor and the Queer Studies Coordinator.

# Recreation and Tourism Management

## College of Health and Human Development

**Chair: Al Wright**  
**Redwood Hall (RE) 250**  
**(818) 677-3202**  
**www.csun.edu/hhd/rtm**

### Staff

Pat Tabidian

### Faculty

Mechelle Best, Craig Finney, Joong Won Lee, Dianne Philibosian,  
 Jan Tolan, Veda Ward, Alan Wright, JimmyXie

### Emeritus Faculty

John Bullaro, Jack Foley, George Welton,

### Programs

Undergraduate:

- B.S., Tourism, Hospitality and Recreation Management**
- Therapeutic Recreation Option**
- Minor in Recreation**

Graduate

- M.S. Tourism, Hospitality and Recreation on Management**

### Mission Statement

The Department of Recreation and Tourism Management at CSUN provides a challenging, student learning-centered educational experience that prepares professionals with a commitment to enhancing the quality of life through recreation, leisure and play.

### The Major

The Department of Recreation and Tourism Management prepares students for full-time entry level positions in a wide range of career settings. The Major emphasizes the importance of high-quality recreation, tourism and play experiences as a means for improving the quality of life of individuals, families, local communities and organizations. The Department of Recreation and Tourism Management offers many exciting general education courses as well as the professional preparation Major Degree tracks. Students in the Major develop leadership, program-planning and management skills necessary to be prepared to successfully meet the challenging career settings of the 21st century. Many of our B.S. degree graduates go on to enter our Graduate Degree Programs for those career paths that require advanced study.

**Therapeutic Recreation Option (B.S. Degree Program):** The recreation therapist is prepared to utilize recreation as a treatment and education modality for children, youth, adults and older adults with physical, cognitive, emotional and/or social disabilities in clinical, residential and community settings. Recreation therapy programs are designed to facilitate positive changes within individuals with disabilities and to enable them to enjoy health, well-being and independent leisure lifestyles. Therapists must be able to assess clients' needs and abilities and apply appropriate intervention strategies. Students in this Option will complete clinical/community Recreation Therapy practicum and internship experiences. Graduates are encouraged to sit for both state and national certification exams.

**Recreation, Hospitality and Tourism Management (B.S. Degree Program):** A critical element in working in the global market today is understanding and working comfortably with diverse groups. Recreation professionals can make a difference in the quality of life for all citizens by encouraging and facilitating the positive use of leisure time, whether that is while at home, traveling, engaging in recreation, recreational sport or entertainment. The Recreation and Tourism

Management Degree Program educates students in leisure and play theory, event planning, leadership, management and working with diverse groups, while embracing sustainability of resources while participating in leisure-time pursuits. Students complete practicum and internship experiences in various leisure-service settings in the for-profit, government and non-profit sectors.

### The Minor

This Program provides a basic framework of skills and understandings of leisure and recreation services as described in the B.S. Degree Programs. Students completing the Minor will be able to perform such services in support of professional roles in related fields.

### Careers

Recreation and Tourism Management graduates have many career paths within the human services industries to pursue. Included in this vast array of career opportunities are adventure travel coordinators, hotel management, tour guides and interpreters, tourism destination specialists, convention coordinators, cruise ship activity directors, event planners and coordinators, recreational sport and entertainment facility management, entrepreneurs, intramural/campus recreational sport and campus life directors.

Other graduates chose paths in the outdoors, municipal recreation and non-profit sectors of the profession. These professional areas offer such careers as recreation therapy specialists, recreation center directors, recreation center specialists, outdoor education specialists, camp directors, nature interpreters, aquatic specialists, play center facilitation/directors and employee recreation services and sport directors.

Finally, other graduates find fulfilling careers in such professional settings as military recreation, correctional recreation, campus student unions, religious youth recreation, fund development, community youth recreation and sport agencies and recreation therapy.

### Academic Advisement

Recreation and Tourism Management faculty listed above are available each semester for academic advisement prior to registration. Meeting with a faculty member of your choice who has the expertise that represents your career objectives is encouraged and can take place during their regular faculty office hours. The undergraduate and graduate advisors are Mechelle Best, Craig Finney, Joong Won Lee, Dianne Philibosian, Jan Tolan, Veda Ward, Al Wright and Jimmy Xie.

Upon completion of the academic advisement session, students' "registration hard hold" is lifted and students then may participate in the registration process as scheduled by the University.

### Student Learning Outcomes of the Undergraduate Program

1. Students will demonstrate critical thinking, including analysis, synthesis and evaluation in the fields of play, leisure, recreation, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through 600 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in emotional intelligence while pursuing their Degree(s) objectives as measured by an emotional intelligence survey instrument at point of entry and exit from the Degree Program.

## Requirements for Bachelor of Science Degree

### Grade Requirements for Core Classes

Undergraduate Majors in Recreation and Tourism Management are required to earn a grade of "C" or better in each of the Core classes for the units to be counted as progress toward a Degree.

Each class can be repeated once to improve the grade. Subsequent retakes must be appealed to the Department of Recreation and Tourism faculty. First Aid and CPR certification (non-online) are required at time of graduation.

### Professional Preparation Opportunities

Professional learning experiences are offered to students throughout the Program. Experiential education and community service learning opportunities are included in course work. Students are provided the opportunity to engage in a wide variety of leisure organizations..

### Internship

All students enroll in a capstone 600-hour (6 units) senior internship. To ensure the highest quality internship experience possible, the Department requires all students to have completed all 200- and 300-level courses prior to enrollment in the internship program. However it is strongly encouraged that the senior internship experience be taken as the culminating learning opportunity toward the B.S. Degree. See your academic advisor for further requirements.

Students consult with faculty in their Option regarding policies and procedures governing practical experience. Multiple professional certifications are both possible and encouraged through judicious selection of field placements and elective course work.

### Recreation Management (60 units)

The Department is committed to providing a generalist framework from which students may seek one or more professional certifications. See advisor for specific career preparation patterns. Electives are selected in consultation with and approved by the Departmental academic advisor.

#### 1. Lower Division Core (9 units)

|     |       |  |
|-----|-------|--|
| RTM | 202/L | Planning Programs and Events for the Recreational Experience and Lab (2/1) |
| RTM | 204   | Foundations of Recreation Therapy and Special Populations (3)              |
| RTM | 278   | Recreation and Leisure in Contemporary Society (3)                         |

#### 2. Upper Division Core (27 units)

|     |        |   |
|-----|--------|---|
| RTM | 300    | Recreation and Community Development (3)                      |
| RTM | 302    | Dynamics of Leadership in Recreation and Human Services (3)   |
| RTM | 303    | Promotion of the Recreation Experience (3)                    |
| RTM | 304    | Entrepreneurial Ventures in Recreation and Human Services (3) |
| RTM | 402    | Models of Play, Recreation and Leisure (3)                    |
| RTM | 403    | Evaluation Research in Recreation and Human Services (3)      |
| RTM | 490    | Challenges in Leisure Services Seminar (3)                    |
| RTM | 494ABC | Senior Internship (6)   |

#### 3. Electives (minimum of 15 units)

|     |         |  |
|-----|---------|--|
| RTM | 251     | Recreation and the Natural Environment (3)             |
| RTM | 280     | Organizing Campus Recreation and Sport (3)             |
| RTM | 294CS/L | Recreation Service Learning Theory and Practicum (1/2) |
| RTM | 305     | Dynamics of Early Childhood Play (3)                   |
| RTM | 310/L   | Adventure Recreation and Human Relations and Lab (2/1) |
| RTM | 314     | Leisure Aspects of the Hospitality Industry (3)        |
| RTM | 330     | Women, Leisure and Ethnicity in the U.S. (3)           |
| RTM | 351     | Practices of Outdoor and Environmental Education (3)   |

|     |       |   |
|-----|-------|---|
| RTM | 352   | Play and Human Potential (3)  |
| RTM | 353/L | Literature of the Wilderness Experience (2/1)                                   |
| RTM | 375A  | Recreation Therapy Programming and Adaptive Techniques (3)                      |
| RTM | 375B  | Recreation Therapy Leadership and Programming (3)                               |
| RTM | 405   | Play and the Exceptional Child (3)  |
| RTM | 406/L | Enhancing Childhood Creativity (2/1)  |
| RTM | 415   | Leisure and Aging (3)   |
| RTM | 444   | Non-Profit Organizations and Fund-Development in Leisure and Human Services (3) |
| RTM | 452/L | Outdoor Recreation Leadership and Lab (3/2)                                     |
| RTM | 475   | Recreation Therapy Process Management (3)                                       |
| RTM | 480   | Recreational Tourism (3)  |

#### Choose up to 2 units from the following:

|     |       |                                      |
|-----|-------|--------------------------------------|
| RTM | 151A  | Backpacking (2)                      |
| RTM | 151B  | Rock Climbing and Mountaineering (2) |
| RTM | 151C  | Winter Mountaineering (2)            |
| RTM | 151D  | Flat-Water Boating (2)               |
| RTM | 151E  | Whitewater Boating (2)               |
| RTM | 151F  | Survival (2)                         |
| RTM | 151G  | Challenge/Ropes Courses (2)          |
| RTM | 151H  | Caving (2)                           |
| RTM | 265   | Water Skiing and Wakeboarding (1)    |
| RTM | 267/L | Sailing (1/1)                        |

#### Choose up to 3 units from the following:

|     |        |                                   |
|-----|--------|-----------------------------------|
| RTM | 398A   | Supervised Individual Project (1) |
| RTM | 498A   | Field Assignment and Reports (1)  |
| RTM | 498B   | Field Assignment and Reports (2)  |
| RTM | 499A-C | Independent Study (1-3)           |

Up to 6 elective units may be selected in career-related courses outside the Department subject to the approval of the Departmental advisor.

|   |              |
|---|--------------|
| <b>Total Units in the Major</b>                     | <b>60</b>    |
| <b>General Education (Maximum Overlap 12 Units)</b> | <b>48</b>    |
| <b>Additional Units</b>                             | <b>15-27</b> |
| <b>Total Units Required for the B.A. Degree:</b>    | <b>120</b>   |

### Option in Therapeutic Recreation (27 units)

#### 1. Lower Division Required Courses (6 units)

|      |         |                             |
|------|---------|-----------------------------|
| BIOL | 211/212 | Human Anatomy and Lab (2/1) |
| BIOL | 281     | Human Physiology (3)        |

#### 2. Upper Division Required Courses (12 units)

|     |      |  |
|-----|------|--|
| PSY | 310  | Behavioral Disorders (3)                                   |
| RTM | 375A | Recreation Therapy Programming and Adaptive Techniques (3) |
| RTM | 375B | Recreation Therapy Programming and Leadership (3)          |
| RTM | 475  | Recreation Therapy Process Management (3)                  |

#### 3. Electives (9)

##### Choose 9 units from the following:

|      |       |   |
|------|-------|---|
| ART  | 481   | Art as Therapy (3)  |
| CD   | 345   | Hearing Science (3)   |
| EPC  | 451   | Fundamentals of Counseling and Guidance (3)                 |
| FCS  | 425   | Independent Living for Elderly and Disabled Individuals (3) |
| HSCI | 312   | Health Administration (3)                                   |
| HSCI | 336   | Health Aspects of Drug Use (3)                              |
| KIN  | 230/L | Introduction to Adapted Physical Education and Lab (2/1)    |

|      |       |  |
|------|-------|--|
| KIN  | 311/L | Individual Program Design, Adapted P.E. and Lab (2/1)    |
| KIN  | 329/L | Motor Learning and Development and Lab (2/1)             |
| KIN  | 346   | Physiology of Exercise (3)                               |
| KIN  | 347   | Individual and Special Physical Education (3)            |
| KIN  | 429   | Perceptual-Motor Problems of the Atypical Student (3)    |
| MUS  | 483   | Music in Therapy (3)                                     |
| PSY  | 313   | Developmental Psychology (3)                             |
| PSY  | 317   | Psychopharmacology (3)                                   |
| PSY  | 345   | Social Psychology (3)                                    |
| PSY  | 365   | Introduction to Gerontology (3)                          |
| PSY  | 370   | Dynamics of Individual Behavior (3)                      |
| PSY  | 383   | Interpersonal Competence and Group Dynamics (3)          |
| PSY  | 406   | Developmental Disability (4)                             |
| PSY  | 407   | Medical Psychology (4)                                   |
| PSY  | 461   | Adolescence (3)  |
| PSY  | 465   | Aging (4)  |
| RTM  | 405   | Play for the Exceptional Child (3)                       |
| RTM  | 415   | Leisure and Aging (3)                                    |
| SOC  | 304   | Sociology of Deviance (3)                                |
| SOC  | 305   | Culture and Personality (3)                              |
| SOC  | 345   | Social Psychology (3)                                    |
| SOC  | 348   | Juvenile Delinquency (3)                                 |
| SOC  | 355   | Criminology (3)  |
| SOC  | 440   | Sociology of Aging (3)                                   |
| SOC  | 445   | Social-Psychological Aspects of Health-Care Problems (3) |
| SOC  | 474   | Contemporary Treatment of Law Violators (2/1)            |
| SPED | 160   | American Sign Language (4)                               |
| SPED | 360   | American Deaf Culture (3)                                |
| SPED | 400   | Introduction to Special Education (3)                    |

Other courses may be selected with Department major advisor.

#### 4. Requirements For Certification:

In order to meet the requirements for national certification as a Certified Therapeutic Recreation Specialist, students also must complete a course in human lifespan development from childhood through senescence. Students should seek advisement regarding acceptable courses.

|  |              |
|--|--------------|
| <b>Total Units in the Major</b>                    | <b>63</b>    |
| <b>GE Units (Maximum GE Double-Count, 6 units)</b> | <b>40-52</b> |
| <b>Total Units Required for the B.A. Degree</b>    | <b>120</b>   |

### Minor in Recreation

#### 1. Required Core (12 units)

|        |       |  |
|--------|-------|--|
| RTM    | 202/L | Planning Programs and Events for the Recreational Experience and Lab (2/1) |
| RTM    | 204   | Foundations of Therapeutic Recreation and Special Populations (3)          |
| RTM    | 251   | Recreation and the Natural Environment (3)                                 |
| RTM    | 305   | Dynamics of Childhood Play (3)   |
| or RTM | 352   | Play and Human Potential (3)   |

#### 2. Electives (12 units)

##### Choose 12 units from the following:

|     |         |   |
|-----|---------|---|
| RTM | 280     | Organizing Campus Recreation and Sport (3)                                  |
| RTM | 294CS/L | Recreation Service Learning Theory and Practicum (1/2)                      |
| RTM | 300     | Recreation and Community Development (3)                                    |
| RTM | 302     | Dynamics of Leadership in Recreation and Human Services (3)                 |
| RTM | 305     | Dynamics of Early Childhood Play (3)  |
| RTM | 314     | Leisure Aspects of the Hospitality Industry (3)                             |
| RTM | 351     | Outdoor and Environmental Education (3)                                     |
| RTM | 352     | Play and Human Potential (3)  |
| RTM | 405     | Play and the Exceptional Child (3)  |
| RTM | 415     | Leisure and Aging (3)   |
| RTM | 431     | Leisure Education (3)   |
| RTM | 444     | Non-Profit Organizations and Fund-Development in Leisure/Human Services (3) |
| RTM | 480     | Recreational Tourism: Issues and Trends (3)                                 |

|   |           |
|---|-----------|
| <b>Total Units Required for the Minor</b> | <b>24</b> |
|---|-----------|

### Master of Science Degree in Recreation

The Master's Degree Program is intended for persons interested in developing and/or improving their knowledge of recreational sport management or tourism management. It is designed for those seeking advancement in their career settings or a change in career settings. The selection of courses allows students to "specialize" in either: a) Recreational Sport/Campus Recreation Management; or b) Tourism Management. Students progress through the Program as a cohort and are actively engaged in courses and internships on evenings and weekends.

#### Requirements for Admission to the Program

Bachelor's Degree in Recreation, Hospitality, Travel and Tourism, Recreational Sport Management or allied field(s). Students not so qualified must successfully complete a prescribed program with a GPA of 3.0. University requirements must be met for promotion to Classified status. Graduate admission in the Fall semester only.

#### Requirements for Completion of the Program

Students will complete 15 units of required Core classes, 12 elective units in their selected track (Recreational Sport Management or Tourism Management) and 3 additional units of approved electives for a total of 30 units. The Core classes include 2 internship experiences of 2 units each. A 2-unit directed comprehensive studies course (comprehensive examination) based on the internship experiences is the culminating experience for the Degree and will be completed during the last semester of enrollment in the Program. Students also have the option of completing a Graduate Project or Thesis. A grade of "B" or better in each graduate course is required for the units be counted as progress toward Degree requirements.

**1. Required Courses (15 units)**

|            |   |
|------------|---|
| RTM 540    | Human Resources in Recreational Sport and Tourism (3)         |
| RTM 550    | Marketing and Promotion in Recreational Sport and Tourism (3) |
| RTM 684    | Advanced Research Method and Design (3)                       |
| RTM 693A   | Supervised Internship I (2)                                   |
| RTM 693B   | Supervised Internship II (2)                                  |
| RTM 697    | Directed Comprehensive Studies (2)                            |
| or RTM 698 | Graduate Project or Thesis (2)                                |

**Seminars For Recreational Sport Graduate Majors (12 units)**

|         |   |
|---------|---|
| RTM 520 | Trends and Issues in Recreational Sport (3)               |
| RTM 560 | Facility Design in Recreational Sport (3)                 |
| RTM 600 | Law, Risk Management and Ethics in Recreational Sport (3) |
| RTM 620 | Organizational Theory in Recreational Sport (3)           |

**Seminars For Hospitality, Travel And Tourism Graduate Majors (12 units)**

|         |   |
|---------|---|
| RTM 510 | Trends and Issues in Hospitality and Tourism (3)                          |
| RTM 530 | Cultural Aspects and Global Perspectives in Tourism (3)                   |
| RTM 580 | Seminar in Tourism Planning: A Cultural and International Perspective (3) |
| RTM 610 | Sustainable Tourism (3)   |

**2. Electives (3 units, according To specialization)**

To be chosen with the approval of the Graduate Faculty Advisor.

**Course List****RTM 150. Introduction to Outdoor Education in the Back Country (1)**

*Prerequisite: Restricted to Kinesiology Majors.* Introduction to safe back country camping and travel, including elements of trip preparation; cross-country navigation; effects of environmental conditions of cold, heat and altitude on the human body; and nutrition and environmental hazards. Emphasis on safety, environmental awareness and minimizing environmental impact. Arranged field trips are required.

**RTM 151A. Backpacking (2)**

Introduction to backpacking as an outdoor pursuit. Emphasis on proper use of equipment and safety of participants in the natural environment. This course is designed to give students a general overview of and experience in backpacking and spending time in the back country. Arranged field trips are required.

**RTM 151B. Rock Climbing and Mountaineering (2)**

Basic elements of rock climbing, mountaineering and alpine travel will be examined, including climbing ethics, fitness and the physiological effects of environmental stress and work at high altitudes. Emphasis will be on safety, proper use of equipment, climbing technique and minimizing impacts on the natural environment. Arranged field trips are required.

**RTM 151C. Winter Mountaineering (2)**

Advanced instruction in mountaineering and travel in the back country, with particular emphasis on snow and ice climbing, avalanche prediction, physical effects of high altitudes and winter camping skills. Emphasis is on technique, proper use of equipment, environmental practices and safety. Arranged field trips are required.

**RTM 151D. Flat-Water Boating (2)**

Introduction to safe travel by kayak or canoe on lakes, rivers and oceans. Includes equipment, navigation and techniques for flat-water boating and emergency self-rescue. Emphasis will be on safety, environmental awareness and skill development. Arranged field trips are required.

**RTM 151E. Whitewater Boating (2)**

Advanced instruction on travel by kayak, canoe or raft on lakes, rivers or oceans. Includes techniques for whitewater boating, analysis of water hydraulics, equipment, navigation and emergency self-rescue. Emphasis will be on safety, environmental awareness and skill development. Arranged field trips are required.

**RTM 151F. Survival (2)**

Studies in the skills essential for wilderness survival in a variety of physical environments. Includes topics of shelters, water, navigation and edible plants and animals. Emphasis on techniques with primitive technologies, environmental conservation and safety. Arranged field trips are required.

**RTM 151G. Challenge/Ropes Courses (2)**

Introduction to the safe operation of challenge/ropes course activities for outdoor experience. Emphasis on proper use of equipment and safety of both high- and low-component challenge courses. This course is designed to give students a general overview of and experience in the practice of group challenges utilizing initiatives and high ropes elements. Arranged field trips are required.

**RTM 151H. Caving (2)**

Introduction to the safe exploration of caves and the underground environment, including cave formations and features, techniques and special hazards. Emphasis on safety techniques for horizontal and vertical caves, environmental awareness and skill development. Arranged field trips are required.

**RTM 202/L. Planning Programs and Events for Recreation****Experiences and Lab (2/1)**

*Prerequisite: Lower Division writing requirement; Corequisite: RTM 202L.* Overview of the program- and event-planning processes as they relate to the provision of human and leisure services through play, recreation and leisure experiences for a variety of service recipients and settings. Lab experiences applying skills and principles addressed.

**RTM 204. Introduction to Recreation Therapy (3)**

Study of the nature and function of recreation in a variety of agencies and settings. Overview of the physical, cognitive, affective and social characteristics of a variety of individuals with special needs, with emphasis on planning and adapting recreation programs both in clinical and community/inclusive settings. Participation in field work is required.

**RTM 251. Recreation and the Natural Environment (3)**

Study of recreational use of outdoor/natural areas and the trends creating changing patterns of use. Overview of human, animal and vehicular impacts on the outdoor recreation resources. (Available for General Education, Applied Arts and Sciences.) (1C)

**RTM 265. Water Skiing and Wakeboarding (1)**

*Prerequisite: Basic swimming skills.* Develops proficiency in water skiing skills, including wakeboarding, with an emphasis on safety and the proper use of equipment.

**RTM 267/L. Sailing and Lab (1/1)**

*Prerequisite: Elementary swimming skills. Corequisite: RTM 267L.* Development of the skills and art of sailing, including the development of basic seamanship, small boat handling competency, safety procedures and regulations and introductions to competitive sailing and ocean cruising. 1 hour lecture, 2 hours lab per week.

**RTM 278. Recreation and Leisure in Contemporary Society (3)**

Investigation of the contributions of play, leisure and recreation to the social, psychological and economic well-being of individuals and groups, incorporating local, regional, national and international perspectives. Regular written assignments are required. Recreation and Tourism Major requirement. (Available for General Education, Lifelong Learning.)

**RTM 280. Organizing Campus Recreation and Sport (3)**

Overview of the concepts and applications for effective campus recreation and sport programming and administration. Of value to current and future leaders in the field of campus recreation and sport. Includes specific field observation experiences.

**RTM 294CS/L. Recreation Service Learning Theory and Practicum and Lab (1/2)**

*Corequisite:* RTM 294CSL. Service learning theory applied to the design, coordination, leadership, implementation and evaluation of activities addressing the needs of campus and community-based individuals and groups, primarily in the greater Los Angeles area, coordinated by a Department faculty member. Offers a community service opportunity with activities relating to concepts and theories presented in the course.

**RTM 296A-Z. Experimental Topics Courses in Recreation and Tourism Management (1-3)**

Experimental courses in recreation and tourism management, with course content to be determined.

**Upper Division****RTM 300. Recreation and Community Development (3)**

*Prerequisite:* Lower Division writing requirement. Examination of the multicultural dynamics of urban life, and recreation's role in building community and in developing youth capacity and indigenous leadership.

**RTM 302. Dynamics of Leadership in Recreation and Human Services (3)**

*Prerequisites:* Lower Division writing requirement. Includes an analysis of personal leadership theory and small-group dynamics and a review of classic leadership studies, with emphasis on leadership values and methods, including group dynamics, communication, decision making and motivation. Emphasis on competencies and skills needed for successful leadership of small groups. Experiential components are an integral part of class design. Field trip experiences required.

**RTM 303. Promotion of the Recreation Experience (3)**

Interpretation and promotion of recreation programs and services through the use of media processes and resources, marketing principles and computer applications.

**RTM 304. Entrepreneurial Ventures in Recreation and Human Services (3)**

Analysis of approaches and techniques necessary to initiate an entrepreneurial start-up in the recreation and human service arenas. Topics include the nature of entrepreneurialism, development of a business plan, organization of the enterprise, financial and operations management, and computer applications.

**RTM 305. Dynamics of Early Childhood Play (3)**

Study of play in relation to the child's early growth and development. Implications for functional, environmental and leadership dimensions of organized play experiences in early years. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the Schedule of Classes for the CS Designation.

**RTM 310/L. Adventure Recreation and Human Relations and Lab (2/1)**

*Prerequisite:* Lower Division writing requirement. *Corequisite:* RTM 310L. Introduction to personal growth and adventure. Explores issues of identity, racial and ethnic diversity, gender and self-esteem through readings, written assignments and recitation. Regular written assignments required. Lab: Introduction to adventure recreation and diversity issues through group initiatives and participation in a shared adventure of ropes course activities. (Available for General Education, Lifelong Learning.) (IC)

**RTM 314. Leisure Aspects of the Hospitality Industry (3)**

Study of the leisure experience in the context of the hospitality industry. A systems approach is used to study the design and organization of components of the hospitality industry intended to achieve leisure and recreation outcomes for guests and visitors.

**RTM 330. Women, Leisure and Ethnicity in the United States (3)**

*Prerequisite:* Lower Division writing requirement. Examines the relationship among women, ethnicity and leisure. Provides opportunities to investigate a variety of factors affecting women in the U.S. Regular written assignments required. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the Schedule of Classes for the CS Designation. (Available for General Education, Comparative Cultural Studies.)

**RTM 351. Outdoor and Environmental Education (3)**

Study of outdoor educational philosophy and methods as they apply to the outdoor educator. Includes the history, development and basic principles of outdoor/ environmental education, but emphasizes strategies for teaching, interpreting and program planning in outdoor environments.

**RTM 352. Play and Human Potential (3)**

*Prerequisite:* Lower Division writing requirement. Examination of the play phenomenon across the lifespan. Exploration, analysis and evaluation of the play phenomenon in development of human potential. Regular written assignments are required. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the Schedule of Classes for the CS Designation. (Available for General Education, Lifelong Learning.) (IC)

**RTM 353/L. Literature of the Wilderness Experience and Lab (2/1)**

*Prerequisite:* Lower Division writing requirement. *Corequisite:* RTM 353L. Review of the writings of various wilderness adventurers both past and present (such as Boone, Powell, Muir, Leopold and Abbey). Emphasis on assessing their experiences in the wilderness, their goals and their methods. Regular written assignments are required. Lab: Allows students to personally experience some of the values of wilderness environments discussed in RTM 353. In addition, students develop personal goals (such as those sought by previous wilderness adventurers) to be achieved on arranged field trips to wilderness areas. (Available for General Education, Lifelong Learning.)

**RTM 375A. Recreation Therapy Practices and Adaptive Techniques (3)**

*Prerequisite:* RTM 204. *Corequisite:* RTM 375B. Study and basic application of therapeutic approaches and adaptations of appropriate recreation therapy activities for diverse special needs populations. Participation in field work is required.

**RTM 375B. Recreation Therapy Leadership and Programming (3)**

*Prerequisite:* RTM 204. *Corequisite:* RTM 375A. Study and application of teamwork, leadership, group dynamics and programming with diverse special needs populations. Participation in field work and arranged field trip is required.

**RTM 396A-Z. Experimental Topics Courses in Recreation and Tourism Management (3)**

Experimental courses in recreation and tourism management, with course content to be determined.

**RTM 398A. Supervised Individual Projects (1-1)**

Study and research in selected areas, with course content to be determined by faculty and student.

**RTM 402. Models of Play, Leisure and Recreation (3)**

Examines the historical, theoretical and philosophical foundations of play, leisure and recreation and their relevance to the professional today. Explores how play theory and philosophy impact the provision of service to individuals across the lifespan and with diverse needs.

**RTM 403. Evaluation Research in Recreation and Human Services (3)**

Investigation into the fields and methods of recreation and leisure systems, including special techniques and concepts of research as applicable to these systems.

**RTM 405. Play and the Exceptional Child (3)**

Alternative approaches to traditional play techniques for the exceptional child.

**RTM 406/L. Enhancing Childhood Creativity and Lab (2/1)**

*Corequisite:* RTM 406L. Integrative seminar and lab experience focusing on the theoretical approaches for enhancing childhood creativity. The uses of play and fantasy are explored as the means for developing programs that are child-oriented. Regular written assignments are required. (Cross listed with CADV 406/L.)

**RTM 415. Leisure and Aging (3)**

Study of the psycho-social aspects of aging as related to leisure and recreation. Implications for functional environmental and leadership dimensions of leisure and recreation experiences in the later years. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the Schedule of Classes for the CS Designation.

**RTM 444. Non-Profit Organizations and Fund-Development in Leisure and Human Services (3)**

Historical survey of the development of the volunteer movement and its leisure function in American society; theory of voluntary participation and philanthropy; structure and function of volunteer boards; and analysis of fund-raising organization and techniques.

**RTM 475. Recreation Therapy Process Management (3)**

*Prerequisites:* RTM 204, 375A, 375B. In-depth approach to recreation therapy treatment/care plan and protocol development. Examination of management issues related to recreation therapy. Case studies utilized throughout the course. Participation in field work is required.

**RTM 480. Recreational Tourism: Issues and Trends (3)**

*Prerequisite:* Completion of Lower Division writing requirement. Study of the phenomena of domestic and international recreational tourism. Emphasis on investigating and understanding the variables that impact recreational tourism and travel destination areas. Regular written assignments are required.

**RTM 490. Challenges in Leisure Services Seminar (3)**

Analytical approach to theories and principles of recreation, leisure and play as they relate to field observations and practical applications.

**RTM 494A-C. Supervised Internship (1-3)**

*Prerequisite:* Senior standing. Supervised internship in professional recreation settings. (Credit/No Credit only)

**RTM 496A-Z Experimental Topics Courses in Recreation and Tourism Management (3)**

Experimental courses in recreation and tourism management, with course content to be determined.

**RTM 498A-B. Field Assignment and Reports (1-2)**

Analysis and reports of the student's study project in a field site location.

**RTM 499A-C. Independent Study (1-3)****Graduate Courses****RTM 510. Trends and Issues in Hospitality and Tourism (3)**

*Preparatory:* RTM 314 or 480. Addresses current trends and future projections in the industry, from multiple perspectives—economic, psychological, cultural and social.

**RTM 520. Trends and Issues in Recreational Sport (3)**

Identification and analysis of current trends, challenges and issues that affect management of recreational sport facilities and programs. An examination of history of the profession, current professional and research issues, along with anticipation and preparation for the future.

**RTM 530. Cultural Aspects and Global Perspectives in Tourism (3)**

*Preparatory:* RTM 314 or 480. Addresses issues culture as it is affected by tourism. We will examine issues of authenticity, co modification of culture and the interaction of hosts and guests in different contexts, ranging from the industrialized world to developing countries.

**RTM 540. Human Resources in Recreational Sport and Tourism (3)**

Provides an understanding and application of key concepts/practices in human resource management as related to the recreational sport and tourism industries.

**RTM 550. Marketing and Promotions in Recreational Sport and Tourism (3)**

An in-depth study of the theory and application of marketing and promotions as they related to the recreational sport and tourism industries.

**RTM 560. Facility Design in Recreational Sport (3)**

Investigation of principles of design, planning, management and operation of recreational sport facilities. Students will be introduced to facility and event management, facility components, specifications, recreation spaces, specialty areas and facility trends.

**RTM 561. Seminar in Recreation and Sport Theory and Management (3)**

Advanced study of contemporary problems involved in the administrative organization of leisure service and sport management agencies.

**RTM 570. Futures Research and Planning for Leisure Services (3)**

In-depth investigation into futures literature and research designs and methodologies, and how they relate to recreation and leisure services planning for the future.

**RTM 580. Seminar in Tourism Planning: A Cultural and International Perspective (3)**

Analysis and evaluation of the impact of historical tourism planning trends and their influence on human services and quality-of-life issues. Advanced study of the application of contemporary tourism planning models.

**RTM 595A-Z. Experimental Topics Courses (1-3)****RTM 600. Law, Risk Management and Ethics in Recreational Sport (3)**

Exploration of legal principles, risk management and ethics affecting the management of recreational sport programs. Emphasis will be placed on the rules of law, negligence and risk management theory, constitutional law, contracts and legislation.

**RTM 602. Theoretical Foundations of Leisure and Play (3)**

In-depth investigation into the theoretical foundations basic to the profession of leisure and play, and an analysis of current issues from the perspective of these diverse theoretical positions.

**RTM 608. Consultation in Leisure Services (3)**

Theory, analysis and application of concepts and strategies of consultation as applied to leisure service personnel working in field settings. In-depth exploration of the application of consulting techniques to practical situations.

**RTM 610. Sustainable Tourism (3)**

*Prerequisite: RTM 314 or 480.* Addresses issues of sustainability as they pertain to tourism. Traditionally, tourism has operated with a short-term perspective and has been largely consumptive in nature. Students will learn and understand the issues of sustainability and how ecotourism principles are or are not effective in certain regions.

**RTM 620. Organizational Theory in Recreational Sport (3)**

Application of organizational theory in the context of the recreational sport industry.

**RTM 642. Seminar in Current Issues and Trends in Therapeutic Recreation (3)**

*Prerequisite: Completion of undergraduate course work in recreation therapy.* Comprehensive study and analysis of the issues and trends affecting the delivery of therapeutic recreation in clinical and community settings.

**RTM 644. Seminar in Evaluation and Documentation in Therapeutic Recreation (3)**

*Prerequisite: Completion of undergraduate course work in recreation therapy.* Comprehensive study and analysis of evaluation and documentation methods related to the delivery of therapeutic recreation services.

**RTM 665. Inter-Organizational Strategies for Leisure Agencies (3)**

Study of leisure agencies and their relationships within communities and through various levels of organization. Emphasis on the strategies for sharing scarce resources.

**RTM 684. Advanced Research Method and Design (3)**

*Prerequisite: RTM 403 or equivalent.* Application of research techniques to recreation and parks problems. Procedures in collection, analysis and presentation of data, and utilization of findings. Lecture-lab.

**RTM 693A. Supervised Internship I (2)**

*Prerequisite: Instructor consent.* First of 2 supervised internships requiring completion of 200 hours in an approved setting in recreational sport management or hospitality, travel and tourism. The supervised internship is designed to provide a hands-on learning experience in management of recreational sport or tourism. The internship will be used as a basis for the culminating Graduate Project or Thesis to be completed during the last semester of enrollment in the Graduate Program.

**RTM 693B. Supervised Internship II (2)**

*Prerequisite: Instructor consent.* Second of 2 supervised internships requiring completion of 200 hours in an approved setting in recreational sport management or hospitality, travel and tourism. The supervised internship is designed to provide a hands-on learning experience in management of recreational sport or tourism. The second internship should expand and provide further growth based on the first internship experience, whether that be in the same organization or a different one. The internship will be used as a basis for the culminating Graduate Project or Thesis to be completed during the last semester of enrollment in the Graduate Program.

**RTM 697. Directed Comprehensive Studies (2)**

This course is for students to enroll in during the preparation and examination phase of their M.S. Degree. This course will allow students to review and synthesize the information learned during the program, reflect and assess the level of mastery attained, prepare preparatory case studies and complete their Culminating Examination. Students will be expected to develop links between the various courses and, during the course of the exam, apply this integrated information to develop answers to current problems in the field. (Credit /No Credit only)

**RTM 698. Graduate Project or Thesis (2)**

*Prerequisite: Instructor consent.* Culminating experience for the Graduate Degree. Planning, preparation and completion of a Graduate Project or Thesis on an advanced topic in the field of recreational sport management or hospitality, travel and tourism.

**RTM 699. Independent Study (1-3)**

*Prerequisite: Consent of Graduate Coordinator.* Intensive investigation into the area of specialization.



# Religious Studies

College of Humanities

**Chair:** Rick Talbott

Santa Susana Hall (SN) 224

(818) 677-3392

[www.csun.edu/religious.studies](http://www.csun.edu/religious.studies)

## Staff

Linda Jones, Jennifer Elliott

## Faculty

Amanda Baugh, Phyllis Herman, Linda Lam-Easton, Kenneth Lee, Jody Myers, Mutombo Nkulu-N'Sengha, Mustafa Ruzgar, Rick Talbott, Claire White

## Emeritus Faculty

James Goss, Howard Happ, John Hartzog, William Kramer, Mokusen Miyuki, Thomas T. Love, Patrick Nicholson, Robert D. Shofner

## Programs

Undergraduate:

**B.A., Religious Studies**

**Minor in Religious Studies**

## The Major

The Religious Studies Major is designed to provide a liberal arts education with an emphasis on the critical study of religious phenomena. The Religious Studies Major provides an excellent basis from which to pursue careers requiring imagination, problem-solving and communication skills, and awareness of human diversity.

## Scholarships and Awards

The John Cummings Memorial Scholarship and the Stephen J. Svec Memorial Scholarship are available to Majors.

## Careers

A Degree in Religious Studies builds skills in critical thinking and writing, critical historical analysis, socio-cultural analysis and comparative analysis of the "other," and equips students for many areas in the academic, business, social services, law, medicine and professional spheres. Religious Studies Majors have pursued careers in government, business, education, communications, human services and law.

## Academic Advisement

The Religious Studies Department helps students select the program and courses that best satisfy their individual needs and interests. Contact Department Chair Rick Talbott at (818) 677-3392 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a Major or Minor in Religious Studies are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

## Student Learning Outcomes of the Undergraduate Program

A Religious Studies Major will be able to:

1. Interpret religious texts;
2. Think both empathetically and critically about conflicting religious claims;
3. Acquire knowledge of the history of more than 1 major religious tradition;
4. Apply intercultural methods to religious inquiry and analysis; and
5. Articulate a perception of one's role in society, in both career and public-service options.

## Requirements for the B.A. Degree in Religious Studies

### 1. Lower Division Required Courses (6 units)

Select 2 courses from the following:

|    |     |  |
|----|-----|--|
| RS | 100 | Introduction to Religious Studies (3)      |
| RS | 101 | The Bible (3)                              |
| RS | 150 | World Religions (3)                        |
| RS | 160 | Religion in Western Civilization (3)       |
| RS | 240 | Approaches to the History of Religions (3) |

### 2. Upper Division (36 units)

**Required Junior-level Course (3 units)**

|    |     |  |
|----|-----|--|
| RS | 395 | Theory and Method in Religious Studies (3) |
|----|-----|--|

**Religion in the United States (6 units)**

Select 2 courses from the following:

|    |     |                                  |
|----|-----|----------------------------------|
| RS | 305 | American Sects and Cults (3)     |
| RS | 306 | American Religious Diversity (3) |
| RS | 307 | Religion in America (3)          |
| RS | 308 | Native American Religions (3)    |
| RS | 378 | American Jewish Experience (3)   |

**Religious Traditions (9 units)**

Select 3 courses from the following:

|    |     |                                  |
|----|-----|----------------------------------|
| JS | 300 | Humanities in Jewish Society (3) |
| RS | 345 | Christianity (3)                 |
| RS | 365 | Islam (3)                        |
| RS | 380 | Asian Religions (3)              |
| RS | 385 | Hinduism (3)                     |
| RS | 390 | Buddhism (3)                     |
| RS | 426 | Taoism (3)                       |

**Sacred Texts of the World (3 units)**

Select 1 course from the following:

|    |     |                                  |
|----|-----|----------------------------------|
| RS | 320 | Hebrew Bible (Old Testament) (3) |
| RS | 325 | New Testament (3)                |
| RS | 327 | Teachings of Jesus (3)           |
| RS | 375 | Classical Judaic Texts (3)       |
| RS | 383 | Asian Religious Texts (3)        |
| RS | 384 | Approaching the Qu'ran (3)       |

### 3. Upper Division electives (12 units)

Choose from any Upper Division Religious Studies courses through consultation with an advisor. 2 years of the study of a foreign language at the University-level (or its equivalent) may be used for one 3-unit elective in the Major. Students may apply a Topics in Religion course (RS 396A-Z) to the appropriate category listed above. Consult with the Department Chair for approval.

### 4. Proseminar RS 497B (3 units)

## Requirements for the B.A. Degree with Religious Studies as the Second Major

### 1. Lower Division Required Courses (3 units)

Select 1 course from the following:

|    |     |  |
|----|-----|--|
| RS | 100 | Introduction to Religious Studies (3)      |
| RS | 101 | The Bible (3)                              |
| RS | 150 | World Religions (3)                        |
| RS | 160 | Religion in Western Civilization (3)       |
| RS | 240 | Approaches to the History of Religions (3) |

### 2. Upper Division (33 units)

**Required Junior-level Course (3 units)**

|    |     |  |
|----|-----|--|
| RS | 395 | Theory and Method in Religious Studies (3) |
|----|-----|--|

**Religion in the United States (6 units)**

Select 2 courses from the following:

|    |     |                                  |
|----|-----|----------------------------------|
| RS | 305 | American Sects and Cults (3)     |
| RS | 306 | American Religious Diversity (3) |
| RS | 307 | Religion in America (3)          |

- RS 308 Native American Religions (3)  
 RS 378 American Jewish Experience (3)

#### Religious Traditions (9 units)

##### Select 3 courses from the following:

- JS 300 Humanities in Jewish Society (3)  
 RS 345 Christianity (3)  
 RS 365 Islam (3)  
 RS 380 Asian Religions (3)  
 RS 385 Hinduism (3)  
 RS 390 Buddhism (3)  
 RS 426 Taoism (3)

#### Sacred Texts of the World (3 units)

##### Select 1 course from the following:

- RS 320 Hebrew Bible (Old Testament) (3)  
 RS 325 New Testament (3)  
 RS 327 Teachings of Jesus (3)  
 RS 375 Classical Judaic Texts (3)  
 RS 383 Asian Religious Texts (3)  
 RS 384 Approaching the Qu'ran (3)

### 3. Upper Division Electives (9 units)

Choose from any Upper Division Religious Studies courses through consultation with an advisor. 2 years of the study of a foreign language at the University-level (or its equivalent) may be used for one 3-unit elective in the Major. Students may apply a Topics in Religion course (RS 396A-Z) to the appropriate category listed above.. Consult with the Department Chair for approval.

### 4. Proseminar RS 497B (3 units)

|  |       |
|--|-------|
| Total Units in the Major                               | 42    |
| Total Units with Religious Studies as the Second Major | 36    |
| General Education Units                                | 48    |
| Additional Units                                       | 30-36 |
| Total Units Required for the B.A. Degree               | 120   |

## Minor in Religious Studies

### 1. Lower Division Required Course (3 units)

#### Choose 1 course from the following:

- RS 100, 101, 150, 160, 240

### 2. Upper Division Required Courses

#### Religion in the United States (3 units)

##### Choose 1 course from the following:

- RS 305, 306, 307, 308, 378

#### Current Issues in Religion (3 units)

##### Choose 1 course from the following:

- RS 300, 302, 303, 304, 310, 311, 313, 356, 361, 370

#### Sacred Texts of the World (3 units)

##### Choose 1 course from the following:

- RS 320, 325, 327, 375, 383, 384

#### Religious Traditions (6 units)

##### Choose 2 courses from the following:

- JS 300  
 RS 345, 365, 380, 385, 390, 426

With approval of the Department advisor, students may apply an Experimental Topics in Religion course (RS 396A-Z) to the appropriate category listed above.

## Courses of Study

### RS 100. Introduction to Religious Studies (3)

Study of the elements of religion and selected contemporary religious issues. Examines such subjects as myth and ritual, the sacred and profane, dreams and theophanies, priests and prophets, science and religion, history and religion, and the expansion of religion today. (Available for General Education, Arts and Humanities.)

### RS 101. The Bible (3)

Survey of the basic content and major themes of the Hebrew Bible (Old Testament), New Testament and Apocryphal writings. (Available for General Education, Arts and Humanities.)

### RS 150. World Religions (3)

Study of selected major world religions, with emphasis on tribal religions and the historic international faiths of Asia and the Near East. Investigates rituals, ethics, institutional structures and the cultural ethos of religions, as well as their myths, doctrines and sacred texts. (Available for General Education, Comparative Cultural Studies.)

### RS 160. Religion in Western Civilization (3)

Study of the role of religion in Western civilization from the Stone Age to the Renaissance. (Available for General Education, Comparative Cultural Studies.)

### RS 204. Religion, Logic and the Media (3)

This course introduces and guides students in the practical use of the basic concepts of deductive logic as a dimension of critical reasoning. Using these concepts, students will discuss, analyze and critique statements that appear in the media (in the U.S. and elsewhere) that have been expressed by religious people and by the media itself. (Available for General Education Basic Skills, Critical Thinking.)

### RS 240. Approaches to the History of Religions (3)

An investigation of major and selected religions around the world using social-scientific methods from history, sociology, political science and anthropology. Students learn why various religions change over time and how they interact with their particular social and cultural environments. Examples are taken from ancient and modern religions, and from major and tribal religions, including new religious cults. (Available for General Education, Social Sciences.)

### RS 250. Values in World Religions (2)

Designed for students in the Integrated Teacher Education Program. Examines the variety of human values embedded in the world's religions by investigating such areas as beliefs in god(s), holidays and festivals, and rites of passage. Special emphasis on the place of teaching about religion in the public schools.

### RS 255. American Political Institutions and Religion (3)

Examination of the development of U.S. and California political ideals, institutions and processes. The course focuses on the religious elements within political ideals, religious freedom, the relation between religion and state, and the role of religion in the public forum, including both politics and public education. (Meets GE Title 5 U.S. Constitution and State and Local Governments.)

### RS 296A-Z. Experimental Topics Courses in Religious Studies (3)

Selected topics in religious studies, with course content to be determined.

## Upper Division

General prerequisite: Students in Upper Division courses are expected to have competence in Religious Studies or in related areas. Satisfaction of this prerequisite is to be determined in consultation with an advisor. Regular written assignments are required.

**RS 301. Religious Ethics: History and Interpretation (3)**

Examination of religious ethics in the West to the 19th century.

**RS 303. Religion and Personality (3)**

Study of religion in relation to modern psychological, psychoanalytic and psychotherapeutic views of man.

**RS 304. Women and Religion (3)**

Examination of religious views of women in oral and literary cultures, focusing on the roles, symbols and concepts of women within an international and historical framework. Also addresses women's own perspectives on religion, as reflected in historical sources and in contemporary theology and religious life. (An Information Competence course. Available for General Education, Arts and Humanities.) (IC)

**RS 305. American Sects and Cults (3)**

Survey of some marginal religious groups in America. Presentation, analysis and critique of the classic church/sect/cult typology, including how these theories apply to actual groups and how groups maintain beliefs when rejected by dominant cultures.

**RS 306. American Religious Diversity (3)**

Survey of the religion of groups in America who are marginal to or outside of the historically dominant mainstream Protestant and civil religion ethos. An Information Competence course. Available for General Education, Comparative Cultural Studies.) (IC)

**RS 307. Religion in America (3)**

The study of the influence of religious traditions on the formation of American culture and the modification of religious traditions by the American context. Also addresses major American religious thinkers and movements, and religion's role in shaping American thought, literature and ethos. (Available for General Education, Arts and Humanities.)

**RS 308. Native American Religions (3)**

Seeks to understand the religions of Native Americans in their respective tribal contexts. Inquires to what extent a common religious outlook existed among the cultures occupying what is presently the U.S.

**RS 310. Religion and Literature (3)**

Study of literature to discover to what extent a religious tradition or the lack of one influences an author's understanding of human existence. Writers who reflect religious traditions, as well as those who are informed by humanism or atheism, are read and interpreted. (Available for General Education, Arts and Humanities.)

**RS 311. Religion and Film (3)**

Examines how film artists address the major religious issues of our time, including the nature of reality, sources of transcendence, the nature of good and evil in the self and society, and the possibilities of renewal and hope.

**RS 313. Religion and Art (3)**

Study of religion as portrayed in the fine and folk arts, emphasizing the role of the artist as interpreter of the great events and personalities of religious traditions.

**RS 320. Hebrew Bible (Old Testament) (3)**

Study of the literature and religion of ancient Israel through the Hellenistic period.

**RS 325. New Testament (3)**

Study of the New Testament and its religious thought in context.

**RS 327. Teachings of Jesus (3)**

Literary and social analysis of the teachings of Jesus.

**RS 345. Christianity (3)**

Eastern Orthodox, Roman Catholic, Protestant and non-traditional forms of Christianity compared and contrasted with one another in their historical and social contexts.

**RS 350. Religion, Violence and World Peace (3)**

Study of ways in which sacred texts and religious teachings function paradoxically as a justification of violence as well as a fundamental wisdom that curbs violent impulses, fosters resistance to forces of oppression and exploitation, and advocates for peace and social harmony. (Available for General Education, Comparative Cultural Studies.)

**RS 355. Mysticism (3)**

Study of mysticism as a distinct religious phenomenon and a major category of religious experience. To understand its character, it may be studied either within the great Western religious traditions (Judaism, Islam, Christianity) or cross-culturally.

**RS 356. Contemporary Religious Thought (3)**

Study of selected major writings in religious thought, with the aim of analyzing representative modern approaches to such questions as God and the world, faith and self-understanding, and belief and social consciousness. (Available for General Education, Arts and Humanities.)

**RS 361. Contemporary Ethical Issues (3)**

Emphasizes the development of skills in critical thinking through analysis of such contemporary ethical issues as abortion, euthanasia, genetic engineering, sexual behavior, racism, gender bias, punishment, animal rights, the environment and the relationships between religion and morality. (Available for General Education, Arts and Humanities.)

**RS 363. Islam in the Modern World (3)**

Introduction to the contemporary Islamic religious tradition. Focus on contemporary Muslim religiosity and activity both within the U.S. and in an international setting.

**RS 365. Islam (3)**

Study of the varieties of Islamic civilization in their social contexts. (Available for General Education, Comparative Cultural Studies.)

**RS 370. Religion and Ecology (3)**

This course examines how religious beliefs and practices contribute to humans' protection, utilization and/or damage of the natural world. Students explore the resources for environmental sustainability within at least 2 world religious and in new "green" theologies, nature mysticism and radical environmentalism. particular attention will be paid to land and food ethics and issues of gender, race and class. (Available for General Education, Arts and Humanities.)

**RS 373. Korean Christianity (3)**

A study of the history of Christianity in Korea, its rapid growth and development within a multi-religious context, and the cultural, racial, gender and generational factors that exist among first- and second-generation Korean Christians in America.

**RS 375. Classical Judaic Texts (3)**

Examination of the great ideas and issues of ancient and medieval Judaism as reflected in its cultural tradition.

**RS 377. The Holocaust: Religious Responses (3)**

Examines several classic religious explanations for the tragic destruction of the Jews. Also studies contemporary responses to the Holocaust on the part of Jewish and Christian theologians, churches and individual artists.

**RS 378. American Jewish Experience (3)**

Seeks to describe the experience of the Jewish religion-ethnic community in America with reference to its own historic background and development, and the relationship of the community to the general American culture and to other particular subcultures or ethnic groups. Emphasizes distinctive Jewish values and customs, and evaluates their contribution to American culture. Studies contrasts between religious and secular understandings of Jewishness, between different strands of Jewish immigration, and between Jewish experience in different regions of the U.S. An Information Competence course. Available for General Education, Comparative Cultural Studies.) (IC)

**RS 379. Zionism: Religious and Secular (3)**

Analyzes the religious, intellectual and historical forces that have shaped Zionist thought, and includes an examination of the continuing debate over the meaning of Zionism and its practical implementation.

**RS 380. Asian Religions: Communal Traditions and Transitions (3)**

Explores Asian religions by comparing human and divine religious figures cross-culturally. Comparison of the figures from the various cultures provides a method to understand the nature of humanity and divinity in Asia. (Available for General Education, Comparative Cultural Studies.)

**RS 383. Asian Religious Texts (3)**

Explores Asian religions by comparing the primary sacred texts of Asian cultures. Sacred texts upon which Asian religious expressions are based are examined in the specific cultural contexts of Japan, China and India by a reading of primary texts. Comparison of the texts from the various cultures allows the generation of a model of Asian religious order and answers problems concerning the nature of sacrality in Asia.

**RS 384. Approaching the Qur'an (3)**

A historical, thematic and analytical study of the Qur'an both in its content and form, with substantial focus on the Qur'an as a source of information in various disciplines in the light of traditional and contemporary methods of interpretation.

**RS 385. Hinduism (3)**

Study of the religious life of India from the Indus Valley civilizations to the modern period. (Available for General Education, Comparative Cultural Studies.)

**RS 390. Buddhism (3)**

Study of the fundamental concepts in Theravada and Mahayana Buddhism (e.g., nirvana, enlightenment, karma, dharma). Examines the historic development of these concepts in their various Asian cultural and geographic settings. An Information Competence course. Available for General Education, Comparative Cultural Studies.) (IC)

**RS 395. Theory and Method in Religious Studies (3)**

Examines modern attempts to study religion objectively from the Western Enlightenment to the present, exploring and criticizing theories and methods from anthropology, sociology, feminist hermeneutics, evolutionary psychology and the history of religions.

**RS 396A-Z. Experimental Topics Courses in Religious Studies (3)**

Selected topics in religious studies, with course content to be determined.

**RS 437. Pauline Letters**

Literary and social scientific analysis of the Pauline Letters.

**RS 426. Religions of China: Taoism (3)**

Study of Taoist experience and thought.

**RS 450. Death and Dying in the World's Religions (3)**

Cross-cultural look at death and dying in several different religious traditions. The first half of the course specifically examines issues of death and dying (as well as issues of life and living) in these traditions. Studies address both beliefs and practices. The second half examines where these different traditions interact and how they affect the lives and deaths of men, women and children.

**RS 476. Modern Jewish Thought (3)**

Examination of the great ideas and issues of modern Judaism as reflected in its cultural tradition and as represented in mystical literature, autobiographies, poetry and essays from Zionist and modern religious movements.

**RS 497. Proseminar in Religious Studies (3-3)**

Reading and discussion in a specific field or on a specific topic in a small group. May be repeated for credit.

**RS 498. Tutorial in Religious Studies (3-3)**

Reading and discussion in a specific field or on a specific topic in a small group. May be repeated for credit.

**RS 499. Independent Study (1-3)**

## Graduate

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**RS 699. Independent Study (1-3)**

Investigation of a significant problem in religious studies. Project selected in conference with faculty sponsor and with approval of the Department Chair.

## Science and Mathematics, College of

Dean: Jerry Stinner

Associate Deans: Robert Espinoza, David Gray

(818) 677-2004

[www.csun.edu/~hfsnm011](http://www.csun.edu/~hfsnm011)

### Course List

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#### SCI 100. Science for Life (3)

This course gives college students the skills and knowledge to promote success and instill lifelong learning with emphasis in science, mathematics and technology. The course will provide students with tools to examine their personal, academic and career choices through introspection, consultation, discussion, experimentation and traditional classroom exercises using examples from the natural world. The course is suggested for freshmen in science-based majors or those exploring these majors. (Available for General Education, Lifelong Learning.) (IC)

## Secondary Education

Michael D. Eisner College of Education

**Chair: Mike G. Rivas**

**Education (ED) 1208**

**(818) 677-2580**

**[www.csun.edu/educ/sed](http://www.csun.edu/educ/sed)**

### *Faculty*

Carolyn Burch, Ivan Cheng, Janice Eckmier, Bonnie Ericson, Brian Foley, Julie Gainsburg, Norman Herr, Judy Lombardi, David Moguel, Alfonso Nava, Mira Pak, Clara Park, Mike Rivas, Kathleen Rowlands

### *Emeritus Faculty*

James Cunningham, Faye Louise Grindstaff, Viggo Hansen, Charles Heimler, Luis Hernandez, Linda Huetinck, Barnabas Hughes, Martin Levine, Helen Lodge, George Lorbeer, Raymond McHugh, Joanna McKenzie, Kyoko Sato, Joseph Schieffer, Christine Smith, Merwin Soyster, Ira Winn

### Programs Offered

Graduate:

**M.A., Education**

**Specialization in Secondary Education**

Credentials:

**Single Subject Preliminary Teaching Credential**

**Single Subject Credential with a Bilingual Crosscultural Language and**

**Academic Development (BCLAD) Emphasis**

**Reading/Language Arts Specialist Credential**

Certificates:

**English Learner Authorization Certificate Program: CTEL-California Teachers of English Learners**

### Department Coordinators

Secondary Student Teaching Coordinator: David Moguel;

Administrative Coordinator: Christina Perez, (818) 677-2581

Graduate Coordinator: Mira Pak, (818) 677-2181

ACT Coordinator: Carolyn Burch, (818) 677-6370

Internship Coordinators: Carolyn Burch (818) 677-6370; Jan Eckmier, (818) 677-2523

### Student Learning Outcomes of the Credential Program

Single Subject Credential Candidates will demonstrate proficiency in the major domains of the California Teaching Performance Expectations:

1. Make subject matter comprehensible for student learning.
2. Assess student learning.
3. Engage and support students in learning.
4. Plan instruction and design learning experiences for all students.
5. Create and maintain effective environments for student learning.
6. Develop as a professional educator.

### Student Learning Outcomes of the English Learner Authorization Certificate Program

Candidates will demonstrate proficiency in the major domains of the California Teachers of English Learners Certificate Program Standards:

1. Explain language structure and use.
2. Relate first- and second-language development to the academic achievement of English learners.
3. Assess the learning of English learners.
4. Plan and organize instruction for English Language Development (ELD), using a range of effective approaches and methods.
5. Plan and organize instruction for Specially Designed Academic Instruction Delivered in English (SDAIE), using a range of effective approaches and methods.

6. Describe the relationship between culture/cultural diversity and the academic achievement of English learners.

7. Plan and organize culturally inclusive instruction.

### Student Learning Outcomes of the Graduate Program

M.A. Degree Candidates will develop as professional educators who demonstrate:

1. Reflective practice by critically examining their subject knowledge, pedagogical content knowledge and pedagogical skills to improve their diverse students' learning.
2. Theoretical understanding by reading, synthesizing and evaluating educational theory and research in their field and applying research findings to their practice in diverse classroom settings.
3. Research skills by designing and conducting research ethically and effectively and presenting their findings at a professional level in oral and written forms.
4. Educational awareness by knowing current discipline-based and general educational issues and how those impact schools.
5. Leadership by influencing policy and practice in educational communities through advocacy and example.

### Master of Arts Degree in Education with a Specialization in Secondary Education

The Master of Arts Degree in Education with a Specialization in Secondary Education is designed to prepare the secondary teacher for advancement to mentor teacher, student teacher supervisor, subject matter teaching specialist, Department Chairperson or Doctoral student. School districts frequently award salary increases to teachers holding Master's Degrees, and Master's Degrees are usually required for part-time teaching at the community college or University level. M.A. Degree Options include the following:

A. Subject Specialist: English Education, Mathematics Education, Science Education or Social Sciences Education

B. Curriculum and Instruction

C. Computers and Educational Technology

D. Reading Improvement

E. Multicultural and Multilingual Education

F. Teaching and Learning (CSUN/District Joint Induction/M.A. Program)

Four components comprise the Program of studies for M.A. Degree Options A-E: (1) Department Core Courses, (2) Program Option Courses, (3) Electives, and (4) the Culminating Experience.

Up to 12 units from preliminary credential program courses may apply to some of these M.A. Degree Options.

Three components comprise the Program of studies for the M.A. Degree Teaching and Learning Program Option F: (1) Department Core Requirement, (2) Program Option Courses, and (3) Culminating Experience.

### Requirements for Admission, Secondary Education M.A.

#### Options A-E

1. Bachelor Degree or equivalent in a teaching field suitable for middle school or high school;
2. Submission of a completed Department application, including:
  - a. The names of 3 references (employer, academic reference, personal reference),
  - b. A statement of plans and objectives for graduate study or of current practice;
3. A University-approved aptitude test for graduate study (GRE or MAT) if undergraduate GPA is below 2.5;
  - a. Score at or above the 50th percentile on 1 of the 3 portions of the general test of the GRE, or
  - b. Score at or above the 50th percentile on the MAT.

For Admission Requirements for Secondary Education M.A. Degree Option F, Teaching and Learning, see below

### Requirements for Classified Status, Secondary Education M.A. Degree Options A-E

1. Cumulative undergraduate GPA of 3.0 or higher or a University-approved aptitude test for graduate study (GRE or MAT):
  - a. Score at or above the 50th percentile on 1 of the 3 portions of the general test of the GRE, or
  - b. Score at or above the 50th percentile on the MAT;
2. Passing score (8 or higher) on the Upper Division Writing Proficiency Exam;
3. Baccalaureate Degree from an accredited University

### Corequisites for Secondary Education M.A. Degree Options A-E

1. Preliminary teaching credential; and
2. Completion of 1 or more years of successful secondary school teaching.

### M.A. Degree Program for Secondary Education, Options A-E (30 units total)

#### 1. Department Core Courses (9 units)

|         |  |
|---------|--|
| SED 600 | Research in Education (3)                                |
| SED 610 | Issues in Education in Multiethnic Secondary Schools (3) |
| SED 690 | Seminar in Secondary Education (3)                       |

#### 2. Program Options (12 units)

**A. Subject Specialist:** For middle school and high school teachers of English, mathematics, science and social sciences who wish to specialize in the study of their teaching field. 2-year cohort programs in English, mathematics and science education are offered and incorporate National Board for Professional Teaching Standards portfolio activities. Candidates select Program Option courses in consultation with the graduate advisor/Program Coordinator.

#### English Education Courses (12 units)

##### Choose 12 units from the following:

|            |   |
|------------|---|
| SED 530    | The Program in Literature for Grades 6-12: Issues (3)               |
| SED 617    | Microcomputers in the Reading/Language Arts Curriculum (3)          |
| SED 625EN  | Theory and Research in the Teaching of Secondary School English (3) |
| SED 695C   | Seminar in Selected Studies: Language Arts Curriculum (3)           |
| SED 699A-C | Independent Study (1-3; up to 6 units allowed)                      |

#### Mathematics Education Courses (12 units)

##### Choose 12 units from the following:

|            |   |
|------------|---|
| SED 535MA  | Teaching Contemporary Mathematics (3)   |
| SED 619    | Application and Utility Software in the Secondary School Curriculum: Website Design (3) |
| SED 625MA  | Theory and Research in Teaching Secondary School Mathematics (3)                        |
| SED 646    | Computers in Mathematics and Science Teaching (3)                                       |
| SED 695D   | Seminar in Selected Studies Mathematics Curriculum (3)                                  |
| SED 699A-C | Independent Study (1-3; up to 6 units allowed)  |

#### Science Education Courses (12 units)

##### Choose 12 units from the following:

|         |  |
|---------|--|
| SED 618 | Computers in the Secondary School Curriculum: Multimedia (3)                                 |
| SED 619 | Application and Utility Software in the Secondary School Curriculum: Website Development (3) |

|            |  |
|------------|--|
| SED 625SC  | Theory and Research in Teaching Secondary School Science (3) |
| SED 646    | Computers in Mathematics and Science Teaching (3)            |
| SED 695B   | Seminar in Selected Studies: Science Curriculum (3)          |
| SED 699A-C | Independent Study (1-3; up to 6 units allowed)               |

#### Social Sciences Education Courses (12 units)

##### Choose 12 units from the following:

|            |   |
|------------|---|
| SED 625SS  | Theory and Research in Teaching Secondary School Social Studies (3) |
| SED 695A   | Seminar in Selected Studies: Social Studies Curriculum (3)          |
| SED 699A-C | Independent Study (1-3; up to 6 units allowed)                      |

**B. Curriculum and Instruction:** For teachers who wish to study curriculum and instruction from the perspective of the total secondary school. Candidates select Program Option courses in consultation with the graduate advisor:

#### Curriculum and Instruction Courses (12 units)

##### Choose 12 units from the following:

|            |   |
|------------|---|
| SED 514    | Computers in the Instructional Program (3)  |
| SED 521    | Literacy, Language and Learning in Multiethnic Secondary Schools (3)                  |
| SED 525xx  | Methods of Teaching in Single Subject (3)   |
| SED 618    | Computers in the Secondary School Curriculum: Multimedia (3)                          |
| SED 619    | Application and Utility Software in the Secondary Curriculum: Website Development (3) |
| SED 686    | Motivational Strategies in the Classroom (3)  |
| SED 695A-I | Seminar in Selected Studies (3)   |
| SED 699A-C | Independent Study (1-3; up to 6 units allowed)  |

**C. Computers and Educational Technology:** For teachers in all academic areas who wish to develop expertise with instructional uses of the computer. Candidates select Program Option courses in consultation with the graduate advisor/Program Coordinator. A two-year cohort program is offered.

#### Computers and Educational Technology Courses (12 units)

##### Choose 12 units from the following:

|            |   |
|------------|---|
| SED 514    | Computers in the Instructional Program (3)  |
| SED 617    | Computers in the Secondary Reading/Language Arts Curriculum (3)                       |
| SED 618    | Computers in the Secondary School Curriculum: Multimedia (3)                          |
| SED 619    | Application and Utility Software in the Secondary Curriculum: Website Development (3) |
| SED 646    | Computers in Mathematics and Science Teaching (3)                                     |
| SED 671    | Designing Computer-Based Instructional Materials (3)                                  |
| SED 695G   | Seminar in Educational Technology (3)   |
| SED 699A-C | Independent Study (1-3)   |

**D. Reading Improvement:** For teachers in all academic areas who wish to develop expertise in literacy and reading instruction. Candidates select Program Option courses in consultation with the graduate advisor. (Several courses are cross listed with EED.)

#### Reading Improvement Courses (12 units)

##### Choose 12 units from the following:

|         |  |
|---------|--|
| SED 617 | Computers in the Secondary Reading/Language Arts Curriculum (3)  |
| SED 620 | Methods, Materials and Approaches in the Teaching of Reading (3) |
| SED 621 | Foundations of Reading Instruction (3)                           |

- SED 625A Literacy Assessment and Teaching Strategies [A] (3)
- SED 625AL Laboratory in Literacy Assessment and Teaching Strategies [A] (3)
- SED 625B Literacy Assessment and Teaching Strategies [B] (3)
- SED 625BL Laboratory in Literacy Assessment and Teaching Strategies [B] (3)
- SED 626 Literacy Instruction for English Learners K-12 (3)

**E. Multicultural and Multilingual Education:** For teachers seeking to broaden their knowledge of English as a Second Language, bilingual and multicultural secondary education; or to develop leadership skills and acquire research skills in ESL, bilingual and multicultural education; or to develop skills and knowledge in effectively working with diverse pupils, families and communities.

**Select 12 units from the following:**

- SED 525BL Bilingual and Bicultural Students in Multiethnic Secondary Schools (3)
- SED 625MM Theory and Research in Multicultural, Multilingual Education in Secondary Schools (3)
- SED 625ESL Theory and Research in the Teaching of English as a Second Language in Multilingual Classrooms (3)
- SED 673 Multicultural Students, Families and Communities (3)
- SED 699A-C Independent Study (1-3)

**3. Electives For Secondary Education M.A. Options A-E (6 units)**

6 units from the area of teaching concentration, related fields and topics related to teaching are selected in consultation with the graduate advisor/program coordinator. In some cases the following courses from the preliminary credential program may be used as electives.

**Choose 6 units from the following:**

- SED 514 Computers in the Instructional Program (3)
- SED 521 Literacy, Language and Learning in Multiethnic Secondary Schools (3)
- SED 525xx Methods of Teaching the Single Subject (3)
- SED 529 Teaching English Learners in Multiethnic Secondary Schools (3)

**4. Culminating Experience (3 units)**

- SED 697 Directed Comprehensive Studies (3)  
or SED 698 Graduate Thesis or Project (3)

|   |    |
|---|----|
| Total Units Required for the Secondary Education M.A. Degree, Options A-E | 30 |
|---|----|

**Requirements for Admission to the Secondary Education Teaching and Learning Option F**

- Baccalaureate Degree from an accredited University;
- Submission of a completed Department application, including:
  - The names of 3 references (employer, academic reference, personal reference), and
  - A statement of plans and objectives for graduate study or of current practice;
- A University-approved test for graduate study (GRE or MAT) if undergraduate GPA is below 2.5:
  - Score at or above the 50<sup>th</sup> percentile on 1 of the 3 portions of the general test of the GRE, or
  - Score at or above the 50th percentile on the MAT;
- Preliminary Single Subject Teaching Credential; and
- District permission to enroll in the CSUN-District Joint Induction/M.A. Degree Program.

**Requirements for Classified Status, Secondary Education M.A.**

**Option F**

- Cumulative undergraduate GPA of 3.0 or higher or a University-approved test for graduate study (GRE or MAT):
  - Score at or above the 50th percentile on 1 of the 3 portions of the general test of the GRE, or
  - Score at or above the 50th percentile on the MAT; and
- Passing score (8 or higher) on the Upper Division Writing Proficiency Exam.

**Corequisites for Secondary Education M.A. Option F**

- Completion of 1 or more years of successful secondary school teaching; and
- California Single Subject Clear Credential.

**M.A. Degree Program for Teaching and Learning, Option F (33 units Total)**

**1. Department Core Courses (9 units)**

- SED 595JA-JK Lesson Design Study: Developing Best Practices (3)
- SED 600 Research in Secondary Education (3)
- SED 610 Issues in Education in Multiethnic Secondary Schools (3)

**2. Teaching and Learning Option F Courses (21 units)**

- AAS/ARMN/CHS/ELPS/PAS 595 Advanced Studies in Educational Equity and Diversity in Schools (3)
- HSCI 501 School Health for Teachers (3)
- SPED 611 Collaborating to Meet the Needs of Special Populations (3)
- SED 625ESL Theory and Research in the Teaching of English as a Second Language (3)

**Choose 1 of the following courses (3 units):**

- MUS 567/L Computers and Related Technology in Music (3)
- SED 617 Microcomputers in the Secondary Reading/Language Arts Curriculum (3)
- SED 618 Computers in the Secondary School Curriculum: Multimedia (3)
- SED 619 Application and Utility Software in the Secondary Curriculum: Website Development (3)
- SED 646 Computers in Mathematics and Science Teaching (3)

**Choose 2 courses selected in consultation with the graduate advisor from courses such as the following (6 units):**

- SED 530 The Program in Literature Grades 6-12: Issues (3)
- SED 535MA Teaching Contemporary Mathematics (3)
- SED 625EN Theory and Research in the Teaching of Secondary School English (3)
- SED 625MA Theory and Research in Teaching Secondary School Mathematics (3)
- SED 625SC Theory and Research in Teaching Secondary School Science (3)
- SED 625SS Theory and Research in Teaching Secondary School Social Studies (3)
- SED 626 Literacy Instruction for English Learners [K-12] (3)
- SED 671 Designing Computer-Based Instructional Materials (3)
- SED 686 Motivational Strategies in the Classroom (3)
- SED 695A-K Seminar in Selected Studies (3)
- SED 699C Independent Study (3)



**3. Culminating Experience For Teaching and Learning Option**

(3 units)

SED 697 Directed Comprehensive Studies (3)

|   |    |
|---|----|
| Total Units Required for the Teaching and Learning M.A. Degree Option | 33 |
|---|----|

**Single Subject Preliminary Credential Programs**

Candidates who complete a Single Subject Credential Program are specialists in the teaching of a subject area such as English, mathematics, physical education or science are able to work with students in diverse classroom settings. Candidates meet subject matter competency by completing an approved Program specified by the subject area Department or by passing all sections of the appropriate examination(s), including the California Subject Examination for Teachers (CSET). For information regarding admission, requirements and subject programs approved by the California Commission on Teacher Credentialing and subject matter examinations, see the Credential section of the Catalog. For detailed information on each approved subject Program, see the Department that offers the Program (e.g., Art, English, Mathematics, Kinesiology) in the Catalog. Descriptions of Secondary Education Credential Program courses appear later in this section. For other professional education courses, see listings of the Department offering the course (e.g., Educational Psychology and Counseling, Health Science). Candidates who began Programs prior to Fall 2002 or who began a BCLAD Program prior to Spring 2004 should consult the Credential Office staff or website for information on old programs. All Single Subject Programs, including the BCLAD Program, as described below, have been approved by the California Commission on Teacher Credentialing and meet the requirements of Senate Bill 2042, including CLAD authorization. All candidates accepted beginning Fall 2002 enroll in 1 of these Programs:

1. Traditional Program
2. Accelerated Collaborative Teacher Preparation Program (ACT)
3. Single Subject University Intern Program (SSUIP)
4. Four-Year Integrated Teacher Credential Program (FYI-English, FYI-Mathematics)
5. Junior-Year Entry Integrated Teacher Credential Program (JYI-English, JYI Mathematics)
6. Bilingual Cross-Cultural Language and Academic Development (BCLAD) Single Subject Program

**1. Traditional Program (32 units)**

Post-Baccalaureate Single Subject Credential Program for full-time or part-time candidates.

**Required prior to admission**

- Verification that a Basic Skills Test (typically CBEST) has been taken.
- Verification of information Session attendance.
- Admissions interview.
- Valid fingerprint clearance.
- Verification of subject matter competency by approved subject matter program or examination (CSET).

Consult Credential Office for complete admission requirements.

**Required in first semester of enrollment and prior to or concurrent with SED 554/554S (3 units)**

SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)

**Required prior to first student teaching assignment through SED 554/554S**

- Passage of Basic Skills (typically CBEST).

- Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper Division Writing Proficiency Examination), or completion of ENGL 305, ENGL 406 or COMS 420).

- Student Teaching application (priority deadlines established).

**Required prior to or concurrent with first student teaching assignment through SED 554/554S (6 units)**

EPC 420 Educational Psychology of Adolescence (3)

SED 525xx Methods of Teaching Single Subject Area (e.g., Art, English, etc.) (3)

**Required prior to second student teaching assignment through SED 555/555S (4 units)**

SED 554 Supervised Field Experience (3)

SED 554S Field Experience Seminar (1)

**Required prior to or concurrent with second student teaching assignment, SED 555/555S (9 units)**

AAS/ARMN/CHS/

ELPS/PAS 417 Equity and Diversity in Schools (3)

SED 521 Language, Literacy and Learning in Multiethnic Secondary Schools (3)

SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)

**Student Teaching (11 units)**

SED 554 Supervised Field Experience (3)

SED 554S Field Experience Seminar (1)

SED 555 Supervised Practicum (5)

SED 555S Practicum Seminar (2)

**Other Program Requirements (4 units)**

HSCI 496ADO Health Concerns of the Adolescent (1)

SED 514 Computers in the Instructional Program (3)

- Teaching Performance Assessment (completed in SED 555S).
- Individual Induction Plan (IIP) (completed in SED 555S).
- Overall GPA of 2.75 since admission with GPA of 3.0 in professional education courses.
- A grade of "C" or better in all required classes.
- Knowledge of the U.S. Constitution (course or exam).
- CPR Certification—infant, child adult (online certification is not acceptable).
- Baccalaureate degree from an accredited institution of higher education.

Full-time candidates who meet subject matter and other requirements at application are eligible to complete the Program in a single year. Many candidates complete the Program in 3 or more semesters. Application for student teaching required by Fall/Spring deadlines; consult the Credential Office website for specific dates.

Suggested Single Subject Traditional Program Course Work Sequences

**Two-semester sequence for full-time candidates:**

**Semester 1:** EPC 420; HSCI 496ADO; SED 511, 514, 525xx single subject, 554, 554S (17 units)

**Semester 2:** AAS/ARMN/CHS/ELPS/PAS 417; SED 420, 521, 555, 555S (16 units)

**Three-semester and one Summer sequence for part-time candidates:**

**Semester 1:** EPC 420; SED 511, 521 (9 units)

**Semester 2:** HSCI 496ADO; SED 420, 525xx single subject, 554, 554S (11 units)

**Summer:** AAS/ARMN/CHS/ELPS/PAS 417; SED 514 (6 units)

**Semester 3:** SED 555, SED 555S (7 units)

**Four-semester and one Summer sequence for part-time candidates:**

**Semester 1:** EPC 420; SED 511 (6 units)

**Semester 2:** SED 514, 525xx single subject (6 units)

**Summer:** AAS/ARMN/CHS/ELPS/PAS 417; SPED 420 (6 units)

**Semester 3:** HSCI 496ADO; SED 521, 554, 554S (8 units)

**Semester 4:** SED 555, 555S (7 units)

|   |           |
|---|-----------|
| <b>Total Units Required for the Traditional Single Subject Credential Program</b> | <b>32</b> |
|---|-----------|

## 2. Accelerated Collaborative Teacher Preparation Program (ACT) (33 units)

An intensive Program for a cohort of eligible Post-Baccalaureate candidates. Separate application required. Sohorts begin each Fall semester.

### Required prior to admission

- Verification that a Basic Skills Test (typically CBEST) has been taken.
- Verification of information session attendance.
- Admissions interview with ACT Coordinator.
- Valid fingerprint clearance.
- Verification of subject competency by approved subject matter program or examination (CSET).

Consult Credential Office for complete admissions requirements.

### Required prior to the beginning of the Fall semester

- Passage of Basic Skills Test (typically CBEST).
- Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper Division Writing Proficiency Examination), or completion of ENGL 305, ENGL 406, or COMS 420.
- Application to Student Teach

### Required in the fall semester (19 units)

|      |       |  |
|------|-------|--|
| ELPS | 541A  | Introduction to Teaching in Urban Schools (1)                            |
| EPC  | 420   | Educational Psychology of Adolescence (3)                                |
| SED  | 511   | Fundamentals of Secondary Education in Multiethnic Secondary Schools (3) |
| SED  | 514   | Computers in the Instructional Program (3)                               |
| SED  | 525xx | Methods of Teaching in Single Subject (e.g., Art, English, etc.) (3)     |
| SPED | 541B  | Introduction to Teaching in Urban Schools (2)                            |
| SED  | 554   | Supervised Field Experience for the Single Subject Credential (3)        |
| SED  | 554S  | Field Experience Seminar for the Single Subject Credential (1)           |

### Required during Spring semester (14 units)

|      |        |  |
|------|--------|--|
| ELPS | 542A   | Meeting the Needs of All Students in Urban Schools (2)               |
| HSCI | 496ADO | Health Concerns of the Adolescent (1)                                |
| SED  | 521    | Literacy, Language and Learning in Multiethnic Secondary Schools (3) |
| SED  | 555    | Supervised Practicum for the Single Subject Credential (5)           |
| SED  | 555S   | Practicum Seminar for the Single Subject Credential (2)              |
| SPED | 542B   | Meeting the Needs of All Students in Urban Schools (1)               |

### Other Program Requirements

- Teaching Performance Assessment (completed in SED 555S).
- Individual Induction Plan (IIP) (completed in SED 555S).
- Overall GPA of 2.75 since admission with GPA of 3.0 in Professional Education courses .
- A grade of “C” or better in all required classes.
- Knowledge of the U.S. Constitution (course or exam)

- Baccalaureate Degree from an accredited institution of higher education.
- CPR Certification—infant, child adult (online certification is not acceptable).

|  |           |
|--|-----------|
| <b>Total Units required for the Single Subject ACT Program</b> | <b>32</b> |
|--|-----------|

## 3. Single Subject University Intern Program (SSUIP) (33 units)

A Program for individuals teaching full-time in a public school with an Intern Credential. Additional application required

### Required prior to admission

- Passage of Basic Skills Test (typically CBEST).
- Verification of information session Attendance.
- Admissions interview with Intern Program Coordinator.
- Verification of subject matter competency by approved subject matter program or examination (CSET).
- Completion of 120 hours of pre-service instructional hours/modules.
- Knowledge of the U.S. Constitution (course or exam).
- Baccalaureate Degree from an accredited institution of higher education.
- Intern Credential and verification of full-time public school teaching position in subject area.
- CPR Certification—infant, child adult (online certification is not acceptable).

### Required in first semester of enrollment (6 units)

|     |          |  |
|-----|----------|--|
| SED | 511      | Fundamentals of Secondary Education in Multiethnic Secondary Schools (3) |
| SED | 593/593S | Field Experience and Field Experience Seminar for Interns (2/1)          |

### Required in second semester of enrollment (6 units)

|     |          |  |
|-----|----------|--|
| SED | 521      | Literacy, Language and Learning in Multiethnic Secondary Schools (3) |
| SED | 594/594S | Field Experience and Field Experience Seminar for Interns (2/1)      |

### Suggested for Summer 1 (6 units)

|     |     |  |
|-----|-----|--|
| EPC | 420 | Educational Psychology of Adolescence (3)  |
| SED | 514 | Computers in the Instructional Program (3) |

### Suggested for third semester of enrollment (6)

|      |       |  |
|------|-------|--|
| SED  | 525xx | Methods of Teaching Single Subject (e.g., Art, English, etc.) (3)  |
| SPED | 420   | Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3) |

### Required prior to enrollment in SED 555I/SED 555S

Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper Division Writing Proficiency Examination) or completion of ENGL 305, ENGL 406, or COMS 420.

### Suggested in fourth semester of enrollment (9 units)

|                       |        |   |
|-----------------------|--------|---|
| AAS/ARMN/CHS/ELPS/PAS | 417    | Equity and Diversity in Schools (3)                     |
| HSCI                  | 496ADO | Health Concerns of the Adolescent (1)                   |
| SED                   | 555I   | Supervised Practicum for Interns (3)                    |
| SED                   | 555S   | Practicum Seminar for the Single Subject Credential (2) |

### Other program requirements

1. Teaching Performance Assessment and Individual Induction Plan (completed in SED 555S).
2. Overall GPA of 2.75 since admission with GPA of 3.0 in professional education courses.

3. A grade of “C” or better in all required classes.  
Program schedules may vary slightly based on individual advisement with Intern Program Coordinators. Candidates interested in a BCLAD Intern Credential will complete additional requirements and should consult with a Coordinator.

|  |           |
|--|-----------|
| <b>Total Units required for the Single Subject University Intern Program</b> | <b>32</b> |
|--|-----------|

#### 4. Four-Year Integrated (FYI) Teacher Credential Program in English or Mathematics

A four-year integrated, undergraduate program leading to a B.A. Degree and Single Subject Credential in English or mathematics for eligible, college-ready freshmen. See the English Department section of the Catalog for the FYI-English Program; see the Mathematics Department section of the Catalog for FYI-Mathematics Program.

|   |            |
|---|------------|
| <b>Total Units Required for FYI English</b>     | <b>122</b> |
| <b>Total Units Required for FYI Mathematics</b> | <b>121</b> |

#### 5. Junior-Year Entry Integrated (JYI) Teacher Credential Program in English or Mathematics

An integrated, undergraduate program leading to a B.A. Degree and Single Subject Credential in English or mathematics for eligible students at the junior level. See the English Department section of the Catalog for the JYI-English Program; see the Mathematics Department section of the Catalog for JYI-Mathematics Program.

|   |           |
|---|-----------|
| <b>Total Units in Addition to GE Required for JYI English</b>     | <b>74</b> |
| <b>Total Units in addition to GE required for JYI Mathematics</b> | <b>68</b> |

#### 6. Bilingual Cross-Cultural Language and Academic Development Program (BCLAD) in Spanish, Korean, or Armenian (39 units)

A Post-Baccalaureate Program for candidates who develop expertise in teaching their subject area in the language of emphasis. Note: For updated information concerning the BCLAD Single Subject Credential, consult the Credential Office.

##### Required prior to admission

- Verification that a Basic Skills Test (typically CBEST) has been taken.
- Verification of information session attendance.
- Admissions interview.
- Valid fingerprint clearance
- Verification of subject competency by approved subject matter program or examination (CSET).

##### Required in first semester of enrollment and prior to or concurrent with SED 554/SED 554S (3 units)

SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)

##### Required prior to first student teaching assignment through SED 554

- Passage of Basic Skills Test (typically CBEST).
- Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper Division Writing Proficiency Examination), or completion of ENGL 305, ENGL 406 or COMS 420.
- Student Teaching application.

##### Required prior to or concurrent with first student teaching assignment through SED 554/SED 554S (6 units)

EPC 420 Educational Psychology of Adolescence (3)  
SED 525xx Methods of Teaching Single Subject (e.g., Art, English, etc.) (3)

##### Required prior to second student teaching assignment through SED 555BL/SED 555S (4 units)

SED 554 Supervised Field Experience (3)  
SED 554S Field Experience Practicum (1)  
Passage of BCLAD Test no. 6 in language of emphasis

##### Required prior to or concurrent with second student teaching assignment, SED 555BL/555S (12 units)

AAS/ARMN/CHS/  
ELPS/PAS 417 Equity and Diversity in Schools (3)  
SED 521 Language, Literacy and Learning in Multiethnic Secondary Schools (3)  
SED 525ESL Methods of Teaching English as a Second Language (3)  
SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)

##### Student Teaching (11 units)

SED 554 Supervised Field Experience (3)  
SED 554S Field Experience Practicum (1)  
SED 555BL Supervised Practicum with BCLAD Emphasis (5)  
SED 555S Practicum Seminar (2)

##### Other Program Requirements (7)

- SED 514 Computers in the Instructional Program (3)  
HSCI 496ADO Health Concerns of the Adolescent (1)
- Multicultural requirement: 1 course from Category A in area of emphasis (3 units). Consult the Credential Office for a list of acceptable courses (may be completed prior to admission).
  - Teaching Performance Assessment (completed in SED 555BL).
  - Individual Induction Plan (IIP) (completed in SED 555BL).
  - Overall GPA of 2.75 since admission with GPA of 3.0 in professional education courses.
  - A grade of “C” or better in all required Credential classes.
  - Knowledge of the U.S. Constitution (course or exam).
  - Baccalaureate Degree from an accredited institution of higher education.
  - CPR Certification—infant, child adult (online certification is not acceptable).

|  |           |
|--|-----------|
| <b>Total Units Required for the Single Subject BCLAD Program</b> | <b>38</b> |
|--|-----------|

#### Certificates

##### English Learner Authorization Certificate Program: CTEL—California Teachers of English Learners (12 units)

##### 1. Prerequisite:

- Valid Teaching Credential

##### 2. Requirements:

- Application to the Credential Office.
- Maintain a 3.0 GPA in all Program courses.
- Earn a grade of “C” or higher in all Program courses.
- Successfully complete CTEL Program portfolio.

##### 3. Required Courses: (12 units)

AAS/ARMN/CHS  
/ELPS/PAS 417 Equity and Diversity in Schools (3)  
CHS 333 Language Acquisition of the Chicana/o and ESL Speakers (3)  
or LING 427 Languages in Contact (3)  
ENGL 301 Language and Linguistics (3)  
SED 525ESL Methods of Teaching English as a Second Language (Final Course) (3)

## Course List

### SED 496A-Z. Experimental Topics Courses (3)

Selected topics in secondary education, with course content to be determined.

### SED 497EE A-B. Field work Tutorials (1-2)

*Prerequisite: Instructor consent.* Field work course designed to give experiential education to CSUN students who volunteer for community tutorial work with youngsters to improve their basic academic competencies and study skills. Whenever possible, emphasis is placed on locating students in sites where disadvantaged young people are most in need of tutoring, including probation camps, foster homes, rehabilitation centers, public schools and continuation schools. Open to all Majors in good academic standing.

### SED 511. Fundamentals of Secondary Education in Multiethnic-Secondary Schools (3)

*Preparatory: Admission to a Single Subject Credential Program.* Must be taken in the 1st session of enrollment in all Single Subject Programs. Provides a general framework and introduction to secondary education and curriculum within a multiethnic American society. Candidates investigate various classroom discipline and management techniques, teaching strategies and techniques, and lesson planning. Candidates are also introduced to the California Academic Content Standards and the 13 Teaching Performance Expectations (TPEs). Primary emphasis is placed on the TPEs in 3 domains: 1) Creating and maintaining effective classroom environments; 2) Engaging and supporting all students in learning; and 3) Planning instruction and designing learning experiences. Completion of classroom-based activities is required.

### SED 514. Computers in the Instructional Program (3)

Introduction to the instructional uses of the Internet, local networks, telecommunications, text processing, graphics, desktop publishing, educational software, electronic reference tools, teacher support tools, databases, spreadsheets and other software applications and related media. Use of such applications to access and evaluate information, analyze and solve problems, and communicate with other professionals. Strategies and skills to enable teachers to prepare their students to be lifelong learners in an information-based society. Meets technology education requirement for the Preliminary Credential.

### SED 516A. Seminar in Teaching the Bilingual/Bicultural Student: Mexican-American (3)

Seminar for Single Subject Credential candidates who desire additional preparation in teaching the Mexican-American student at the secondary level. Also open to classroom teachers, administrators and supervisors. Designed to develop effective instructional strategies that recognizes the distinctive cultural, social, historical, linguistic and aesthetic influences on the learning styles of this ethnic group.

### SED 521. Content Area Literacy and Learning in Multiethnic Secondary Schools (3)

*Prerequisite: Restricted to candidates officially admitted to the Credential Program or already possessing a Teaching Credential. Prerequisite or Corequisite: SED 511. Recommended Preparatory for Traditional Candidates: SED 525xx.* Required for candidates in all Single Subject Teacher Basic Credential Programs. Focuses on strategies for teaching reading, writing, academic language and study strategies to promote learning in middle-school and high-school content area classes for all students. Addresses a context for literacy learning, emergent and developmental reading instruction, assessment of materials, the development of literacy lessons related to California subject area academic content standards and frameworks, differentiated instruction and a range of literacy assessments. Completion of field-based activities is required.

### SED 524. Teaching Reading to the Speaker of Non-Standard Dialect (3)

*Preparatory: SED 520.* Exploration of methods and problems unique to the teaching of reading to culturally different children. Emphasis in 3 areas: 1) general planning and procedures to solve reading problems; 2) lab practice in the application of reading materials; and 3) evaluation of techniques. (Cross listed with EED 524.)

### SED 525 Series:

*Restricted to candidates officially admitted to the Credential Program. All courses in this series address objectives, methods, curriculum, assessment and issues involved in teaching various subjects in the secondary schools.*

### SED 525. Methods of Teaching Single Subjects in The Secondary School (3)

*Restricted to candidates officially admitted to the Credential Program. Preparatory: A generic course for students for whom a specialized methods course is not available. See SED 525 Series.*

### SED 525A. Methods of Teaching Art (3)

*Restricted to candidates officially admitted to the Credential Program. Study and development of instructional guidance in art. See SED 525 Series.*

### SED 525BL. Bilingual and Bicultural Teaching in Multiethnic Secondary Schools (3)

*Required course for all Bilingual Authorization Program candidates. Prerequisites: SED 521 (pre Fall 2011) or SED 523 (Fall 2011 and later). Preparatory: SED 525xx.* This course will examine the history, policies, programs and research on the effectiveness of bilingual education and bilingualism in the U.S., as well as the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and the educational achievement of bilingual children and adolescents. Also addressed are the transferability between the primary and English language; authentic parental participation; the interrelatedness among the four domains of language (listening, speaking, reading and writing); and the application of different bilingual education models, instructional strategies, materials and skills to instructional settings. The course also will examine planning, developing, implementing and assessing standards-aligned content instruction in the primary and the English language with a variety of instructional and assessment strategies, as well as the use of a variety of criteria to select instructional materials to assess their appropriateness and suitability for the local context and to augment resources when necessary. (Cross listed with EED 525.)

### SED 525EN. Methods of Teaching English (3)

*Required of all students enrolled in the English Credential Program. Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential.* Methods course addressing strategies for teaching literature, composition and language. The integrated approach for literature, composition and language instruction is based on the California Model Curriculum Standards and the English/Language Arts Framework. See SED 525 Series.

### SED 525ESL. Methods of Teaching English As A Second Language (3)

*Required course for BCLAD Preliminary Credential and CLAD Certificate Program through CTEL Coursework. Preparatory: ENGL 301, 302 or 402, or an equivalent course in linguistics.* A methods course addressing programs, objectives, methods, materials and issues for providing bilingual and English as a Second Language instruction at the middle-school and high-school levels.

### SED 525HEC. Methods of Teaching Home Economics (3)

*Restricted to students officially admitted to the Credential Program or already possessing a teaching credential. See SED 525 Series.*

**SED 525HS. Methods of Teaching Health Science (3)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. See SED 525 Series.*

**SED 525MA/L. Methods of Teaching Mathematics in the Secondary School and Lab (2/1)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. Corequisites: SED 525MA and 525MAL. Preparatory: MATH 150B or instructor consent. Topics include subject matter selection and classroom instruction in arithmetic, algebra, geometry, trigonometry, discrete mathematics and calculus. See SED 525 Series.*

**SED 525MU. Methods of Teaching General Music (3)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. Preparatory: MUS 302, 466C. Exploration of teaching trends and issues in general music. Development of instructional guidance for music. See SED 525 Series.*

**SED 525PE. Methods of Teaching Physical Education (3)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. See SED 525 Series.*

**SED 525S/L. Methods of Teaching Science in the Secondary School and Lab (2/1)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. Corequisites: SED 525S and 525SL. Objectives, instructional methods, curriculum and assessment in teaching science in the secondary school. Developing, adapting, evaluating and using strategies and materials for teaching science, appropriate both to the special needs of the learners and the special characteristics of the science discipline. Objectives, instructional methods and curriculum in teaching lab-based science in the secondary school. Developing, adapting, evaluating and using strategies and materials for teaching science labs, appropriate both to the special needs of the learners and the special characteristics of the science discipline. See SED Series.*

**SED 525SS. Methods of Teaching Social Studies (3)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. Objectives, methods, materials and assessments in the social studies curriculum in the secondary schools. See SED 525 Series.*

**SED 525WL. Methods of Teaching World Language (3)**

*Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. See SED 525 Series.*

**SED 529. Teaching English Learners in Multiethnic Secondary Schools (3)**

*Required for candidates in all Single Subject Teacher Basic Credential Programs. Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. Prerequisite: SED 511. Co-requisite: SED 521. Preparatory: SED 525xx. Addresses state and federal legal requirements related to English learners, the California English Language Development (ELD) Standards, school programs serving English learners, language acquisition and teaching materials and strategies for English as a Second Language (ESL), and Specially Designed Academic Instruction in English (SDAIE). Also focuses on diagnostic and other assessments for English learners. Completion of field-based activities is required.*

**SED 530. The Program in Literature for Grades 6-12: Issues (3)**

*Exploration of issues related to the selection, organization and methods of teaching literature in middle school and senior high school classes. Recommended for experienced English teachers, supervisors, Department Chairs and curriculum consultants.*

**SED 535MA. Teaching Contemporary Mathematics (3)**

*Designed specifically to assist middle school and high school mathematics teachers and supervisors in implementing a modern school mathematics program. Covers the content standards, as well as strategies for effective mathematics instruction. Also provides hands-on experience for developing expertise with graphing calculators and computer software.*

**SED 554/S. Supervised Field Experience for the Single Subject Credential (3/1)**

*Prerequisites: Admission to the Single Subject Credential Program; Clearance by the Credential Office. Corequisite: SED 554S. Corequisites or Preparatory for Traditional, FYI, JYI and ACT Programs: EPC 420; SED 511, 525xx. Additional corequisites for ACT Program only: ELPS 541A; SPED 541B. Designed as the introductory field experience for candidates pursuing the Single Subject Teaching Credential in the Traditional, Accelerated Collaborative Teacher (ACT), Four-Year Integrated (FYI-English or FYI-Math) or Junior-Year Entry Integrated (JYI-English or JYI-Math) Programs. The candidate is assigned to a middle school or high school site for 1 class period plus conference time daily for a school's semester or track to complete specific activities (e.g., structured observations, tutoring small groups, assuming responsibility for planning, teaching and pupil assessment) under the direction and guidance of a qualified on-site collaborating teacher. A designated member of the University faculty supervises the candidate's assignment. During the supervised field experience sequence of SED 554 and 555, each teacher candidate has experiences teaching English language learners and participates in 2 or more subject-specific teaching assignments at middle-school and high-school levels. The candidate also meets weekly or biweekly in a required seminar led by a University faculty member that addresses student teaching issues. During this seminar, the candidate completes the Preliminary Teaching Event. (Credit/No Credit only)*

**SED 555. Supervised Practicum for the Single Subject Credential (5)**

*Required for candidates in the Four-Year Integrated (FYI-English, FYI-Math), Junior-Year Integrated (JYI-English, JYI Math), Accelerated Collaborative Teacher (ACT) and Traditional Single Subject Credential Programs. Prerequisites: SED 554, 554S; Clearance from the Credential Office. Corequisite: SED 555S. Corequisite or Preparatory for Traditional, FYI and JYI Programs: AAS/ARMN/CHS/ELPS/PAS 417; SED 521; SPED420. Corequisites for ACT Program only: ELPS 542A; HSCI 496AD; SED 521; SPED 542B. The Supervised Practicum is designed to provide teacher candidates with a Capstone field work experience in middle school or high school classrooms. Each candidate is supervised by an on-site collaborating teacher and a University supervisor. The candidate is responsible for teaching 3 classes daily and is at the school for a 4th class period daily for observation and conferencing for a school's entire semester or track. During the supervised field experience sequence of SED 554 and 555, each teacher candidate has experiences teaching English language learners and participates in 2 or more subject-specific teaching assignments. See the Credential Office for additional details. (Credit/No Credit only)*

**SED 555BL. Supervised Practicum for the Single Subject Credential with BCLAD Emphasis (5)**

*Required of candidates in the Single Subject Traditional Credential Program who seek Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis. Prerequisites: SED 554, SED 554S. Corequisite: SED 555S. Corequisite or Preparatory for Traditional, FYI and JYI Programs: AAS/ARMN/CHS/ELPS/PAS 417; SED 521; SPED 420. Corequisites for ACT Program only: ELPS 542A; HSCI 496AD; SED 521; SPED 542B. BCLAD Candidates are assigned to classrooms comprised of several English learners with limited proficiency in English where bilingual content instruction, SDAIE (Specially Designed Academic Instruction*

in English) and/or ELD (English Language Development instruction) are offered. (Credit/No Credit only)

### **SED 555S. Practicum Seminar for the Single Subject Credential (2)**

*Required for candidates in the Four-Year Integrated (FYI-English, FYI-Math), Junior-Year Integrated (JYI-English, JYI Math), University Intern, Accelerated Collaborative Teacher (ACT) and Traditional Single Subject Credential Programs. Prerequisites: SED 554, 554S; Clearance from the Credential Office. Corequisite: SED 555 or 555BL. Corequisite or Preparatory for Traditional, Intern, FYI, and JYI Programs: AAS/ARMN/CHS/ELPS/PAS 417; SED 521; SPED 420. Corequisite for ACT Program only: ELPS 542A; HSCI 496ADO; SED 521; SPED 542B.* While student teaching, the candidate also meets weekly or biweekly in a required seminar with a subject specialist University supervisor. The seminar addresses issues in teaching and the Teaching Performance Expectations, and the candidate is provided with guidance in completing the Performance Assessment for California Teachers (PACT) Teaching Event. (Credit/No Credit only)

### **SED 555I. Supervised Practicum for the Single Subject University Intern Program (3)**

*Required for candidates in the Single Subject University Intern Program (SSUIP). Prerequisites: SED 593/593S, 594/594S; Internship Credential; Clearance from the Credential Office. Corequisite: SED 555S.* SED 555I is the third and Capstone course in a sequence of supervised field experiences for University Intern candidates. Intern teacher candidates do their supervised field experience in their own secondary classrooms and are supervised by a University coach and an on-site collaborating teacher. During the supervised field experience sequence, each intern teacher candidate has experiences teaching English language learners and participates in 2 or more subject-specific teaching assignments. See the Intern Program Coordinator, Credential Office or Department website for additional information. (Credit/ No Credit only)

### **SED 555IB. Supervised Practicum for the Single Subject University Intern Program with BCLAD Emphasis (3)**

*Required of candidates in the Single Subject University Intern Program (SSUIP) who seek Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis. Prerequisites: SED 593/593S, 594/594S; Internship Credential; Clearance from the Credential Office. Corequisite: SED 555S.* BCLAD candidates are assigned to 1 or more classrooms comprised of several English learners with limited proficiency in English where bilingual content instruction, Specially Designed Academic Instruction in English (SDAIE) and/or English Language Development (ELD) instruction are offered. (Credit/No Credit only)

### **SED 587ESL. Methods of Teaching English As A Second Language to Adults (3)**

*Prerequisite: ENGL 301, 302 or 402, or equivalent course in linguistics.* A study of the objectives, methods, materials and issues involved in the teaching of English as a Second Language in the community adult schools to adults.

### **SED 592. Audiovisual Instruction Methods and Techniques (3)**

Theories and methods of visual instruction, including experience in the utilization of audiovisual aids. Instruction in various projection and recording techniques and their applications in the school program.

### **SED 593/S. Field Experience for Single Subject Interns (2/1)**

*Prerequisites: Bachelor's Degree; Admission to the Single Subject University Intern Program (SSUIP); Full-time teaching position in a public school. Corequisite: SED 593S.* SED 593 is the first of 3 field experiences required in SSUIP that lead to the Single Subject or Single Subject BLCAD Emphasis Credential. This field experience is designed for the on-the-job teacher. The candidate is supervised on-site by a University coach and a support provider. This seminar is designed for the on-the-job teacher and meets for 1 hour weekly (or equivalent). (Credit/No Credit only)

### **SED 594/S. Field Experience for Single Subject Interns (2/1)**

*Prerequisites: SED 511, 593/593S. Corequisite: SED 594S.* Second of three field experiences required in the Single Subject University Intern Program (SSUIP) that leads to the Single Subject or Single Subject BLCAD Emphasis Credential. This field experience is for the on-the-job teacher. The candidate is supervised on-site by the University coach and a support provider. This seminar is designed for the on-the-job teacher and meets for 1 hour weekly (or equivalent). (Credit/No Credit only)

### **SED 594AI. Academic Internships in Secondary Education (3)**

Field work course designed to give experiential education to CSUN students who will be placed as teaching assistants in Los Angeles Unified secondary schools. While assisting supervising teachers in the classrooms, CSUN students receive exposure to various instructional practices, tutorial techniques and adolescent student behavior. Fulfills early field work requirement for Single Subject Credential. Open to all majors, junior- and senior-level, with a minimum 2.5 GPA. Initial application through the Cooperative Education Office. 3 units of elective credit. Academic Internship course. (Credit/No Credit)

### **SED 595A-Z. Experimental Topics Courses (3)**

### **SED 599A-C. Independent Study (1-3)**

## **Graduate**

This following courses are open to Graduate Students only.

### **SED 600. Research in Secondary Education (3)**

*Prerequisite: Admission to Secondary Education M.A. Degree Program.* This course introduces key research in secondary education and provides opportunities to analyze educational research critically. Also addressed are types of research; the teacher as researcher; planning a research study; and collecting, analyzing and presenting data. A required Department Core course for M.A. Degree candidates with a Specialization in Secondary Education.

### **SED 610. Issues in Education in Multiethnic Secondary Schools (3)**

*Prerequisite: Admission to Secondary Education M.A. Degree Program.* An examination of issues and changes in education and curriculum, with a focus on how these issues impact secondary teachers and diverse classrooms and schools. The course also addresses teacher professionalism and leadership. A required Department Core course for M.A. Degree candidates in Secondary Education.

### **SED 612. The Core Curriculum in Middle and Senior High Schools (3)**

Designed for teachers in integrated programs involving social studies and language arts. Emphasis is given to relating the needs of secondary school youth to appropriate course objectives, content and teaching procedures.

### **SED 617. Microcomputers in the Secondary Reading/Language Arts Curriculum (3)**

*Prerequisite: SED 514 or instructor consent.* Design, development and use of computer-based resources for teaching reading, writing, literature and language. Internet; telecommunications; and presentation, desktop publishing and other applications are explored in terms of teaching the language arts. Review and analysis of research and best practice in the use of computers in the teaching of reading and language arts.

### **SED 618. Computers in the Secondary School Curriculum: Multimedia (3)**

*Prerequisite: SED 514 or instructor consent.* Design and development of multimedia projects of secondary-school instruction using a variety of hardware and software tools. Review and analysis of research on the use of multimedia computer-based technology in secondary-school instruction.

**SED 619. Application and Utility Software in the Secondary School Curriculum: Website Design (3)**

*Prerequisite:* SED 514 or instructor consent. Design and development of instructional materials using multimedia, publishing, presentation and data-analysis software. Development of websites to distribute these and other instructional resources. Analysis of research related to distance education, and the design, use and effectiveness of Internet-based instructional resources for classroom use.

**SED 621. Foundations of Reading Instruction (3)**

*Prerequisite:* SED 520 or 521. Designed to acquaint the student with skills in word recognition, comprehension, study skills and rate; provisions for developing interest and appreciation; classroom materials in teaching reading; recent concepts of reading readiness and the relationship of linguistic theory to reading instruction; interrelationship of language development and reading.

**SED 625A/L. Literacy Assessment and Teaching Strategies and Lab (3/1)**

*Prerequisites:* EED 520 or equivalent; SED 520 or 521; SED 625EN or EED 633; Teaching experience. *Corequisite:* SED 625AL. Principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student develops competencies in assessing literacy behavior on an individual basis and in a classroom setting. Students should become adept at observations and interviews, while attaining skills of selecting, scoring and interpreting the results of a comprehensive variety of whole language assessments. Similarly, principles and procedures for the design and selection of materials, methods and contexts for literacy instruction are presented. Each student develops a literacy program for an individual child based on assessment findings. Includes meaning-centered activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies and confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing, and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least 1 child experiencing problems processing written language for whom the student will design and implement a corrective program. It is suggested that a student continue with the same child for a 2nd semester in SED 625BL. Case studies will demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process. (Cross listed with EED 625AL.)

**SED 625B/L. Literacy Assessment and Teaching Strategies and Lab (3/1)**

*Prerequisite:* SED/EED 625AL. *Corequisite:* SED 625BL. Additional principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student continues to develop competencies in assessing literacy behavior on an individual basis and in a classroom setting. Students should hone their skills of selecting, scoring and interpreting the results of a comprehensive variety of standardized tests. Similarly, additional principles and procedures for the design and selection of materials, methods and contexts for literacy instruction are presented. Each student expands the literacy program developed for an individual child based on new assessment findings. Includes meaning-centered and skill-based activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies and confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing, and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least 1 child experiencing problems processing written language for whom the student designs and implement a corrective program. It is suggested that a student continue with the same child he/she worked

with in SED/EED 625AL. Case studies will demonstrate awareness of psychological, physiological, educational, cultural and linguistic factors in the reading/writing process. (Cross listed with EED 625BL.)

**SED 625EN. Theory and Research in the Teaching of Secondary School English (3)**

*Prerequisite:* SED 525EN or instructor consent. Study of recent developments and current issues in the teaching of English at the middle-school and senior high-school levels. Consideration is given to research studies and current best practice addressing literature, composition and language curriculum and instructional methods.

**SED 625ESL. Theory and Research in Teaching ESL in Multilingual Classrooms (3)**

*Prerequisite:* SED 525ESL. Seminar in the theory and research in teaching English as a second language in multilingual or bilingual settings. Emphasis is placed on the nature of language acquisition, on teaching strategies and on the development of materials designed to facilitate 2nd language learning. Opportunity for concentrated individual study, curriculum development and the use of various diagnostic language proficiency tests to both place and promote ESL students within the curriculum.

**SED 625MA. Theory and Research in Teaching Secondary School Mathematics (3)**

*Prerequisite:* SED 525MA or instructor consent. Study of the present status, recent developments and current trends in secondary-school mathematics curricula. The identification of concepts resulting from recent research and their organization for inclusion in the secondary-school mathematics program are considered. Consideration also is given to research studies dealing with the rationale and structure of important new approaches to mathematics teaching.

**SED 625MM. Theory and Research in Multicultural and Multilingual Education in Secondary Schools (3)**

*Prerequisites:* AAS/ARMN/CHS/ELPS/ PAS 417; SED 525xx, 529 or equivalents. This course uses cultural and linguistic diversity as the basis for understanding and exploring the broad concept of multicultural and multilingual secondary education, including how cultural and linguistic diversity influences pupil learning and how the knowledge of cultural and linguistic backgrounds of diverse secondary students can strengthen teaching and assessment practices. The course addresses theories, research and issues of multicultural and multilingual education at the middle-school and high-school levels. This course also develops deeper levels of multicultural and multilingual knowledge among M.A. Degree students on the cultural and language groups in California and the U.S.

**SED 625SC. Theory and Research in Teaching Secondary School Science (3)**

*Prerequisites:* SED 525SS; Major or Minor in science. Study of the present status, recent developments and current trends in secondary curricula. Emphasis is given to the identification of concepts resulting from recent research and their organization for inclusion in the secondary-school science program. Consideration is given to research studies dealing with the rationale and structure of important new approaches to science teaching.

**SED 625SS. Theory and Research in Teaching Secondary School Social Studies (3)**

*Prerequisites:* SED 525SS; Major or minor in science. Critical analysis of current teaching of social studies in the secondary school. Emphasis on the rationale and structure of the social studies curriculum, approaches to teaching social studies in the secondary school and research related to instructional problems of the secondary school teacher.

**SED 626. Literacy Instruction for English Learners K-12 (3)**

*Prerequisite:* EED 520, SED520 or 521, or equivalent. Major theories of 1st and 2nd language acquisition and literacy development specific to teaching 2nd language learners are reviewed in this seminar for teachers with monolingual, bilingual and multilingual classrooms. Various instructional approaches in the development of oral language, reading and writing are addressed. Research on variables affecting 2nd language learners' reading and writing achievement is explored. Emphasis is given to effective methodologies, teaching strategies, instructional materials and assessment strategies. (Cross listed with EED 626.)

**SED 627A. Individualization in Reading (1)**

*Prerequisite:* SED 520 or 521. Focus is on the theoretical and practical considerations involved in individualizing a reading program. Attention is paid to assessment techniques, learning centers, classroom organization and management. Various types of programs are analyzed and consideration is given to the design of individualized programs in reading that can be implemented in the classroom. (Cross listed with EED 627A.)

**SED 627C. Developing Reading Skills Through High Interest/low Readability Materials (1)**

*Prerequisite:* SED 520 or 521. Focus is on developing reading skills through the use of high-interest literature in the areas of poetry, fiction, drama, thematic units and the media. (Cross listed with EED 627C.)

**SED 627D. Reading in the Content Areas (1)**

*Prerequisite:* SED 520 or 521. The specific reading skills required in various subject fields are identified and methods of teaching these are explored. Diagnosis and correction of the difficulties unique to reading in the several content areas will receive emphasis. Students who have completed EED 621 should not select this particular course. (Cross listed with EED 627D.)

**SED 627E. State Frameworks in Reading and English (1)**

*Prerequisite:* SED 520 or 521. Focus on the reading and English language frameworks. Students develop competencies in the implementation of the frameworks and the utilization of the state textbook adoption process. (Cross listed with EED 627E.)

**SED 627G. In-Service Education in Reading (1)**

*Prerequisite:* SED 520 or 521. Focus on various aspects of inservice education in the field of reading. The course develops competencies of students to design and implement in-service activities in public and private schools. (Cross listed with EED 627G.)

**SED 627I. Teaching Critical Reading Skills (1)**

*Prerequisite:* SED 520, 521 or EED 520. Focus on the components of teaching critical reading and the implementation of a program of critical-reading activities in the classroom. (Cross listed with EED 627I.)

**SED 628. Language and Literacy Programs: Leadership, Planning and Evaluation (3)**

*Prerequisite:* SED/EED 625AL, 625BL or instructor consent. Principles of designing, organizing, coordinating and evaluating a variety of bilingual/multilingual and literacy programs (e.g., K-12 integrated language arts programs, corrective reading/writing programs, programs for students at risk) are presented. Students develop competencies in planning, conducting and evaluating staff development in language and literacy or bilingual/multilingual education. They familiarize themselves with the state textbook adoption process, state frameworks, district curriculum guides and selected state, national and international language and literacy projects/programs. Strategies for writing grants are offered and participation in professional organizations is encouraged. Students demonstrate ability to provide leadership in decision making for teaching language and literacy or for teaching across the curriculum in bilingual/multilingual programs. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings. (Cross listed with EED 628.)

**SED 631. Media in English Education (3)**

A graduate seminar for in-depth examination and evaluation of the use of media in English education. Recommended for experienced English teachers, supervisors and consultants.

**SED 640. Heuristics in Mathematics Education (3)**

*Prerequisite:* Major in Mathematics. Heuristics is the study of the methods of problem solving. Sometimes called "the rules of discovery," it is investigated and applied to arithmetic, algebra and geometry. Students are provided with the opportunity to apply the techniques in typical secondary classroom situations.

**SED 644. Remedial Mathematics: Diagnosis and Prescriptive Approaches (3)**

*Course restricted to persons presently teaching or on sabbatical. Prerequisite:* Teaching Credential and 1 year of teaching experience. The diagnosis and remediation of learning problems in arithmetic, algebra and geometry are the focus of this course for teachers of grades 6-12, resource personnel and specialists. Participants discuss these problems together with developmental learning patterns, diagnostic instruments and taxonomies of errors. Application of theory in participants' classrooms is a major part of the course.

**SED 646. Computers in Mathematics and Science Teaching (3)**

*Prerequisite:* SED 514 or instructor consent. Design, development and use of computer-based curricular resources for the teaching of science and mathematics. Topics include Internet resources, simulated experiments, computer-assisted instruction, mathematics tools, graphing calculators, probeware, videomicroscopy, scientific and mathematical editors, games, scientific databases, programming, robotics and more. Review and analysis of research on the use of technology in science and mathematics education.

**SED 671. Designing Computer-Based Instructional Materials (3)**

*Prerequisite:* SED 514 or instructor consent. Development of instructional materials using high-level authoring systems as a programming environment. Investigations on research findings in human perception, communication, learning theory and software development.

**SED 673. Multicultural Students, Families and Communities (3)**

*Prerequisite:* Admission to SED or other College of Education M.A. Degree Program. Preparatory: AAS/CHS/ELPS/PAS 417, SED 529 or equivalents. This course examines the research and professional literature on working with multicultural and multilingual pupils, families and communities to promote these pupils' academic success. M.A. Degree students will learn about families and communities, communicating with families and communities, effective strategies for working with families from particular ethnic and linguistic communities, and designing and evaluating school-family-community multicultural and multilingual educational activities and/or events.

**SED 674. Bilingual/Multilingual Curriculum (3)**

*Prerequisite:* SED 600 or equivalent or instructor consent. Covers the history and development of curriculum for bilingual and multilingual programs. Research and its implications for curricular choices, as well as the development and adaptation of curriculum, will be addressed. In addition, the effects of assessment on curriculum will be analyzed. (Cross listed with EED 674.)

**SED 675. Bilingual/Multilingual Teaching Strategies (3)**

*Prerequisite:* SED 600 or instructor consent. Students evaluate research on bilingual-bicultural and multilingual-multicultural teaching methods and strategies. Emphasis is placed on relating research findings to instructional decision making. Includes modeling, developing and validating effective teaching strategies that provide English learners access to the core curriculum. (Cross listed with EED 675.)



**SED 684. Application of Research in Teaching Effectiveness (3)**

*Preparatory: Teaching credential and 3 years teaching experience.* Each student will review research of effective teaching strategies and analyze selected propositions as a foundation of effective teaching decisions, including student motivation, rate and degree of learning, transfer of learning and curriculum decisions that facilitate and extend student learning. Teaching techniques are field tested using action research procedures and ethnographic classroom study techniques. (Cross listed with EED and SPED 684.)

**SED 685. Supervisory Personnel and Student Teaching (3)**

*Preparatory: Teaching Credential and at least 1 year of teaching experience.* Analysis of the role of the supervising teacher. Survey of current status, exploration of potential functions and examination of recommendations of appropriate professional groups. Implications are drawn from related literature and research.

**SED 686. Motivational Strategies in the Classroom (3)**

Study of the principles, problems and techniques of student motivation in the classroom. Research on the physical, psychological and social aspects of the classroom environment will be treated. The contributions of modern technology and the importance of the teacher's personality will be explored. Collections of materials and techniques useful to teachers in promoting motivation are coupled with selected field trips to appropriate instructional resource centers, museums and educational film production sites.

**SED 687. Practicum for Supervising Teachers (3)**

*Preparatory: SED 684, 685.* Provides opportunities for students to apply their knowledge of supervision theory and teaching effectiveness research to on-site situations. A major part of this practicum involves practical application of the supervisory techniques in working with novice teachers. In addition, the participants engage in pedagogical studies to improve their own teaching effectiveness and learn techniques for improving teaching effectiveness within their own schools. (Cross listed with EED and SPED 687.)

**SED 690. Seminar in Secondary Education (3)**

Identification of persistent issues in secondary education and survey of the literature relating to these. Emphasis is given to study of education problems and to acquaintance with reliable sources of educational research.

**SED 693. Field Studies in Secondary Education (3)**

*Prerequisite: Admission to Graduate Program in SED.* A training course in observation of field-study techniques. Students prepare a study of current educational practice as found in secondary schools. Meetings to be arranged between instructors and students.

**SED 695 A-K. Seminars in Selected Studies (3)**

Special seminars in selected topics in: (A) Social Studies Curriculum; (B) Science Curriculum; (C) Language Arts Curriculum; (D) Math Curriculum; (E) Reading Curriculum; (F) Secondary Education; (G) Educational Technology; (H) Practicum for Bilingual Teaching (Spanish); (I) Seminar in Bilingual Education (Spanish); and (J) Curriculum for Bilingual Students (Spanish).

**SED 696. Directed Graduate Research (3)**

*Preparatory: Department acceptance of a Thesis or Project on an advanced topic in the field of education.*

**SED 697. Directed Comprehensive Studies (3)**

*Preparatory: Restricted to and required of M.A. Degree candidates in the semester in which they take the Comprehensive Examination for the Degree.*

**SED 698. Thesis or Graduate Project (3)**

*Preparatory: Acceptance by a Thesis Committee assigned by the Department.* A Thesis or Project on an advanced topic in the field of education.

**SED 699A-C. Independent Study (1-3)**

# Social Work

## College of Social and Behavioral Sciences

**Chair: Amy Levin**

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### Degree Programs

Graduate:

**Master of Social Work (MSW)**

### Program

The Master of Social Work Degree at CSUN provides students with a strong academic Program with professional skill development that provides social services to the San Fernando Valley adjacent cities as well as state, national and global communities. This full-time Program consists of 2 academic years and 19 courses equaling 60 credits, of which 12 are in field placement. The first year or foundation year of the Program consists of 2 semesters for all students, including Core course content of social work micro, mezzo and macro practice; multicultural practice; DSM-IV-TR diagnosis; human behavior and the social environment; social welfare policy and advocacy; and social research and field placement. Other required content for professional accreditation includes social work values and ethics, populations-at-risk, diversity, and social and economic justice. The total units (minimum of 60) in the Program meet the requirements for professional accreditation.

### Three-Year, Part-Time Program

The 2-year, part-time program consists of 2 calendar years, including a minimum of 20 courses (at least 12 units of which are field courses) and completion of 2 field internship placements.

The 3-year, part-time student cohorts complete their course of study over a 3-year period. Students take 2 or 3 courses per semester taking place on weekday evenings and some Saturdays. The field placement for the 3-year, part-time program consists of a minimum of 16 hours of field internship per week during 2 of the 3 years.

### Admission Requirements

1. A Baccalaureate Degree from an accredited University in Sociology, Psychology, the liberal arts or similar program;
2. A GPA of 3.0;
3. Submit a Social Work Program application form that includes a personal statement; and
4. Submit 3 letters of recommendation, at least 1 from an academic institution.

### Foundation Courses (30-33 units)

|      |     |  |
|------|-----|--|
| SWRK | 501 | Human Behavior and Social Environment I (3)  |
| SWRK | 502 | Human Behavior and Social Environment II (3) |

|      |     |  |
|------|-----|--|
| SWRK | 510 | Generalist Social Work Theory and Practice I (3)       |
| SWRK | 520 | Social Work Practice in Multicultural Contexts (3)     |
| SWRK | 521 | Generalist Social Work Theory and Practice II (3)      |
| SWRK | 522 | Foundations of Field Education I (3)                   |
| SWRK | 523 | Foundations of Field Education II (3 -3)               |
| SWRK | 525 | Social Welfare Policy and Services (3)                 |
| SWRK | 535 | Social Work Research Methods I (3)                     |
| SWRK | 503 | Psychosocial Assessment and Diagnostic Formulation (3) |

### Advanced Concentration Courses (30 units)

#### Focus: Advanced Practice with Urban Families

#### Required (24 units)

|      |     |  |
|------|-----|--|
| SWRK | 601 | Advanced Social Work Practice with Urban Families I (3)  |
| SWRK | 602 | Advanced Social Work Practice with Urban Families II (3) |
| SWRK | 622 | Advanced Field Practicum with Urban Families I (3)       |
| SWRK | 623 | Advanced Field Practicum with Urban Families II (3)      |
| SWRK | 630 | Family Crisis, Trauma and Grief (3)                      |
| SWRK | 635 | Social Work Research Methods II (3)                      |
| SWRK | 645 | Urban Social Policy and Advocacy (3)                     |
| SWRK | 698 | Capstone Project (3)                                     |

#### Electives (6 units)

#### Choose 2 courses from the following:

|      |      |   |
|------|------|---|
| SWRK | 650A | Child Welfare Services (3)              |
| SWRK | 650B | Addictions (3)                          |
| SWRK | 650C | Mental Health Wellness and Recovery (3) |
| SWRK | 650D | Practice in Child Welfare Settings (3)  |
| SWRK | 650G | Supervision (3)                         |
| SWRK | 650I | Aging and Families (3)                  |
| SWRK | 650J | Immigration (3)                         |
| SWRK | 650K | Dreams (3)                              |
| SWRK | 650L | LGBT (3)                                |
| SWRK | 650M | Group Therapy (3)                       |
| SWRK | 650N | Couples Therapy (3)                     |
| SWRK | 650O | Health-Care Settings (3)                |
| SWRK | 650P | Family Therapy (3)                      |
| SWRK | 650R | Social Work in Schools (3)              |
| SWRK | 650Q | Pre-Licensure Course (3)                |

## Course List

### SWRK 501. Human Behavior and Social Environment I (3)

*Prerequisite: Graduate admission; Acceptance to the MSW Program.* This is the first of 2 human behavior and social environment courses that provide understanding of human behavior and social environmental relationships from an ecological perspective. This course focuses on child development from pre-birth to maturity. Child development is a complex interplay between the emerging child and his/her primary caregiver; the caregiver's intimate relationships; the extended family; and the family's relationships to larger social systems. This class examines the transactions between family members and their transactions in 3 primary arenas—the intimate relationships within the family, daycare/school and the neighborhood. Students will understand the impact of risks and protective factors in human development as identified in groundbreaking longitudinal studies. Additionally, the family's systems of interdependence with political, social, cultural, economic and natural environments are explored.

**SWRK 502. Human Behavior and Social Environment II (3)**

*Prerequisites:* SWRK 501; Graduate admission; Acceptance to the MSW Program. This is the second of 2 human behavior and social environment courses that provide understanding of human behavior and social environmental relationships from an ecological perspective. It will focus on the developmental dynamics of larger social systems, specifically groups, organizations and communities and their influence on individuals and families. The systems' interdependence with political, social, cultural, economic and natural environments is explored. Content emphasizes multiculturalism, diversity and social justice in relation to social systems. This course will examine adult development in the context of social relationships and societal systems (both as shaped by and as shapers of) across early, middle and late adulthood. The class will focus on individuals and families living in an urban setting from a strengths-based perspective. Special attention will be given to diverse and vulnerable individuals and families living in urban settings—LGBTQIA, emancipating foster youths, community-released prisoners, immigrant families and returning veterans.

**SWRK 503. Psychosocial Assessment and Diagnostic Formulation (3)**

*Prerequisite:* Acceptance to the MSW Program. Social workers are often required to practice within multidisciplinary teams of professionals. The role of the social worker within the larger mental health arena is the conceptualization of an individual or family system within a social/cultural/political/economic context and from a strengths-based perspective. This course will teach students to conduct a comprehensive psychosocial assessment of individuals and families living in an urban setting. Students will critique assessment and diagnostic tools, including the *Diagnostic and Statistical Manual of Mental Disorders*. Students completing the course will demonstrate competency in writing and orally presenting a psychosocial assessment, including a multi-axial diagnostic formulation.

**SWRK 510. Generalist Social Work Theory and Practice I (3)**

*Prerequisites:* Graduate standing; Acceptance to the MSW Program. This is an introductory course in generalist social work knowledge, values and skills. Attention is given to the historic development of social work practice; the nature and application of social work values and ethical principles; the theoretical framework of helping methods; and the helping process of engagement, assessment, planning, intervention and evaluation. Emphasis is on a generalist approach to helping within the person-in-environment and eco-systems perspectives of services with individuals, couples, families and small groups.

**SWRK 520. Social Work Practice in Multicultural Contexts (3)**

*Prerequisites:* Graduate standing; Acceptance to the MSW Program. This course is designed to assist graduate social work students in understanding and interacting in a culturally competent manner with the multitude of groups that are identified by race, culture, ethnicity, class, religion, gender, age, sexual orientation, mental or physical disability, and regional and national origins that compose the diverse cultural mosaic of the U.S. The course also will cover issues relating to international social work practice and the increasingly interconnected global economy.

**SWRK 521. Generalist Social Work Theory and Practice II (3)**

*Prerequisites:* Graduate standing; Acceptance to the MSW Program. This course is designed to help students understand organizations, institutions and communities, and the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations that often serve as an immediate context for community practice.

**SWRK 522. Foundations of Field Education I (3)**

*Prerequisites:* Graduate standing; Acceptance to the MSW Program. Field education in the professional foundation year is designed to permit the student to apply the knowledge, skills and values learned in courses in the liberal arts, social work practice, social welfare policy and services, human behavior in the social environment, and social research in an educationally supervised experience. Students are required to complete approximately 200-250 hours of supervised practice during the course in an assigned social service agency. Agency assignments are made by the field coordinator after consultation with the student. (Letter grade only)

**SWRK 523. Foundations of Field Education I (3-3)**

*Prerequisite:* SWRK 522. Field education in the professional foundation year is designed to permit the student to apply the knowledge, skills and values learned in courses in the liberal arts, social work practice, social welfare policy and services, human behavior in the social environment, and social research in an educationally supervised experience. Students are required to complete approximately 250-300 hours of supervised practice during the course in an assigned social service agency. Agency assignments are made by the field coordinator after consultation with the student. (Letter grade only)

**SWRK 525. Social Welfare Policy and Services (3)**

*Prerequisites:* Graduate standing; Acceptance to the MSW Program. This course examines economic, historical, political, intellectual, socio-cultural, leadership, values, ideologies and other such factors shaping social welfare, economic policy, programs and services. It addresses various frameworks for studying social welfare policy, programs and services, and examines the roles of policy-makers, the processes of social change and the roles of social workers as facilitators of positive social change. Emphasis is placed on effects of social and economic policy decisions on impoverished and oppressed people.

**SWRK 535. Social Work Research Methods I (3)**

*Prerequisites:* Graduate standing; Acceptance to the MSW Program. This foundation course is designed to provide an introduction to research methods and to produce an appreciation of the research process. The course provides an overview of social science research methods useful for social work practice. The class provides the foundation of knowledge and skills that enable students to be intelligent consumers of science-based information, to conduct social research and to critically evaluate social work practice. Students will be prepared to participate in a range of social work research activities, including: (a) conceptualization of research problems; (b) review of the literature; (c) research designs; (e) measurement; (f) data collection; and (g) evaluation of data. The student will gain an understanding of how research can facilitate and inform practice decisions and on-going evaluation of one's practice.

**SWRK 601. Advanced Social Work Practice with Urban Families I (3)**

*Prerequisite:* Second year standing. This course advances students' theoretical knowledge and practice skills in working with urban families and small groups. The course utilizes a family-systems perspective and integrates such concepts as family stress and resilience, prevention and recovery in understanding and treating families through the phases of treatment from engagement and assessment to termination and evaluation. Emphasis is placed on the development and enhancement of knowledge, skill, theories and values specific to family practice. Various family therapy models will be introduced, with an emphasis on those substantiated by evidence-based research. Theories of the family, family development and diverse family structures are examined. Several specific issues commonly faced by families in urban environments also are examined, including specific models in prevention and recovery.

**SWRK 602. Advanced Social Work Practice with Urban Families II (3)**

*Prerequisites:* SWRK 601; *Second year standing.* This course advances student's knowledge and practice skills in working with individuals and couples. Utilizing a strengths-based, person-in-environment perspective, students are taught engagement, assessment, intervention, evaluation and termination skills. Evidence-based practice models will be introduced, teaching students to evaluate and critique their effectiveness with diverse clients. The major focus is on developing skill and competence with individuals within the context of their urban family and system.

**SWRK 622. Advanced Field Practicum with Urban Families I (3)**

*Prerequisite:* *Second year standing.* Advanced Field Practicum I is the first semester of the advanced concentration field practicum courses. In the advanced field practicum, students continue to build on the knowledge and skills gained during the foundation program. The course provides field education about the advanced concentration curriculum, which focuses on social work with urban families. The first practicum is designed to provide experience in direct work with families or subsets of families, offering an opportunity to put classroom learning into practice. Students are required to complete approximately 250-300 hours of supervised practice in their assigned social service agency and attend the field practicum course designed to integrate classroom learning and field experience. (Letter grade only)

**SWRK 623. Advanced Field Practicum with Urban Families II (3)**

*Prerequisite:* *Second year standing.* Advanced Practice with Urban Families Field Practicum II is the second semester of the advanced concentration field practicum courses. The course provides field education about the advanced concentration curriculum, which focuses on social work with urban families. This second practicum is designed to provide experience in larger-system work with and on behalf of families, coordinating with the content classroom learning. During the second semester of field practicum, students continue at their first semester assigned placement site while continuing to enhance their social work practice skills. Students are required to complete approximately 300-360 hours of supervised practice in their assigned social service agency. (Letter grade only)

**SWRK 630. Family Crisis, Trauma and Grief (3)**

*Prerequisite:* *Second year standing.* This course examines the complex issues of family crisis, trauma and grief for social workers working with urban families and individuals who have experienced these conditions. Several theoretical approaches are examined, with an emphasis on crisis intervention in traumatic and stressful situations, as well as issues of death and dying and the grief and loss associated with them. In the modern urban environments, many people experience traumatic events in their daily lives. The purpose of the course is to acquaint social work students with the nature and impact as well as some of the concepts, theories and principles for dealing with client systems of all sizes when they face crisis, trauma and grief. The significance of crisis, trauma and grief for fields of such practice as mental health, hospital social work, child welfare, gerontology and other social services, and in community violence and terrorism are explored.

**SWRK 635. Social Work Research Methods II (3)**

*Prerequisites:* *Second year standing; SWRK 535.* This course provides a more in-depth view of social science research methods useful for social work practice with urban families. It provides the knowledge and skills that enable students to be intelligent consumers of information, to conduct social research and to critically evaluate social work practice. Students also will learn how to use research to scientifically evaluate their own practice. This advanced-year course builds on knowledge of research concepts and methods developed during foundation year research courses, particularly SWRK 535, as well as on the expansion of knowledge students acquire about human behavior, social work practice and social welfare policies and programs. It extends students' understanding of research methods and their ability to evaluate social work practice using a variety of research designs. Students will learn the skills of problem formulation, operationalization and examination, and utilization of the peer-reviewed literature by focusing on a research topic they are passionate about. This work will serve as the foundation on which students' Capstone projects will be based.

**SWRK 645. Urban Social Policy and Advocacy (3)**

*Prerequisite:* *Second Year standing.* This course is designed to help students gain knowledge and skills of policy practice (including both analysis and advocacy) to effectively participate in the development and advancement of policies that support and effect change at multiple levels of diverse client systems in urban environments. This course helps build skills in both formal and informal policy analysis, identifying underlying values and communicating and organizing to effect policy formation and change.

**SWRK 650A-Z Selected Topics in Social Work (3)**

*Prerequisite:* *Second year standing.* In-depth study of a selected theme or issue in social work. Topics offered may change from semester to semester. Critical writing and reading is required. (A) Child Welfare; (B) Addictions; (C) Mental Health Wellness and Recovery; (E) Practice DSM-IV-TR; (G) Supervision; (I) Aging and Families; (J) Immigration Issues and Practice in Urban Settings; (K) Dream Work/Interpretation; (L) Social Work with Lesbian, Gay, Bisexual and Transgender Individuals, Families and Communities; (M) Group Therapy in Mental Health Settings with Urban, Multicultural Clients; (N) Couples Therapy: A New Research-Based Approach; (O) Social Work in Health-Care Settings; (P) Family Therapy for Social Workers; (Q) LCSW Preparation Course; and (R) Social Work Practice in Schools.

**SWRK 698. Capstone Project (3)**

*Prerequisites:* *Second year standing.* Offered as the culminating experience of the Graduate Program, students complete an individual or group research project reflecting the students' interests and needs in working with urban families. Outcomes of this seminar will require students to collect, analyze and report direct observations; write a research paper that includes a title page, abstract, background, methods and discussion sections conforming to *APA Publication Manual* guidelines; and present a poster in an open community-invited forum. This project meets the culminating experience requirements.

**SWRK 699A-C. Independent Study (1-3)**

*Prerequisites:* *Second year standing.* This course may be taken to develop expertise in areas not included in the regular curriculum or as preparation for the Comprehensive Examination.

# Sociology

## College of Social and Behavioral Sciences

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Christina Brown, Barbara Collins, Dominic Little

### Faculty

Scott Appelrouth, Karren Baird-Olson, James David Ballard, David Boyns, Lori Campbell, Moshoula Capous-Desyllas, Michael Carter, Jean Daniels, Herman L. DeBose, Amy Denissen, Laura Desfor Edles, Alexandra Gerbasi, Ellis Godard, Vickie Jensen, David Lopez, Lauren McDonald, Karen Morgaine, Ana Pereira-Prata, Kay Pih, Jeong-Hee Ryu, Jerald Schutte, Victor Shaw, Wenchang Wang, Loretta Winters

### Emeritus Faculty

Elizabeth Bluth, John Crowther, Veronica Elias, Alfred Himelson, Vincent Jeffries, Ronald Krane, Kian Kwan, Wayne Plasek, Jane Prather, Harvey Rich, Lawrence Sneden, Nathan Weinberg, Lewis Yablonsky

### Programs

#### Undergraduate:

##### **B.A., Sociology with Options:**

Option I General Sociology

Option II Criminology and Criminal Justice

Option III Social Welfare

Option IV Work and Society

##### **Minor in Sociology**

#### Graduate:

##### **M.A., Sociology**

### Department Programs

The Sociology Department offers a Major with various options (tracks of focused interests) and a Minor and participates in the interdisciplinary Child and Adolescent Development, Liberal Studies and Urban Studies Majors, and the Gerontology, Jewish Studies and Gender and Women's Studies Minors. The Major is designed for students who: desire to move directly into careers involving general urban problems, social welfare, counseling, criminal justice, community work., research, politics, publications, public relations and business; desire a liberal arts education with emphasis on Sociology; desire a liberal arts background to prepare themselves for professional graduate study in law, business, medicine, or teaching; or desire a background to prepare themselves for graduate study in Sociology, Social Welfare and other related fields.

### Major

Sociology is the study of social life, social change and the social causes and consequences of human behavior. As human behavior is primarily social, sociology can range from the study of sexuality to criminology to social welfare or to contemporary issues in corporations, families and business. Sociology provides an excellent liberal arts background that prepares students for advanced degrees or employment upon graduation.

### Careers

Sociology provides an excellent liberal arts background that prepares students for a wide variety of careers ranging from law to business to medicine. Sociology Majors find employment in management, social work, statistical analysis, market research, education, criminal justice, government, probation, community and social services.

### Academic Advisement

Students are strongly encouraged to seek advisement from faculty members or the Advisement Office concerning their academic programs. Faculty and advisor office hours are posted in the Sociology Department Office and on the Department website. Contact the College of Social and Behavioral Sciences Student Services Center for undergraduate advisement and David Boyns for graduate advisement.

### Student Learning Outcomes of the Undergraduate Program

Completion of the Degree in Sociology will provide the student with a knowledge and understanding of the basic data, concepts, theories (classical and/or contemporary) and modes of explanation appropriate to the understanding of human societies; a basic knowledge of the 4 Options offered in the Department—general sociology; criminology/criminal justice, social welfare (method/practice); and work and society—and the statistical and methodological skills (both qualitative and quantitative) needed for sociological research, their application to real-world problems and the appropriate interpretation of research results.

### Requirements for the Bachelor of Arts Degree

#### 1. Lower Division Required Coursea, All Options

|      |     |   |
|------|-----|---|
| MATH | 140 | Introductory Statistics (4)   |
| SOC  | 150 | Introductory Sociology (3)  |
| SOC  | 202 | Sociological Analysis (3)   |
| SOC  | 250 | Introduction to Criminology and Criminal Justice (Option II only) (3) |

#### Select One of the Four Options

##### A. Option I. General Sociology

The General Sociology Option is intended for those who wish a liberal arts education; those who desire to pursue graduate education in Sociology or allied fields; and those who wish specific occupational preparation for a number of fields. Students may focus on the areas of American Studies, Criminology and Criminal Justice, Social Psychology, Social Research, Ethnic Studies, Sociology of Work and Social Problems as a way of developing their interests and knowledge in broad areas of specialization within the discipline.

#### 1. Upper Division Required Courses (20 units)

|     |        |  |
|-----|--------|--|
| SOC | 364/L  | Social Statistics and Lab (3/1)          |
| SOC | 368/S  | Sociological Theory I and Seminar (3/2)  |
| SOC | 468/S  | Sociological Theory II and Seminar (3/2) |
| SOC | 497/L  | Methods of Social Research and Lab (3/1) |
| SOC | 498AEE | The Sociological Experience (2)          |

#### 2. Electives (18 units)

Select 18 units of Upper Division Sociology courses. Courses cannot fulfill more than one requirement.

|   |            |
|---|------------|
| <b>Total Units in Option I</b>                  | <b>48</b>  |
| <b>General Education Units</b>                  | <b>48</b>  |
| <b>Additional Units</b>                         | <b>34</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

##### B. Option II. Criminology and Criminal Justice

The Criminology and Criminal Justice Option is intended for those students who have an interest in the study of criminology and criminal justice. It provides students with theoretical and practical foundations for an understanding of criminal and deviant behavior. In addition, this Option provides the student with skills for further education or entry-level employment in the areas of corrections, administration of justice and criminal justice systems.

**1. Upper Division Required Courses (27-28 units)**

|               |   |
|---------------|---|
| SOC 345       | Social Psychology (3)   |
| SOC 364/L     | Social Statistics and Lab (3/1)   |
| SOC 368/S     | Sociological Theory I and Seminar (3/2)                                     |
| SOC 426       | Social Legislation and Social Policy (4)                                    |
| SOC 468/S     | Sociological Theory II and Research Seminar in Sociological Theory II (3/2) |
| SOC 497/L     | Methods of Social Research and Lab (3/1)                                    |
| SOC 498BEE    | Field Study and Reports (2)   |
| or SOC 498CEE | Field Study and Reports (3)   |

**2. Electives (12 units)****Concentration I: Criminology****Choose at least 3 units from A, and 3 units from B:****A. (300-level)**

|         |                           |
|---------|---------------------------|
| SOC 304 | Sociology of Deviance (3) |
| SOC 348 | Juvenile Delinquency (3)  |
| SOC 355 | Criminology (3)           |

**B. (400-level)**

|          |                              |
|----------|------------------------------|
| SOC 418  | Women and Crime (3)          |
| SOC 438  | Diversity and Crime (3)      |
| SOC 485A | Selected Topics in Crime (3) |

**Concentration II: Criminal Justice****Choose at least 6 units from the following:**

|          |   |
|----------|---|
| SOC 434  | Sociology of Law (3)                    |
| SOC 454  | Policing Society (3)                    |
| SOC 474  | Corrections (3)                         |
| SOC 485B | Selected Topics in Criminal Justice (3) |

|   |              |
|---|--------------|
| <b>Total Units in Option II</b>                 | <b>52-53</b> |
| <b>General Education Units</b>                  | <b>48</b>    |
| <b>Additional Units</b>                         | <b>19-20</b> |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b>   |

**C. Option III. Social Welfare**

The Social Welfare Option is intended to provide students with knowledge and skills necessary for entry to professional-level employment in social service settings, such as hospitals, probation and parole, public welfare, community planning, mental health and physically handicapped services. Students choosing this Option should plan to do so in their junior year and are required to see an advisor in the Option at least once each semester to plan their course work. Students planning to pursue this Option are encouraged to seek advisement prior to their junior year if possible. Students must apply for the field study internship courses the Spring semester prior to Fall semester placement.

**1. Upper Division Required Courses (46 units)**

|              |   |
|--------------|---|
| SOC 364/L    | Social Statistics and Lab (3/1)                 |
| SOC 368/S    | Sociological Theory I and Seminar (3/2)         |
| or SOC 468/S | Sociological Theory II and Seminar (3/2)        |
| SOC 345      | Social Psychology (3)                           |
| SOC 356      | Introduction to Social Welfare (3)              |
| SOC 357      | Introduction to Social Work Practice (3)        |
| SOC 426      | Social Legislation and Social Policy (4)        |
| SOC 470      | Methods of Social Work (3)                      |
| SOC 475AEE   | Supervised Field Instruction I (3)              |
| SOC 475BEE   | Supervised Field Instruction II (3)             |
| SOC 492      | Dynamics of Social Behavior and Development (3) |
| SOC 497/L    | Methods of Social Research and Lab (3/1)        |

**Specialized Elective****Choose 1 course from the following:**

|         |  |
|---------|--|
| SOC 440 | Sociology of Aging (3)   |
| SOC 459 | Child Welfare (3) or   |
| SOC 485 | Special Topics (For example: SOC 485LB Social Work—Community Organizing); This course must be approved by the Social Welfare Option Coordinator. |

*Courses require field instruction equivalent to 120 hours per semester.*

|   |            |
|---|------------|
| <b>Total Units in Option III</b>                | <b>51</b>  |
| <b>General Education Units</b>                  | <b>48</b>  |
| <b>Additional Units</b>                         | <b>21</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

**D. Option IV. Work and Society**

The Work and Society Option is intended for students interested in studying the diverse ways by which work is organized and experienced. It provides students with a theoretical and practical foundation for understanding how changing labor markets and globalization affect the workplace, as well as the consequences of changes in the nature of work for individuals, institutions and society. In addition, this Option prepares students for further education or entry-level careers in a variety of contemporary work settings, such as human resource management, workforce development and training, career and educational counseling, and labor and community organizing. Students majoring in this Option are required to meet with one of the Option advisors.

**1. Upper Division Required Courses (25 units)**

|           |  |
|-----------|--|
| SOC 340   | Sociology of Work (3)                    |
| SOC 345   | Social Psychology (3)                    |
| SOC 364/L | Social Statistics and Lab (3/1)          |
| SOC 368/S | Sociological Theory I and Seminar (3/2)  |
| SOC 400   | Organizational Theory (3)                |
| SOC 497/L | Methods of Social Research and Lab (3/1) |
| SOC 482   | Practicum in Work and Society (3)        |

**2. Electives (18 units)****Diversity in the Workplace (minimum of 3 units)****Choose at least 3 units from the following:**

|         |   |
|---------|---|
| CHS 365 | Third World Women and the Chicana (3)           |
| PAS 201 | Economics of the African-American Community (3) |
| SOC 324 | Sociology of Sex and Gender (3)                 |
| SOC 307 | Ethnic Diversity in America (3)                 |
| SOC 325 | Sex Roles and Work (3)                          |
| SOC 390 | Race Relations (3)                              |

Appropriate Experimental Topics courses with advisor pre-approval (3)

**Labor and Social Policy (minimum of 3 units)****Choose at least 3 units from the following:**

|          |  |
|----------|--|
| EOH 465  | Occupational Safety (3)                  |
| POLS 361 | Introduction to Public Policy (3)        |
| POLS 421 | The Politics of Development (3)          |
| SOC 312  | American Society (3)                     |
| SOC 356  | Introduction to Social Welfare (3)       |
| SOC 370  | Political Sociology (3)                  |
| SOC 401  | Class, Status and Power in America (3)   |
| SOC 426  | Social Legislation and Social Policy (4) |

Appropriate Experimental Topics courses with advisor pre-approval (3)

**Group Dynamics and Communication (minimum of 3 units)****Choose at least 3 units from the following:**

|   |     |   |
|---|-----|---|
| COMS  | 451 | Interpersonal Communication (3)                     |
| COMS  | 453 | Organizational Communication (3)                    |
| EPC   | 451 | Fundamentals of Counseling and Guidance (3)         |
| PSY   | 383 | Interpersonal and Competence and Group Dynamics (3) |
| PSY   | 356 | 150 Industrial and Organizational Psychology (3)    |
| SOC   | 481 | Counseling, Interviewing and Intervention (3)       |
| SOC   | 492 | Dynamics of Social Behavior and Development         |
| Appropriate Experimental Topics courses with advisor pre-approval (3) |     |   |

|   |            |
|---|------------|
| <b>Total Units in Option IV</b>                 | <b>53</b>  |
| <b>General Education Units</b>                  | <b>48</b>  |
| <b>Additional Units</b>                         | <b>19</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

**Minor in Sociology****1. Lower Division Required Courses (6 units)**

|     |     |                            |
|-----|-----|----------------------------|
| SOC | 150 | Introductory Sociology (3) |
| SOC | 202 | Sociological Analysis (3)  |

**2. Upper Division Required Courses (4 units)****Choose at least 4 units from the following pairs of courses, taken concurrently:**

|                                  |       |  |
|----------------------------------|-------|--|
| SOC                              | 368/S | Sociological Theory I and Seminar (3/2)  |
| SOC                              | 468/S | Sociological Theory II and Seminar (3/2) |
| SOC                              | 497/L | Methods of Social Research and Lab (3/1) |
| <i>(Prerequisite: SOC 364/L)</i> |       |  |

**Electives in Upper Division Sociology courses chosen with advisor approval: 12 units**

|   |              |
|---|--------------|
| <b>Total Units Required for the Minor</b> | <b>22-23</b> |
|---|--------------|

**Requirements for the Master of Arts Degree**

The M.A. Graduate Program in Sociology is intended for students who are: interested in pursuing Doctoral Degrees and careers in teaching and research after the completion of the M.A. Degree; are interested in the Degree as preparation for various occupations; or are interested in pursuing their liberal arts education further in the field of Sociology.

**A. For Admission to Classified Graduate Status in the Program:**

1. Bachelor's Degree, including all Sociology Undergraduate Core requirements, or the equivalent.
2. University requirements for Classified status. Department evaluation and approval are required for admission to either Classified or Unclassified Graduate Standing.

**B. Sociology Department Requirements for Graduate Admission**

1. 3.0 GPA;
2. Graduate Record Exam for all applicants. A score in the upper 50<sup>th</sup> percentile in at least 1 of the 3 portions of the test is required if the student has less than a 3.0 GPA;
3. 2 letters of recommendation from faculty members who know the applicant's potential for success in graduate studies;
4. Transcripts of undergraduate work;
5. A 5-10 page writing sample (term or research paper); and
6. Written statement of purpose.

The Department's standards for admission are higher than those required by the University. The Department will determine whether

a student meets the additional requirements needed for admittance into the Sociology Graduate Program. All material must be submitted to the Sociology Department by the Department's deadline to be considered. See section on Graduate Programs in the Catalog for additional information regarding Classification. For further information, contact the Sociology Department graduate advisor.

**M.A. Degree in Sociology****A minimum of 30 units of approved graduate courses.****1. Required Courses (12 units)**

|     |     |   |
|-----|-----|---|
| SOC | 601 | Sociological Theory in Historical Perspective (3) |
| SOC | 670 | Studies in Contemporary Sociology (3)             |
| SOC | 690 | Social Research (3)                               |
| SOC | 691 | Advanced Social Research Techniques (3)           |

**2. Approved Graduate Courses (12 units)**

Most of these units should be targeted toward the student's area of specialization. One of these courses should be SOC 680—Advanced Quantitative Methods, which is considered a prerequisite course for SOC 690. Students also are strongly encouraged to enroll in SOC 695C—Graduate Proseminar during their first year of study.

**3. Electives (6 units)**

Selected from Sociology or related fields with advisor approval.

**Comprehensive Exams or Master's Thesis**

**1. Comprehensive Examinations:** 3 areas, including sociological theory, sociological research methodology, and 1 of the following: sociology of aging, social psychology, ethnic relations, sociology of family, organizational analysis, medical sociology, sociology of gender and sex, sociology of work, and criminology and criminal justice.

*Students must enroll in SOC 697—Directed Comprehensive Studies, on a Credit/No Credit basis in the semester in which they plan to take the Comprehensive Exam.*

**2. Master's Thesis:** After having completed 15 units (but no more than 24 units) of graduate work, of which at least 9 units are in 500- to 600-level courses with a 3.50 GPA in graduate Core courses and with no grades below a "B," a student is required to:

- a. Pass a qualifying examination in Sociological Theory and Methodology.
- b. Name a Thesis advisor and satisfactorily complete an 8-10 page Thesis Proposal. At a Thesis Proposal Hearing, the student will be orally examined on the proposal, and on sociological theory and research methods. The advisor, in consultation with the Graduate Committee and the Department Chair, will recommend whether the student proceeds to the full Thesis. Students enroll in SOC 698—Thesis Project on a Credit/No Credit basis in the semester in which they plan to complete the Thesis.

|   |           |
|---|-----------|
| <b>Total units Required for the M.A. Degree</b> | <b>30</b> |
|---|-----------|

**Course List****SOC 150. Introductory Sociology (3)**

Study of human society from the perspective of contemporary social science. Particular emphasis on analysis and understanding of modern society and its salient problems. (Available for General Education, Social Sciences.)

**SOC 200. Social Crises of Today (3)**

Helps the student understand the bases of some of the major social crises of the present day. Topics include alcoholism, delinquency and street crime, ethnic tensions, gambling, international tensions, organized crime, political corruption and terrorism. (Available for General Education, Social Sciences.)

**SOC 201. Contemporary Family in American Society (3)**

Sociological analysis of the American family, including historical and recent changes, present nature, and the sociocultural and technological forces instrumental in shaping these conditions. Topics include traditional family and alternatives, role analysis, communication patterns, family crises and change, future of the family. (Available for General Education, Social Sciences.)

**SOC 202. Sociological Analysis (3)**

*Prerequisite:* SOC 150. Discussion of the logic and procedures of scientific analysis of social phenomena. Practice in conceptualizing and operationalizing social variables, and in formulating testable hypotheses. Examination of the role of quantitative techniques and data reduction in current sociological analysis.

**SOC 230. Introduction to Human Sexual Behavior (3)**

*Prerequisite:* ANTH, PSY or SOC 150. Introductory overview of human sexual function and sexual behavior. Emphasis on the historical and religious backgrounds of the prevailing attitudes toward sex in our culture, as well as to current sexual practices from the perspective of contemporary social science. Additional topics include sexual values and ethics, love, legal aspects of sexual behavior and eroticism in American culture. (Cross listed with ANTH and PSY 230.)

**SOC 250. Introduction to Crime and Criminal Justice (3)**

Introduction to the fields of criminology and criminal justice. Distinctions between criminology and criminal justice, how to measure crime, and basic theoretical explanations of criminal behavior.

**SOC 303. The Family (3)**

*Prerequisite:* SOC 150. Family as a social institution on the basis of the data of ethnology, history and contemporary studies. Special attention to contemporary culture patterns.

**SOC 304. Sociology of Deviance (3)**

*Preparatory:* SOC 250. Deviant behavior in contemporary American society. Various definitions of deviance and social responses to the phenomenon. Theories of structural conditions and personal motivations contributing to different life styles. Analysis of deviant subcultures and individual case studies.

**SOC 305. Culture and Personality (3)**

*Prerequisite:* Completion of the Lower Division writing requirement. *Preparatory:* ANTH, PSY or SOC 150. Cross-cultural study of the development of individual personality in the socio-cultural milieu. Special attention is given to child-rearing practices, social personality, social character, mental health and illness, and deviant behavior in several Western and non-Western societies. Not to be taken for credit in addition to ANTH 305. (Available for General Education, Social Sciences.)

**SOC 306. Jewish Communal and Family Structure (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* SOC 150. Study of Jewish communal and family structure in an international context as a function of religious requirements and social circumstances. (Available for General Education, Comparative Cultural Studies.)

**SOC 307. Ethnic Diversity in America (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* SOC 150. Description and analysis of contemporary, changing ethnic cultures and lifestyles in American society. Focused analysis of ethnic cultures/lifestyles by social class, family form, sex role and orientation, age-grouping and influences of social movements and popular culture. (Available for General Education, Comparative Cultural Studies.)

**SOC 312. American Society (3)**

*Prerequisite:* SOC 150. Development, form and organization of basic institutions in American society and its communities and regions. Social genesis of contemporary problem situations.

**SOC 324. Sociology of Sex and Gender (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* SOC 150. Analysis of contemporary and historical sex roles in major societal institutions, including economic, political, educational, legal and medical systems, and institutions of marriage and family. (Available for General Education, Social Sciences.)

**SOC 325. Sex Roles and Work (3)**

*Prerequisite:* SOC 150. Examination of current research on women in the labor force in U.S. and other industrial societies, including the impact of affirmative action programs, changes in structure and function of industrial labor forces, and projections of future roles of women and men in the labor force.

**SOC 328. The Child and Society (3)**

*Prerequisite:* SOC 150. Sociology of childhood. Sociological perspective on the changing role of the child, child socialization, the role of social institutions in the shaping of childhood experiences and behavior, and the problems of childhood are examined in the larger society and in selected ethnic and minority groups.

**SOC 333. Chinese Society (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* SOC 150. Study of Chinese social order, culture, institutions, values, beliefs and social personality as they occur in traditional and contemporary China. Special attention is given to those social and cultural transformations that have shaped modern Chinese society. (Available for General Education, Comparative Cultural Studies.)

**SOC 335. Jewish Identity in the U.S. (3)**

*Prerequisite:* Completion of Lower Division writing requirement. *Preparatory:* SOC 150. Social-psychological study of a religious and ethnic minority. Comparison with other sub-cultural groups in America. Social institutions and processes involved in Jewish identity. (Available for General Education, Comparative Cultural Studies.)

**SOC 340. Sociology of Work (3)**

*Prerequisite:* SOC 150. Analysis of the structural context of work in contemporary society, including preparation for access to different positions within the occupational structure. Study of work settings, including formal and informal characteristics, changes in the structure of work and case histories involving work experiences and occupational subcultures.

**SOC 345. Social Psychology (3)**

*Prerequisite:* SOC 150. Study of the group-setting of the individual, theories, concepts, principles and their application. History of the field as an interdisciplinary specialty. Current research and trends.

**SOC 348. Juvenile Delinquency (3)**

*Preparatory:* SOC 250. Extent and distribution of delinquency, with emphasis on the local area. Meaning, implications and treatment of delinquency. Individual-level and social environmental theoretical explanations

**SOC 350. Population Dynamics (3)**

*Prerequisite:* SOC 150. Analysis of the nature, causes and consequences of major world population trends as they are related to urban studies, medical sociology and ecology. Studies fertility, mortality and migration; sex ratios; race and ethnic composition; marital, educational and occupational status; and census and vital statistics.



**SOC 355. Criminology (3)**

*Preparatory:* SOC 250. Nature of crime, causal factors of criminal behavior and group control of the crime problem.

**SOC 356. Introduction to Social Welfare (3)**

*Prerequisite:* SOC 150. Exploration of social welfare as one of the basic institutions in contemporary society, including its historical development and changing philosophy. Place of social services within the institution of social welfare.

**SOC 357. Introduction to Social Work Practice (3)**

*Prerequisite:* SOC 150. *Required of all Option III: Social Welfare Majors.* Introduction to social work practice. Knowledge and theory related to interviewing skills and basic methods of intervention. Students engage in volunteer activities in social work agencies.

**SOC 364/L. Social Statistics and Lab (3/1)**

*Prerequisite:* MATH 140. *Corequisite:* SOC 364L. *Preparatory:* SOC 150. Methods of organizing and analyzing quantitative sociological data. Satisfies the statistics requirement for the Major. Lab: Problem solving, exercises, projects and data analysis. Use of Sociology lab or computer.

**SOC 368/S. Sociological Theory I and Research Seminar in Sociological Theory I (3/2)**

*Prerequisite:* SOC 150. *Corequisite:* SOC 368S. Study of early sociological theories. Emphasis on whole theoretical systems. Includes Comte, Spencer, Marx, Durkheim, Pareto, Weber and Simmel, as well as other sociologists who did their major work before 1917. Seminar: Discussions and analysis of early sociological theories and theorists from Comte through Weber, including supervised individual or group projects and reports.

**SOC 370. Political Sociology (3)**

Lecture-discussion of the social and cultural bases of political ideologies and processes. Study of power and its varying relationships to decision making at community and national levels. Analyses of the roles, structure and interaction of voluntary and political organizations in the political system, including conflict and its resolution. Sociological interpretations of contemporary American political behavior.

**SOC 390. Race Relations (3)**

*Prerequisite:* SOC 150. Study of diverse racial and ethnic groups, including Latino, Chicano, Asian, Black and American Indian, with a focus on the contemporary American scene. Status distinctions, migration and settlement patterns, segregation, integration, assimilation, prejudice, discrimination, economic and political factors, social movements, and interaction patterns both within and between these groups and their effects upon American life are studied.

**SOC 395. Applications of Computers in Sociology (3)**

*Prerequisites:* SOC 150; *Some training in statistics is advised and/or instructor consent.* Sociological knowledge as related to the impact of computers on American institutions. Examination and use of large data files. Application of computers in sociological inquiry.

**SOC 396A-Z. Experimental Topics Courses in Sociology (3)**

*Prerequisite:* SOC 150. Selected topics in sociology, with course content to be determined.

**Upper Division Courses Acceptable for the Master's Degree**

Note that 300-level courses in Sociology do not carry credit toward the Master's Degree in Sociology.

**SOC 400. Organizational Theory (3)**

Study of contemporary sociological theories of organizational dynamics and behavior. Analysis of the social structural and interactional dynamics of organizational settings. Includes supervised individual or group projects and reports. Available for graduate credit.

**SOC 401. Class, Status and Power (3)**

Analysis of the distribution of wealth, prestige and power. Study of the causes of poverty, life chances of the poor, lifestyles of the wealthy, upward and downward mobility, and class and group conflict in society.

**SOC 410. Urban Sociology (3)**

Worldwide processes of urbanization, both historical and contemporary. Theoretical approaches and research and their implications for urban policy and change. Focuses on social structure, social differentiation and lifestyles found within a metropolitan area and in diverse metropolitan areas and their implications.

**SOC 411. Sociology of Education (3)**

Sociological analysis of education as an institution of socialization, including relevant theories, its structure, the challenges of diversity, the complexities of the urban/suburban school setting and current professional issues. Focuses on how issues of diversity impact the institution at the macro level, as well as the experiences of administrators, teachers, students, families and communities.

**SOC 418. Women and Crime (3)**

*Preparatory:* SOC 250. Focuses on women as perpetrators and victims of crime. Explores application of gender to understanding the patterns, context and implications of crime and victimization.

**SOC 420 CSL. Mentoring to Overcome Struggles and Inspire Courage (MOSAIC) (3)**

The course will include the sociological examination of the issues facing at-risk youth in their personal relationships and in their school and community environments. In doing so, students explore how sociological concepts and theories apply in "real-world" situations. Furthermore, student mentors are paired with youth in the community who have been identified as at risk of academic failure and/or delinquent behavior. The mentoring relationship will be examined in the classroom and implemented in the field.

**SOC 426. Social Legislation and Social Policy (4)**

*Prerequisite:* *Completion of the Lower Division writing requirement.* Study of the social and philosophical elements related to development and operation of poverty law, social insurance law, health service, correctional law, juvenile law, mental health law, family law, employment provision and manpower law, child protection law and similar laws. Regular written assignments are required.

**SOC 434. The Sociology of Law (3)**

*Preparatory:* SOC 250. Introduction to the sociological study of law and the legal system, with emphasis on social analysis of criminal law and the courts. Specifically, the course addresses social perspectives on the origins of law and law-making, the application and enforcement of law, and the administration of justice through the legal process. Critical thinking and writing skills are emphasized in the course through the use of legal case study, essay examinations and a final research paper dedicated to the application of legal sociology to current crime issues.

**SOC 438. Diversity and Crime (3)**

*Preparatory:* SOC 250. Introduction to a variety of conceptions and explanations of diversity issues in crime. Begins with an analytic overview of philosophical, ideological, economic, political and sociological principles underlying human diversity. Each dimension of human diversity is then examined as it relates to crime and criminal justice, with emphasis on historical development, social manifestations and practical impacts on specific representative populations. The last part of the course deals with social-policy reactions to diversity issues in crime and criminal justice.

**SOC 440. Sociology of Aging (3)**

Analysis of aging in its social and social-psychological aspects throughout the lifespan. Emphasis on particular social problems of the elderly, including retirement, widowhood, suicide, housing, income maintenance, attitudes toward death and dying and more.

**SOC 445. Social-Psychological Aspects of Health Care Problems (3)**

*Prerequisites:* HSCI 314; SOC 345. Review of current social psychological theories concerning attitudes, communication, interaction, role and individual behavior as applied to health-care and related settings.

**SOC 450. Medical Sociology (3)**

Survey of sociological theory and research techniques related to mortality, illness and medical treatment. Emphasis on the epidemiological aspects of these phenomena in various groups, hospitals, community health settings and more.

**SOC 451. Sociological Aspects of Human Sexuality (3)**

*Prerequisite:* SOC 230. Emphasizes the sociological influences shaping human sexual behavior, with an emphasis on learning social scripts.

**SOC 452. Sociology of Lesbian, Gay, Bisexual and Transgender Communities (3)**

*Prerequisites:* Junior standing. Analysis of cross-cultural and historical treatment of lesbian, gay, bisexual, transgender and queer communities. Survey of sociological research on these communities, including an examination of theory and practice. Analysis of homophobia and other attitudes toward these communities.

**SOC 454. Policing Society (3)**

*Preparatory:* SOC 250. *Exposure to research and literature related to the study of policing.* Explores the history of policing; selection, training and socialization of the police; police culture; female and minority officers; community policing; police deviance and ethics; police discretion; private policing; and hazards of policing. Looks at "classic" studies in addition to the most up-to-date research on policing. Approaches the study of policing from a sociological viewpoint, using sociological theory to address topics of policing.

**SOC 456. Proseminar in Sexual Disorders (3)**

*Prerequisites:* HSCI 441, PSY 453 or SOC 451, or graduate standing; *Instructor consent.* Intensive study of sexual dysfunction, including etiology, models of treatment, effects of aging and drug use on sexual attitudes and behavior, disorders of sexual desire and ethical issues in sex therapy. Specifically designed for students planning careers in clinical or community psychology or counseling. (Cross listed with PSY 456.)

**SOC 459. Child Welfare (3)**

Trends in the movement toward establishing the rights of the child to protection and care. Emphasis on the child and the law, compulsory education, school social work, child labor legislation, institutional and foster care for the healthy and the sick child, and adoption legislation.

**SOC 467. Sociology of Religion (3)**

Sociological theories of religious behavior from Max Weber to the present. Comparative study of the relationships between the role, ritual and belief systems of religious institutions and their social contexts.

**SOC 468/S. Sociological Theory II and Research Seminar in Sociological Theory II (3/2)**

*Corequisite:* 468S. Discussion of sociological theories since 1917. Discussion and analysis of contemporary theories and theorists, including supervised individual or group projects and reports.

**SOC 470. Methods of Social Work (3)**

*Prerequisite:* SOC 345, 356, 357. *Required for Sociology Option III Majors.* Theories and concepts in social-work practice. In-depth analysis of methods of intervention with individuals, families, groups and communities. Emphasis on the integration of theories with practice.

**SOC 474. Corrections (3)**

*Preparatory:* SOC 250. Offers sociological criminological examination of the field of corrections, both substantively and critically. Includes patterns and trends in incarceration rates; police and judicial processes resulting in incarceration; climate and culture of correctional facilities; and gender and diversity in corrections and community-based corrections, including probation, parole, halfway houses and community-based treatment programs. Critical examination of current issues in corrections also is covered.

**SOC 475AEE. Supervised Field Instruction I (3)**

*Prerequisites:* SOC 345, 356, 357, 357B, 426, 470, 492; *GPA of 2.5 in Upper Division Major courses; Instructor consent. Corequisite:* SOC 472. *Recommended Corequisite:* SOC 475BEE. *Required for all Sociology Option III Majors.* In-service training in social work practice in pre-approved agencies with field and faculty supervision. Pre-enrollment by specified date during the preceding semester is required. Academic Internship course. (Credit/No Credit only)

**SOC 475BEE. Supervised Field Instruction II (3)**

*Prerequisites:* SOC 345, 356, 357, 357B, 426, 470, 492; *GPA of 2.5 in Upper Division Major courses; Instructor consent. Corequisite:* SOC 472. *Recommended Corequisite or Preparatory:* SOC 475AEE. *Required for all Sociology Option III Majors.* In-service training in social work practice in pre-approved agencies with field and faculty supervision. Pre-enrollment by specified date during the preceding semester is required. 180 hours required. Academic Internship course. (Credit/No Credit only)

**SOC 481. Counseling, Interviewing and Intervention (3)**

*Prerequisite:* SOC 345. Experiential training and practice in the skills, methods and techniques of counseling, and the helping interview and intervention in work, group, organizational and community settings by means of in-class role playing, simulation and case studies.

**SOC 482SOC. Practicum in Work and Society (3)**

Supervised field experience in counseling and guidance activities, paraprofessional work settings. Community field placements consistent with student career needs. Class size limited to 15 students. An Academic Internship course. (Letter Grade only)

**SOC 485A. Selected Topics in Criminology (3)**

*Preparatory:* SOC 250. Special seminars in selected topics in criminology offered based on student interest and faculty expertise. Topics involve in-depth study of such specialty criminology areas as gangs, serial murder, victimology or domestic violence.

**SOC 485B. Selected Topics in Criminal Justice (3)**

*Preparatory:* SOC 250. Special seminars in selected topics in criminology offered based on student interest and faculty expertise. Topics involve in-depth study of such specialty areas of criminal justice as minorities in the criminal justice system, community policing or probation and parole.

**SOC 486SOC. Social Science Career Internship (3)**

*Prerequisites:* Upper Division standing in a social or behavioral science Major; *Appropriate methods course as specified by the Department; Instructor consent.* Social and behavioral science principles will be applied to the workplace. Students complete learning contracts and submit written reports related to their internships. At least 9 hours per week of supervised field work is required. See section on Academic Internships. (Cross listed with GEOG, PAS, POLS and PSY 486SOC.)

**SOC 492. Dynamics of Social Behavior and Development (3)**

*Prerequisites:* PSY 345 or SOC 345 or other comparable Upper Division course; *Completion of the Lower Division writing requirement.* Sociological aspects of interpersonal behavior, with emphasis on symbolic interaction, social development and socialization theories. Analysis of a variety of social-psychological concepts for understanding individual, family, small group and community dynamics. Discussion of application of theory to practice in social work and related human service fields. Regular written assignments are required.

**SOC 496A-Z. Experimental Topics Courses in Sociology (1-4)**

Special Seminar in selected topics in sociology, with course content to be determined.

**SOC 497/L. Methods of Social Research and Lab (4)**

*Prerequisite:* SOC 364. *Corequisite:* SOC 497L. *Preparatory:* SOC 202. Application of the scientific method to social phenomena and analysis of the techniques. Methods of collecting, classifying, interpreting and presenting social data. Lab: Problems and exercises with research design and data analysis.

**SOC 498AEE. The Sociological Experience (2)**

*Prerequisite:* *Instructor consent.* This course enhances what is taught in the Sociology Major by extending student learning beyond the classroom. It provides students with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities. Students will participate in research, internship or service-learning projects under the direction of the instructor. The experience culminates in a written report that demonstrates the student's ability to apply sociological perspectives and research techniques. (Credit/No Credit only)

**SOC 498BEE/CEE. Supervised Field Study (2,3)**

Supervised field observation and study. Written report. Academic Internship course. (Credit/No Credit only)

**SOC 499A-C. Independent Study (1-3)****Graduate****SOC 524. Dynamics of Sex and Gender in Society (3)**

*Prerequisite:* SOC 324 or approved alternatives. Macro-sociocultural analysis of social trends and influences on the characteristics and dynamics of sex/gender roles in the context of major societal institutions. Micro-sociocultural analysis of sex/gender roles in patterns of interaction.

**SOC 545. Seminar in Social Psychology (3)**

Advanced investigation of the dynamics of social interaction. Interdisciplinary research.

**SOC 550. Seminar in Demography (3)**

*Prerequisites:* *Completion of Core requirements in Undergraduate Program or equivalent; A course in population.* Advanced studies of population growth; advanced methods of population analysis; and relation of population to national resources and public policy.

**SOC 555. Seminar in Criminology (3)**

Advanced study in crime, including analyzing criminological data, examining classic and contemporary criminological theory, contemporary aspects of crime and the lawbreaker and methods of crime control.

**SOC 572. Social Policy Research and Evaluation (3)**

Study and evaluation of various areas of social policy, including welfare, criminal justice, health services and planning urban administration.

**SOC 579. Seminar in the Family (3)**

Advanced study of the dynamics of the family as a social institution, with emphasis on recent research regarding processes of family change, family disorganization and reorganization.

**SOC 585A-Z. Selected Topics in Sociology (3)**

*Prerequisites:* *Completion of Core requirements in Undergraduate Program or equivalent; 12 units of 400- or 500-level courses in Sociology.* Special seminars in selected topics in sociology.

**SOC 601. Sociological Theory in Historical Perspective (3)**

Development of systematic sociological theory in its historical dimensions and in its continuity from preceding social thought and social philosophy. Critical analysis of major types of social theory.

**SOC 622. Seminar in Complex Organizations (3)**

Study of theoretical and empirical materials on complex organizations. Consideration may include examples from industry, commerce, public service, government, the military, religion and recreational and benevolent associations.

**SOC 640. Seminar in Applied Sociology (3)**

*Prerequisite:* SOC 364/L or equivalent. *Corequisite:* SOC 698. *Recommended Corequisite or Preparatory:* SOC 570, 591G. Study of the use of sociological theory and methodology in applied research design. Graduate Projects are conducted in areas described in the M.A. Degree option in Applied Sociology.

**SOC 670. Studies in Contemporary Sociology (3)**

Survey of the methods and research of contemporary sociologists, with particular attention to the points of convergence and divergence.

**SOC 680. Sociology. Advanced Quantitative Methods (3)**

*Prerequisite:* SOC 364. Selected topics from new and developing fields of quantitative sociological analysis.

**SOC 690. Social Research (3)**

Advanced study of social research techniques, with supervised application of research methods in a lab or field study situation.

**SOC 691A-G. Advanced Social Research Techniques (3)**

Development of graduate research projects providing training in specific research techniques: (A) observational techniques, (B) survey techniques, (C) historical and comparative techniques, (D) documentary techniques, (E) lab and small group techniques, (F) macro-quantitative techniques, and (G) applied research techniques.

**SOC 695 C. (2)****SOC 696A-B. Directed Graduate Research (3-3)****SOC 697. Directed Comprehensive Studies (3)**

*Limited to students preparing to take the Comprehensive Examination for the M.A. Degree in Sociology. (Credit/No Credit only)*

**SOC 698A-F. Thesis or Graduate Project (1-6)****SOC 699A-F. Independent Study (1-6)**

## Special Education

Michael D. Eisner College of Education

**Chair:** Sue Sears

**Education (ED) 1204**

**(818) 677-2596**

**[www.csun.edu/coe/sped](http://www.csun.edu/coe/sped)**

### *Faculty*

Tamarah Ashton, Nancy Burstein, Deborah Chen, Vanessa Goodwin, Michele Haney, Virginia Kennedy, Beth Lasky, Wendy Murawski, Rachel Friedman Narr, Kathryn Peckham-Hardin, Ellen Schneiderman, Sue Sears, Ashley Skylar, Sally Spencer, Ivor Weiner

### *Faculty Emeriti*

Kenneth Armstrong, Ray Barsch, Ann Bisno, June Downing, Ruth Forer, Joyce Hagen, Phillip Hansen, Barbara Kulik, Joyce Linden, Grace Lee, June Newkirk

### Degree Programs

M.A., Special Education with specializations in:

- Deaf and Hard of Hearing
- Early Childhood Special Education
- Educational Therapy
- Mild/Moderate Disabilities
- Moderate/Severe Disabilities

### Credentials

- Preliminary Education Specialist Credential in Deaf/Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, and Moderate/Severe Disabilities
- Clear (Induction) Education Specialist Credential in Deaf/Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, and Moderate/Severe Disabilities

### Added Authorizations

- Autism Spectrum Disorder
- Emotional Disturbance
- Resource Specialist

### Certificates

- Advanced Certificate in Transdisciplinary Intervention
- Educational Therapy Post-M.A. Certificate

### Academic Advisement

All Department faculty members are available during their scheduled office hours or by appointment to advise students during the semester.

### Program Coordinators

- Graduate Programs: Tamarah Ashton
- Teacher Education: Virginia Kennedy
- Clear Credential: Virginia Kennedy

### Department Programs

**A. Master's Degree Program:** The M.A. Degree Program builds on the competencies developed in the Special Education Credential Program, preparing students for positions of leadership, advocacy and scholarship in the schools, the community and within the overall profession of special education and for entry into Doctoral programs. The M.A. Program includes specializations in Deaf and Hard of Hearing, Early Childhood Special Education, Educational Therapy, Mild/Moderate Disabilities and Moderate/Severe Disabilities.

**B. Teaching Credentials:** The Education Specialist Credential prepares special education teachers to meet the educational, social, emotional and vocational needs of children and adolescents with disabilities and their

families. Education Specialist Credential Programs provide specialized course work, field experiences and student teaching for individuals interested in serving students with disabilities. The Department of Special Education offers a Preliminary Education Instruction Specialist Credential and a Clear Education Specialist Credential in Deaf/Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities and Moderate/Severe Disabilities. Clear Credentials are designed for teachers who have completed the Preliminary Credential.

**C. Added Authorizations:** Autism Spectrum Disorder, Emotional Disturbance, and Resource Specialist. A holder of a Special Education Credential may add an authorization to add expertise in areas of special education that were not part of their original Credential authorization.

**D. Certificates:** Advanced Certificate in Transdisciplinary Intervention and Educational Therapy Post-M.A. Certificate.

### Student Learning Outcomes of the Graduate Program

1. Demonstrate competencies as a scholar in the field of special education.
2. Exhibit leadership skills in the field of special education.
3. Serve as an advocate for students with disabilities and their families.

### Student Learning Outcomes of the Preliminary Credential Program

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Make subject matter comprehensible for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

### Student Learning Outcomes of the Clear Credential Program

1. Ability to reflect on one's own practice to support student learning and continued professional development.
2. Advanced professional competencies as identified by the California Commission on Teacher Credentialing (CCTC).

### The Master of Arts Degree In Special Education

The Master of Arts Degree in Special Education builds upon the competencies developed in the Preliminary Education Specialist and Clear Education Specialist Credential Programs. This Degree is designed to prepare graduates for positions of leadership, advocacy and scholarship in schools, the community and within the overall profession of special education. Toward this end, faculty members facilitate the development of student competencies in reflective dialogue, presentations and written avenues of expression.

### A. Requirements for Admission to the Program (Conditionally Classified Status)

1. Baccalaureate Degree from an accredited University or college.
2. Good standing at the last University attended.
3. A minimum of a 2.5 GPA in the last 60 semester units attempted.
4. Admission to the Preliminary Education Specialist Credential Program.
  - a. Students may petition the Graduate Committee for an exception for admission to the Education Specialist Program, verifying one of the following has been met:
    - i. An undergraduate GPA of 3.0 or higher or a University-approved aptitude test for graduate study (GRE or MAT) and has successful completion of the Upper Division Writing Proficiency Exam (UDWPE) with a score of 8 or higher.
      - Score at or above the 50<sup>th</sup> percentile on one of the three GRE subtests; or
      - Score at or above the 50<sup>th</sup> percentile on the MAT.
    - ii. Master's Degree in a related field.

In addition, candidates petitioning for an exception for admission to the Education Specialist Program must verify the following:

- i. Fingerprint clearance: Applications will not be accepted without evidence of fingerprint clearance from the Commission on Teacher Credentialing. Provide a copy of a valid CTC Certificate or Credential. Instructions on completing the online process can be found on the Credential Office website under forms and flyers: [http://www.csun.edu/~sch\\_educ/cred/forms/forms\\_cert\\_of\\_clearance.pdf](http://www.csun.edu/~sch_educ/cred/forms/forms_cert_of_clearance.pdf). Livescan forms and CTC payment confirmation printouts will not be accepted.
- ii. Tuberculosis clearance: Provide evidence of freedom from tuberculosis within the last 2 years. Your test must clearly indicate a negative result. You may complete this test at any health facility you wish. If you are currently enrolled at CSUN, you may contact the CSUN Student Health Center for a TB test at (818) 677-3666. Include a photocopy of your negative test results with this application packet.

#### B. Requirements for Admission to the Program (Classified Status)

1. An undergraduate GPA of 3.0 or higher or a University-approved aptitude test for graduate study (GRE or MAT);
  - a. Score at or above the 50<sup>th</sup> percentile on one of the three portions of the aptitude test of the GRE; or
  - b. Score at or above the 50<sup>th</sup> percentile on the MAT.
2. Successful completion of the Upper Division Writing Proficiency Exam with a score of 8 or higher.
3. 3.0 GPA for all work taken as a Conditionally Classified student.
4. Approval of a plan of study by the student's advisor.

#### Other Requirements:

1. A minimum of 30 units, including a culminating experience is required for completion of the Master of Arts Degree.
2. No more than 12 units of credit may be applied to a Master of Arts Degree Program until Classified status is attained.
3. Courses more than 7 old will not be included in the total of 30 units required for the M.A. Degree. Students should see an advisor prior to selecting classes.
4. Students in the DHH M.A. Program must pass the American Sign Language Proficiency Interview (ASLPI) at the required level.
5. A 3.0 GPA or higher in all work undertaken since admission to the Program to be advanced to Candidacy (approval to proceed to the culminating experience course).

#### A. Deaf/Hard-of-Hearing Master's Requirements (30 units)

##### 1. Core Requirements (Prerequisite: Classified Status) (9 units)

- SPED 681 Graduate Research in Special Education (3)  
 SPED 682D Advanced Clinical Practicum in Special Education (3)  
*(Prerequisite or Corequisite: SPED 681)*  
 SPED 683 Current Trends in Special Education (3) *(Prerequisites or Corequisites: SPED 681, 682D)*

##### 2. Requirements from Preliminary Credential (9 units)

- SPED 561D Teaching Reading to Deaf and Hard of Hearing Students (3)  
 SPED 565 Teaching Written English to Deaf and Hard of Hearing Students (3)  
 SPED 566D Curriculum and Instruction for Deaf and Hard of Hearing Students (3)

##### 3. Electives from Clear Credential (9 units)

Courses satisfying preliminary credential requirements may not be included in the Concentration area. Selected strands of graduate course work to be determined in consultation with advisor that will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

#### 4. Culminating Experience (3 units)

- SPED 697 Directed Comprehensive Studies (3)  
 or SPED 698C Thesis or Graduate Project (3)

#### B. Early Childhood Special Education Master's Requirements (30 units)

##### 1. Core Requirements (Prerequisite: Classified Status) (9 units)

- SPED 681 Graduate Research in Special Education (3)  
 SPED 682EC Advanced Clinical Practicum in Special Education (3)  
*(Prerequisite or Corequisite: SPED 681)*  
 SPED 683EC Current Trends in Special Education (3)

##### 2. Requirements from Preliminary Credential (9 units)

3 of the following courses from the preliminary credential may be selected:

- SPED 500 Communication and Early Literacy Development of Young Children with Disabilities (3)  
 SPED 532 ECSE Curriculum and Instruction (3)  
 SPED 520 EC Assessment and Evaluation in ECSE (3)  
 SPED 538 E Early Intervention Practices (3)

##### 3. Electives from Clear Credential (9 units)

Courses satisfying preliminary credential requirements may not be included in the concentration area. Selected strands of graduate course work to be determined in consultation with advisor that will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

#### 4. Culminating Experience (3 units)

- SPED 697 Directed Comprehensive Studies (3)  
 or SPED 698C Thesis or Graduate Project (3)

#### C. Educational Therapy Master's Requirements (36 units)

##### 1. Core Requirements (9 units)

- (Prerequisite: Classified Status)*  
 SPED 681 Graduate Research in Special Education (3)  
 SPED 682MM Advanced Clinical Practicum in Special Education (3)  
*(Prerequisite or Corequisite: SPED 681)*  
 SPED 683 Current Trends in Special Education (3)  
*(Prerequisites or Corequisites: SPED 681, 682MM)*

##### 2. Core Requirements (15 units)

- SPED 673 Principles of Educational Therapy (3)  
*(Prerequisites: SPED 501MM, 502MM)*  
 SPED 671 Advanced Study of Literacy Problems (3)  
*(Prerequisites: SPED 502MM, SPED 673)*  
 SPED 672 Advanced Assessment in Educational Therapy (3)  
*(Prerequisites: SPED 501MM, SPED 671)*  
 SPED 676 Clinical Case Management (3) *(Prerequisite: SPED 672)*  
 SPED 679 Internship in Educational Therapy (3)  
*(Prerequisite: SPED 676)*

##### 3. Advanced Specialization (9 units)

- SPED 501MM Assessment of Diverse Learners with Mild/Moderate Disabilities (3)  
 SPED 502MM Reading/Language Arts Instruction for Diverse Learners with Mild/Moderate Disabilities (3)  
 SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3)

##### 4. Culminating Experience (3 units)

- SPED 697 Directed Comprehensive Studies (3)  
 or SPED 698C Thesis or Graduate Project (3)

**D. Mild/Moderate Disabilities Master's Requirements (30 units)****1. Core Requirements (9 units)***Prerequisite: Classified Status*

|            |   |
|------------|---|
| SPED 681   | Graduate Research in Special Education (3)  |
| SPED 682MM | Advanced Clinical Practicum in Special Education (3) ( <i>Prerequisite: SPED 681</i> )            |
| SPED 683   | Current Trends in Special Education (3) ( <i>Prerequisites or Corequisites: SPED 681, 682MM</i> ) |

**2. Requirements from Preliminary Credential (9 units)**

|            |  |
|------------|--|
| SPED 501MM | Assessment of Diverse Learners with Mild/Moderate Disabilities (3)   |
| SPED 502MM | Reading/Language Arts Instruction for Diverse Learners with Mild/Moderate Disabilities (3)                       |
| SPED 503MM | Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3) |

**3. Electives from Clear Credential (9 units)**

Courses satisfying preliminary credential requirements may not be included in the Concentration area. Selected strands of graduate course work to be determined in consultation with advisor that will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

**4. Culminating Experience (3 units)**

|              |                                    |
|--------------|------------------------------------|
| SPED 697     | Directed Comprehensive Studies (3) |
| or SPED 698C | Thesis or Graduate Project (3)     |

**E. Moderate/Severe Disabilities Master's Requirements (30 units)****1. Core Requirements (9 units)***Prerequisite: Classified Status*

|            |   |
|------------|---|
| SPED 681   | Graduate Research in Special Education (3)  |
| SPED 682MS | Advanced Clinical Practicum in Special Education (3) ( <i>Prerequisite or Corequisite: SPED 681</i> ) |
| SPED 683   | Current Trends in Special Education (3) ( <i>Prerequisites or Corequisites: SPED 681, 682MS</i> )     |

**2. Requirements from Preliminary Credential (9 units)**

|            |   |
|------------|---|
| SPED 504MS | Teaching Learners with Moderate/Severe Disabilities (3)                       |
| SPED 505MS | Curriculum and Instruction for Learners with Moderate/Severe Disabilities (3) |
| SPED 581   | Augmentative and Alternative Communication (3)                                |

**3. Electives from Clear Credential (9 units)**

Courses satisfying preliminary credential requirements may not be included in the Concentration area. Selected strands of graduate course work to be determined in consultation with advisor that will expand student knowledge of exceptionality and core skills with complementary content from related areas of study.

**4. Culminating Experience (3 units)**

|              |                                    |
|--------------|------------------------------------|
| SPED 697     | Directed Comprehensive Studies (3) |
| or SPED 698C | Thesis or Graduate Project (3)     |

**Preliminary Education Specialist Instruction Credential Programs**

**A. Deaf/Hard of Hearing (DHH):** Authorizes the holder to conduct assessments, provide instruction and special education-related services to individuals with a primary or secondary disability of deaf or hard of hearing, deaf-blind, autism spectrum disorders within the disability area and a hearing loss that manifests itself in conjunction with additional disabilities, including unilateral or bilateral, whether fluctuating, conductive, sensori-neural and/or auditory neuropathy from birth through age 22. Classes organized primarily for adults in services across the continuum of program options available.

**B. Early Childhood Special Education (ECSE):** Authorizes the holder to conduct assessments, provide instruction and special education-related services to children from birth through pre-kindergarten, with a primary disability of specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, deaf-blindness, serious emotional disturbance and multiple disabilities in services across the continuum of program options available.

**C. Mild/Moderate Disabilities (MM):** Authorizes the holder to conduct assessments, provide instruction and special education-related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance and autism spectrum disorders within the disability area in kindergarten and grades 1-12. Classes organized primarily for adults in services across the continuum of program options available.

**D. Moderate/Severe Disabilities (MS):** Authorizes the holder to conduct assessments, provide instruction and special education-related services to individuals with a primary disability of autism, moderate/severe mental cognitive impairment, deaf-blind, emotional disturbance and multiple disabilities in kindergarten and grades 1-12 up to age 22. Classes organized primarily for adults in services across the continuum of program options available.

**Candidates are provided the following pathways to pursue a Preliminary Credential.**

**1. The Traditional Program** (DHH, ECSE, MM, MS) is designed primarily as a Post-B.A. Degree Program for candidates in non-teaching or teaching positions interested in flexible scheduling. Contact Virginia Kennedy at virginia.kennedy@csun.edu for Traditional Program advisement.

**2. The Intern Program** (DHH, ECSE, MM, MS), a Post-B.A. Degree 2-year Program (including Summers), is designed for teachers who have an Intern Credential and are hired in a cooperating school district. Interns must take a minimum of 6 units each semester, including 2 units of the SPED 506—Intern Practicum/Seminar. Interns receive classroom support and mentorship throughout the program by University and district personnel. Contact Tamarah Ashton at tamarah.ashton@csun.edu for Intern Program advisement. Candidates in the DHH, ECSE and MS areas must consult with an advisor in their area of specialization.

**3. The Accelerated Collaborative Teacher (ACT) Preparation Program** (DHH, MM, MS) is a Post-B.A. Degree full-time 2-semester (MM) or 3-semester (MS, DHH) Program. Candidates begin the Program in the Fall semester and progress through the Program as a cohort. Contact Nancy Burstein at nancy.burstein@csun.edu for ACT Program advisement.

**4. The Integrated Teacher Education Program** (MM, MS) is an Undergraduate Program. Candidates begin as freshmen or enter the 2-year option as transfer students. Contact Sue Sears at sue.sears@csun.edu for more information.

**A. Deaf and Hard of Hearing****1. Traditional Education Specialist Teaching Credential Program in Deaf/Hard-of-Hearing (49 units)**

Must meet admission requirements as described in the credential section.

**Courses Required Prior to SPED 580DHH Student Teaching:**

|          |   |
|----------|---|
| SPED 400 | Developmental Differences and Implications in Special Education (3) |
|          | ( <i>May be taken prior to admission</i> )                          |

|                        |  |
|------------------------|--|
| SPED 402               | Behavioral Assessment and Positive Behavioral Supports (3) ( <i>May be taken prior to admission</i> )  |
| SPED 406               | K-12 Literacy Instruction for Diverse Learners with Disabilities (3) ( <i>Prerequisite: Admission to Post-Baccalaureate Credential Program or ITEP</i> ) |
| SPED 416               | Educating Diverse Learners with Disabilities and Working with their Families (3) ( <i>Prerequisites: SPED 400, 406</i> )                                 |
| SPED 420               | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) ( <i>Prerequisites: SPED 400, 406</i> )   |
| EED 565M<br>or SED 525 | Mathematics Curriculum and Methods (3)<br>Methods of Teaching Single Subject (3)   |
| SPED 403D              | Early Field Experience in Deaf Education (3)<br>( <i>Prerequisite or Corequisite: SPED 400</i> )   |
| SPED 504D              | Foundations of Deaf Education (3) ( <i>Prerequisites or Corequisites: DEAF 360; SPED 400, 403D</i> )   |
| SPED 560               | Development and Assessment of Language in DHH Students (3) ( <i>Prerequisites or Corequisites: DEAF 484, 403D; SPED 416, 504D</i> )                      |
| SPED 561D              | Teaching Reading to DHH Students (3)<br>( <i>Prerequisites or Corequisites: SPED 406, 560. Corequisite: SPED 565</i> )                                   |
| SPED 565               | Teaching Written English to DHH Students (3)<br>( <i>Prerequisites or corequisites: SPED 406, 560. Corequisite: SPED 561D</i> )                          |
| SPED 566D              | Curriculum and Instruction for Deaf and Hard of Hearing Students (3) ( <i>Prerequisites or Corequisites: SPED 402, 504D, 560</i> )                       |

#### Other Requirements Prior to SPED 580D—Student Teaching

- Basic Skills and Subject Matter Requirement:
- **Recommended option for individuals interested in teaching at the elementary level:** Passage of CSET Multiple Subject Exam and CSET Writing Skills, or passage of a CSET Multiple Exam and CBEST.
- **Recommended option for individuals interested in teaching at the secondary level:** Passage of a CSET Single Subject Exam and CBEST, or completion of approved subject matter program and passage of the CBEST.
- Passage of American Sign Language Proficiency Interview (ASLPI).
- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or ENG 406 or COMS 321).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Fingerprint clearance.
- Submission of Student Teaching Application and approval to student teach by Credential Office. (Application for Student Teaching is required in the semester prior to student teaching.)

#### Courses Required Prior to or Concurrent with SPED 580D—Student Teaching

Only one course may be completed concurrently with SPED 580D.

|           |   |
|-----------|---|
| SPED 563  | Audiology and Spoken English Development for Teachers of DHH Students (4) ( <i>Prerequisites or Corequisites: SPED 416, 504D, 560</i> ) |
| SPED 567D | Teaching Deaf and Hard of Hearing Students with Special Needs (3) ( <i>Prerequisites or Corequisites: SPED 402, 504D, 560</i> )         |
| SPED 580D | Student Teaching and Seminar in Deaf and Hard of Hearing (with a grade of “B” or higher) (6)  |

#### Required Prior to Applying for the Credential

- Bachelor’s Degree from an accredited institution of higher education.
- Knowledge of U.S. Constitution (course or exam).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of “C” or higher is required in all courses.

#### 2. Intern Education Specialist Program in DHH (52 units)

Must meet admission requirements as described in the credential section.

##### Preservice Component

All applicants are required to complete a minimum of 120 hours of pre-service preparation. This preparation includes classroom management and planning, reading/language arts, specialty specific pedagogy, human development and teaching English learners. Applicants without a valid Teaching Credential can satisfy the pre-service preparation component through a combination of credential course work, online instructional modules and documented field experience (see intern advisor).

##### Preservice course work

|          |   |
|----------|---|
| SPED 400 | Developmental Differences and Implications in Special Education (3) ( <i>May be taken prior to admission</i> )  |
| SPED 402 | Behavioral Assessment and Positive Behavioral Supports (3) ( <i>May be taken prior to admission</i> )   |
| SPED 406 | K-12 Literacy Instruction for Diverse Learners with Disabilities (3) ( <i>Prerequisite: Admission to Post-Baccalaureate Credential Program</i> )            |
| SPED 416 | Educating Diverse Learners with Disabilities and Working with their Families (3) ( <i>Prerequisites: SPED 400, 406</i> )                                    |
| SPED 420 | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) ( <i>Prerequisites: SPED 400, 406, 416</i> ) |

##### Semester 1

|             |   |
|-------------|---|
| SPED 504D   | Foundations of Deaf Education (3) ( <i>Prerequisites or Corequisites: DEAF 360; SPED 400, 403D, 506DHA</i> )                  |
| SPED 506DHA | SPED Field Experience/Seminar (3)   |
| SPED 560    | Development and Assessment of Language in DHH Students (3) ( <i>Prerequisites or Corequisites: DEAF 484; SPED 416, 504D</i> ) |

##### Semester 2

|             |  |
|-------------|--|
| SPED 506DHB | SPED Field Experience/Seminar (3)  |
| SPED 561D   | Teaching Reading to DHH Students (3)<br>( <i>Prerequisites or Corequisites: SPED 406, 560, 565</i> )       |
| SPED 565    | Teaching Written English to DHH Students (3) ( <i>Prerequisites or Corequisites: SPED 406, 560, 561D</i> ) |

##### Summer 1

|          |  |
|----------|--|
| SPED 416 | Educating Diverse Learners with Disabilities and Working with their Families (3)<br>( <i>Prerequisites: SPED 400, SPED 406</i> ) |
|----------|--|

**Other Requirements Prior to SPED 506DH (3rd semester)**

Passage of the American Sign Language Proficiency Interview (ASLPI).

**Semester 3**

|             |   |
|-------------|---|
| EED 565M    | Mathematics Curriculum and Methods (3)                                    |
| or SED 525  | Methods of Teaching Single Subject (3)                                    |
| SPED 506DHC | SPED Field Experience/Seminar (3)   |
| SPED 563    | Audiology and Spoken English Development for Teachers of DHH Students (4) |
|             | <i>(Prerequisites or Corequisites: SPED 416, 504D, 560)</i>               |

**Other Requirements Prior to SPED 506DHD (4th semester)**

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of a valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).

**Semester 4**

|             |  |
|-------------|--|
| SPED 506DHD | SPED Field Experience/Seminar (3)  |
| SPED 566D   | Curriculum and Instruction for Deaf and Hard of Hearing Students (3) <i>(Prerequisites or Corequisites: SPED 402, 504D, 560)</i> |
| SPED 567D   | Teaching Deaf and Hard of Hearing Students with Special Needs (3) <i>(Prerequisites or Corequisites: SPED 402, 504D, 560)</i>    |

**3. Accelerated Collaborative Teacher (ACT) Education Specialist Program in Deaf/Hard of Hearing (53 units)**

Must meet admission requirements as described in the credential section.

**Semester 1 (Fall): Required with SPED 579ACT—Field Experience (22 units)**

|             |   |
|-------------|---|
| ELPS 541A   | Getting Started: Introduction to Teaching in Urban Schools (1)                  |
| SPED 541B   | Getting Started: Introduction to Teaching in Urban Schools (2)                  |
| SPED 400    | Developmental Differences and Implications in Special Education (3)             |
| SPED 406    | K-12 Literacy Instruction for Diverse Learners with Disabilities (3)            |
| SPED 504D   | Foundations of Deaf Education (3)   |
| SPED 560    | Development and Assessment of Language in Deaf and Hard of Hearing Students (3) |
| DEAF 360    | Deaf Culture (3)  |
| SPED 579ACT | ACT Field work with Exceptional Learners/Seminar (4)                            |

**Semester 2 (Spring): Advanced Field work (18 units)**

|           |   |
|-----------|---|
| ELPS 542A | Meeting the Needs of All Students in Urban Schools (2)            |
| SPED 402A | Behavioral Assessment and Positive Behavioral Supports (3)        |
| SPED 542B | Meeting the Needs of All Students in Urban Schools (1)            |
| SPED 561D | Teaching Reading to Deaf and Hard of Hearing Students (3)         |
| SPED 565  | Teaching Written English to Deaf and Hard of Hearing Students (3) |

SPED 566D Curriculum and Instruction for Deaf and Hard of Hearing Students (3)

EED 565M Mathematics Curriculum and Methods (3)  
or SED 525 Methods of Teaching Single Subject (3)

**Required Prior to SPED 580ACT: Advanced Field Work**

- Basic Skills and Subject Matter Requirement:
- Recommended option for individuals interested in teaching at the elementary level:** Passage of CSET Multiple Subject Exam and CSET Writing Skills, or passage of a CSET Multiple Exam and CBEST.
- Recommended option for individuals interested in teaching at the secondary level:** Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST.
- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Fingerprint clearance.
- Passage of American Sign Language Proficiency Interview (ASLPI).
- Approval for Student Teaching.

**Semester 3 (Fall): Required Prior to SPED 580D—Advanced Field work (13 units)**

|           |  |
|-----------|--|
| SPED 563  | Audiology and Spoken English Development for Teachers of Deaf and Hard of Hearing Students (4) |
| SPED 567D | Teaching Deaf and Hard of Hearing Students With Special Needs (3)                              |
| SPED 580D | Advanced Field work with Exceptional Learners/Seminar (with a grade of “B” or higher) (6)      |

**Required Prior to Applying for the Credential**

- Bachelor’s Degree from an accredited institution of higher education
- Knowledge of U.S. Constitution (course or exam).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of “C” or higher is required in all courses.

**B. Early Childhood Special Education****1. Traditional Educational Specialist Teaching Credential in Early Childhood Special Education (42 units)**

Must meet admission requirements as described in credential section.

**Prerequisites and Corequisites**

Bachelor’s Degree in Child and Adolescent Development or 12 units in approved Child and Adolescent Development or Early Childhood curriculum course work that includes participation in a typical preschool setting. Note: 6 units must be completed before the first Student Teaching assignment and 9 units must be completed before the second Student Teaching assignment. No more than 3 units may be taken concurrently with each student teaching assignment.

**Basic Requirements**

|          |  |
|----------|--|
| SPED 402 | Behavior Assessment and Positive Behavior Support (3)<br><i>(May be taken prior to admission)</i>                                  |
| SPED 404 | Teaching Diverse Learners with Social-Communication Disabilities, including Autism (3)<br><i>(May be taken prior to admission)</i> |



|          |   |
|----------|---|
| SPED 431 | Atypical Development of Young Children with Disabilities (3) <i>(May be taken prior to admission)</i>                         |
| SPED 500 | Communication and Early Literacy Development of Young Children with Disabilities (3) <i>(May be taken prior to admission)</i> |
| SPED 532 | ECSE Curriculum and Instruction (3) <i>(May be taken prior to admission)</i>  |
| SPED 535 | Collaboration with Families in Early Childhood Special Education (3)  |

**Requirements Prior to SPED 580EC Advanced Specialist Field work in ECSE and SPED 578 —Field work in ECSE: Infant/Toddler**

- Passage of California Basic Educational Skills Test (CBEST).
- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Fingerprint clearance.
- Submission of Student Teaching Application and approval to Student Teach by Credential Office. (Application for Student Teaching is required in the semester prior to Student Teaching.)

**Prior to or not more than one of the following courses may be taken with SPED 580EC—Advanced Specialist Field work in ECSE:**

See note under Prerequisites or Corequisites regarding Child and Adolescent Development course work.

|            |  |
|------------|--|
| SPED 520EC | Assessment and Evaluation in ECSE (3)<br><i>(Prerequisite or Corequisite: SPED 431)</i>  |
| SPED 536   | Methods for Young Children with Disabilities: Motor and Adaptive Skills (3)<br><i>(Prerequisite or Corequisite: SPED 431)</i>    |
| SPED 537   | Methods for Young Children with Multiple Disabilities: Sensory Impairments (3)<br><i>(Prerequisite or Corequisite: SPED 431)</i> |

**Concurrent with or the semester before SPED 578 Field work in ECSE: Infant/Toddler**

|            |   |
|------------|---|
| SPED 508S  | Student Teaching Seminar (3)  |
| SPED 538   | Early Intervention Practices (3)  |
| SPED 578   | Field Work in ECSE: Infant/Toddler (3)                                  |
| SPED 580EC | Advanced Specialist Field work in Early Childhood Special Education (6) |

**Other Program Requirements**

- Bachelor's Degree in Child and Adolescent Development or 12 units in approved Child and Adolescent Development or Early Childhood Curriculum course work.
- Knowledge of U.S. Constitution (course or exam).
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA or 2.75 since admission, with cumulative 3.0 GPA in professional education courses. A grade of "C" or higher is required in all courses.

**2. Intern Education Specialist Program in Early Childhood Special Education (42 units)**

Must meet admission requirements as described in the credential section.

**Preservice Component**

All applicants are required to complete a minimum of 120 hours of pre-service preparation. This preparation includes classroom management and planning, reading/language arts, specialty specific pedagogy, human development and teaching English learners. Applicants without a valid Teaching Credential can satisfy the pre-service preparation component through a combination of Credential course work, online instructional modules and documented field experience (see intern advisor).

**Semester 1**

|             |   |
|-------------|---|
| SPED 402    | Behavior Assessment and Positive Behavior Support (3) <i>(May be taken prior to admission)</i>        |
| SPED 431    | Atypical Development of Young Children with Disabilities (3) <i>(May be taken prior to admission)</i> |
| SPED 506ECA | SPED Field Experience/Seminar (3)   |

**Semester 2**

|             |  |
|-------------|--|
| SPED 506ECB | SPED Field Experience/Seminar (3)  |
| SPED 532    | ECSE Curriculum and Instruction (3) <i>(May be taken prior to admission)</i>   |
| SPED 537    | Methods for Young Children with Multiple Disabilities: Sensory Impairments (3) |

**Semester 3**

|          |   |
|----------|---|
| SPED 500 | Communication and Early Literacy Development of Young Children with Disabilities (3) <i>(May be taken prior to admission)</i> |
| SPED 535 | Collaboration with Families in Early Childhood Special Education (3)  |
| SPED 536 | Methods for Young Children with Disabilities: Motor and Adaptive Skills (3)   |

**Other Requirements Prior to SPED 506ECC (4th semester)**

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321)
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional education courses (a grade of "C" or higher is required in all courses).

**Semester 4**

|             |                                       |
|-------------|---------------------------------------|
| SPED 506ECC | SPED Field Experience/Seminar (3)     |
| SPED 520EC  | Assessment and Evaluation in ECSE (3) |
| SPED 538    | Early Intervention Practices (3)      |

**Summer 2**

|                |  |
|----------------|--|
| SPED 404       | Teaching Diverse Learners with Social-Communication Disabilities, including Autism (3) <i>(May be taken prior to admission)</i>  |
| SPED 578       | Field work in ECSE: Infant/Toddler (3)   |
| or SPED 580ECI | Advanced Specialist Field Work in ECSE (3) <i>(To demonstrate professional competencies with age group (infant-toddler or preschool/pre-K) that is not served on-the-job.)</i> |

**C. Mild/Moderate Disabilities (MM)**

**1. Traditional Education Specialist Teaching Credential Program in Mild/Moderate Disabilities (42 units)**

Must meet admission requirements as described in the credential section.

**Courses Required Prior to or Concurrent with SPED 403**

|            |  |
|------------|--|
| SPED 400   | Developmental Differences and Implications in Special Education (3)<br><i>(May be taken prior to admission)</i>  |
| SPED 403MM | Early Field Experience (3)<br><i>(72 hours of field work and seminar)</i>  |
| SPED 406   | K-12 Literacy Instruction for Diverse Learners with Disabilities (3) <i>(Prerequisite: Admission to Post-Baccalaureate Credential program or ITEP)</i> |

**Courses Required Prior to SPED 580MM Student Teaching**

|            |   |
|------------|---|
| EED 565M   | Mathematics Curriculum and Methods (3)  |
| or SED 525 | Methods of Teaching Single Subject (3)  |
| SPED 402   | Behavioral Assessment and Positive Behavioral Supports (3) <i>(May be taken prior to admission)</i> |

|            |  |
|------------|--|
| SPED 404   | Teaching Diverse Learners with Social-Communication Disabilities, Including Autism (3)   |
| SPED 416   | Educating Diverse Learners with Disabilities and Working with Their Families (3)<br>(Prerequisites: SPED 400, 406, 403MM. Prerequisite or Corequisite: SPED 501MM) |
| SPED 420   | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)<br>(Prerequisites: SPED 400, 406, 403MM)            |
| SPED 501MM | Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3) (Prerequisites: SPED 400, 406, 403MM)   |

#### Other Requirements Prior to SPED 580MM Student Teaching

- Basic Skills and Subject Matter Requirement:

**Recommended option for individuals interested in teaching at the elementary level:** Passage of CSET Multiple Subject Exam and CSET Writing Skills, or passage of a CSET Multiple Exam and CBEST.

**Recommended option for individuals interested in teaching at the secondary level:** Passage of a CSET Single Subject Exam and CBEST or completion of approved subject matter program and passage of the CBEST.

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Fingerprint clearance.
- Submission of Student Teaching Application and approval to Student Teach by Credential Office. (Application for Student Teaching is required in the semester prior to Student Teaching.)

#### Courses Required Prior to or Concurrent with SPED 580MM Student Teaching

Only 1 course may be completed concurrently with SPED 580MM.

|            |   |
|------------|---|
| SPED 502MM | Reading/Language Arts Instruction for Diverse Learners with Mild/Moderate Disabilities (3)<br>(Prerequisites SPED 400, 403, 406, 416. Prerequisite or Corequisite: SPED 501MM)                                |
| SPED 503MM | Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3) (Prerequisites SPED 400, 403, 406 416, 525 or 565M. Prerequisite or Corequisite: SPED 501MM) |
| SPED 580MM | Student Teaching (6) and SPED 580S (3) Seminar in Mild/Moderate Disabilities (with a grade of “B: or higher). (These two courses must be taken concurrently.)   |

#### Required Prior to Applying for the Credential

- Bachelor’s Degree from an accredited institution of higher education.
- Knowledge of U.S. Constitution (course or exam).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).

#### 2. Intern Education Specialist Program in Mild/Moderate Disabilities (42 units)

Must meet admission requirements as described in the credential section.

##### Preservice Component

All applicants are required to complete a minimum of 120 hours of pre-service preparation. This preparation includes classroom management and planning, reading/language arts, specialty specific pedagogy, human development and teaching English learners. Applicants without a valid Teaching Credential can satisfy the pre-service preparation component through a combination of credential course work, online instructional modules and documented field experience (see intern advisor).

##### Semester 1

|             |   |
|-------------|---|
| SPED 400    | Developmental Differences and Implications in Special Education (3)<br>(May be taken prior to admission)                                |
| SPED 406    | K-12 Literacy Instruction for Diverse Learners with Disabilities (3) (Prerequisite: Admission to Post-Baccalaureate Credential Program) |
| SPED 506MMA | SPED Field Experience/Seminar (3)   |

##### Semester 2

|             |  |
|-------------|--|
| SPED 416    | Educating Diverse Learners with Disabilities and Working with their Families (3) (Prerequisites: SPED 400, 406, 506MMA. Prerequisite or Corequisite: SPED 501MM) |
| SPED 501MM  | Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3)<br>(Prerequisites: SPED 400, 406, 506MMA)                                   |
| SPED 506MMB | SPED Field Experience/Seminar (3)  |

##### Summer 1

|            |  |
|------------|--|
| EED 565M   | Mathematics Curriculum and Methods (3)   |
| or SED 525 | Methods of Teaching Single Subject (3)   |
| SPED 404   | Teaching Diverse Learners with Social-Communication Disabilities, Including Autism (3) |

##### Semester 3

|             |   |
|-------------|---|
| SPED 402    | Behavioral Assessment and Positive Behavioral Supports (3) (May be taken prior to admission)  |
| SPED 502MM  | Reading/Language Arts Instruction for Diverse Learners with Mild/Moderate Disabilities (3)<br>(Prerequisites: SPED 400, 406, 416, 506MMA/B) |
| SPED 506MMC | SPED Field Experience/Seminar (3)   |

#### Other Requirements Prior to SPED 506MMD (4th semester)

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in professional Education Courses (a grade of “C” or higher is required in all courses).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).

##### Semester 4

|          |   |
|----------|---|
| SPED 420 | Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) (Prerequisites: SPED 400, 406, 506MMA-C) |
|----------|---|

SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3) (*Prerequisites: EED 565M or SED 525; SPED 400, 406, 416, 420, 506MMA-C.*)

SPED 506MMD SPED Field Experience/Seminar (3)

### 3. Accelerated Collaborative Teacher (ACT) Education Specialist Program in Mild/Moderate Disabilities (40 units)

Must meet admission requirements as described in the credential section.

#### Semester 1 (Fall): Required with SPED 579ACT—Field Experience (21-22 units)

EED 565M Mathematics Curriculum and Methods (3)

or SED 525 Methods of Teaching Single Subject (3)

ELPS 541A Getting Started: Introduction to Teaching in Urban Schools (1)

SPED 400 Developmental Differences and Implications in Special Education (3)

SPED 402 Behavioral Assessment and Positive Behavioral Supports (3)

SPED 406 K-12 Literacy Instruction for Diverse Learners with Disabilities (3)

SPED 501MM Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3)

SPED 541B Getting Started: Introduction to Teaching in Urban Schools (2)

SPED 579ACT ACT Field work with Exceptional Learners/Seminar (4)

#### Required Prior to SPED 580ACT—Advanced Field Work

- Basic Skills and Subject Matter Requirement.

**Recommended option for individuals interested in teaching at the elementary level:** Passage of CSET Multiple Subject Exam and CSET Writing Skills, or passage of a CSET Multiple Exam and CBEST.

**Recommended option for individuals interested in teaching at the secondary level:** Passage of a CSET Single Subject Exam and CBEST, or completion of approved subject matter program and passage of the CBEST.

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission with cumulative 3.0 GPA in Professional Education Courses (a grade of “C” or higher is required in all courses).
- Fingerprint clearance.
- Approval for Student Teaching.

#### Semester 2 (Spring): Required Prior to SPED 580ACT—Advanced Field Work (18 units)

ELPS 542A Meeting the Needs of All Students in Urban Schools (2)

SPED 404 Teaching Diverse Learners with Social-Communication Disabilities, Including Autism (3)

SPED 502MM Reading/Language Arts Instruction for Diverse Learners with Mild/Moderate Disabilities (3)

SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3)

SPED 542B Meeting the Needs of All Students in Urban Schools (1)

SPED 580ACT Advanced Field work with Exceptional Learners/Seminar (with a grade of “B” or higher) (6)

#### Required Prior to Applying for the Credential

- Bachelor’s Degree from an accredited institution of higher education.
- Knowledge of U.S. Constitution (course or exam).
- Passage of Reading Instruction Competence Assessment (RICA)

or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)

- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).

#### 4. Integrated Teacher Education Program (ITEP)

For Mild/Moderate Disabilities Program see the Liberal Studies section of the Catalog. Must meet admission requirements as described in the Credential section.

#### D. Moderate/Severe Disabilities

##### 1. Traditional Education Specialist Teaching Credential Program in Moderate/Severe Disabilities (42 units)

Must meet admission requirements as described in the credential section.

##### Courses Required Prior to or Concurrent with SPED 403MS

SPED 400 Developmental Differences and Implications in Special Education (3)

(*May be taken prior to admission*)

SPED 402 Behavioral Assessment and Positive Behavioral Support (3) (*May be taken prior to admission*)

SPED 504MS Teaching Diverse Learners with Moderate/Severe Disabilities (3)

SPED 403MS Early Field Experience (3) (120 hours of field work and seminar) (*Prerequisites: SPED 400, 504MS. Prerequisite or Corequisite: SPED 402*)

##### Courses Required Prior to SPED 580MS—Student Teaching

SPED 406 K-12 Literacy Instruction for Diverse Learners with Disabilities (3) (*Prerequisite: Admission to Post-Baccalaureate Credential Program or ITEP*)

SPED 416 Educating Diverse Learners with Disabilities and Working with their Families (3) (*Prerequisites: SPED 400, 406. Prerequisite or Corequisite; SPED 504MS*)

SPED 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3) (*Prerequisites: SPED 400, 406, 504MS. Prerequisite or Corequisite: SPED 505MS*)

SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3) (*Prerequisites: SPED 400, 504MS. Prerequisite or Corequisite: SPED 402*)

##### Other Requirements Prior to SPED 580MS—Student Teaching

- Basic Skills and Subject Matter Requirement:

**Recommended option for individuals interested in teaching at the elementary level:** Passage of CSET Multiple Subject Exam and CSET Writing Skills, or passage of a CSET Multiple Exam and CBEST.

**Recommended option for individuals interested in teaching at the secondary level:** Passage of a CSET Single Subject Exam and CBEST, or completion of approved subject matter program and passage of the CBEST.

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Fingerprint clearance.

- Submission of Student Teaching Application and approval to Student Teach by Credential Office. (Application for Student Teaching is required in the semester prior to Student Teaching.)

### Courses Required Prior to or Concurrent with SPED 580MS— Student Teaching

Only one course may be completed concurrently with SPED 580MS.

|               |                          |  |
|---------------|--------------------------|--|
| EED           | 565M                     | Mathematics Curriculum and Methods (3)   |
| SPED          | 580MS                    | Student Teaching (6) and SPED 580S (3) Seminar in Moderate/Severe Disabilities (with a grade of “B” or higher) |
| SPED          | 581                      | Alternative and Augmentative Communication (3)<br>(Prerequisites: SPED 400, 504MS)                             |
| SPED elective | SPED 404, 640 or 642 (3) |  |

### Required Prior to Applying for the Credential

- Bachelor’s Degree from an accredited institution of higher education.
- Knowledge of U.S. Constitution (course or exam).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).

### 2. Intern Education Specialist Program in Moderate/Severe Disabilities (42 units)

Must meet admission requirements as described in the credential section.

#### Preservice Component

All applicants are required to complete a minimum of 120 hours of pre-service preparation. This preparation includes classroom management and planning, reading/language arts, specialty specific pedagogy, human development and teaching English learners. Applicants without a valid Teaching Credential can satisfy the pre-service preparation component through a combination of Credential course work, online instructional modules and documented field experience (see intern advisor).

#### Year 1: Early Field Work

Prior to or concurrent with SPED 506MSA and SPED 506MSB (1st and 2nd semester) and prerequisite to SPED 506MSC (3rd semester)

|      |        |   |
|------|--------|---|
| EED  | 565M   | Mathematics Curriculum and Methods (3)  |
| SPED | 400    | Developmental Differences and Implications in Special Education (3)<br>(May be taken prior to admission)  |
| SPED | 402    | Behavioral Assessment and Positive Behavioral Supports (3) (May be taken prior to admission)  |
| SPED | 406    | K-12 Literacy Instruction for Diverse Learners with Disabilities (3) (Prerequisite: Admission to Post-Baccalaureate Credential Program)                             |
| SPED | 416    | Educating Diverse Learners with Disabilities and Working with their Families (3)<br>(Prerequisites: SPED 400, 406, 506MSA. Prerequisite or Corequisite: SPED 504MS) |
| SPED | 504 MS | Teaching Diverse Learners with Moderate/Severe Disabilities (3)<br>(Prerequisites: SPED 400, 406, 506MSA)   |

SPED 506MSA SPED Field Experience/Seminar (3)

SPED 506MSB SPED Field Experience/Seminar (3)

#### Year 2: Student Teaching

Prior to or concurrent with SPED 506MSC (3rd semester) and prerequisite to SPED 506MSD (4th semester):

SPED 420 Improving the Learning Needs of Students with Special Needs through Differentiated Instruction and Collaboration (3)  
(Prerequisites: SPED 400, 406, 504MS. Prerequisite or Corequisite: SPED 505MS)

SPED 505MS Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3)  
(Prerequisites: SPED 400, 504MS. Prerequisite or Corequisite: SPED 402)

SPED 506MSC SPED Field Experience/Seminar (3)

### Other Requirements Prior to or Concurrent with 4th Semester of SPED 506MSD

SPED 506MSD SPED Field Experience/Seminar (3)

SPED 581 Alternative and Augmentative Communication (3)  
(Prerequisites: SPED 400, 504MS, SPED 506MS. Prerequisites or Corequisites: SPED 506MSB, 506MSC, 506MSd)

SPED elective SPED 404, 640 or 642 (3)

### Other Program Requirements

- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this credential in order to be exempt from RICA.)

### 3. Accelerated Collaborative Teacher (Act) Education Specialist Program in Moderate/Severe Disabilities (40 units)

Must meet admission requirements as described in the credential section.

#### Semester 1 (Fall): Required with SPED 579ACT—Field Experience (19 units)

|      |        |  |
|------|--------|--|
| ELPS | 541A   | Getting Started: Introduction to Teaching in Urban Schools (1)       |
| SPED | 400    | Developmental Differences and Implications in Special Education (3)  |
| SPED | 402    | Behavioral Assessment and Positive Behavioral Supports (3)           |
| SPED | 406    | K-12 Literacy Instruction for Diverse Learners with Disabilities (3) |
| SPED | 504MS  | Teaching Diverse Learners with Moderate/Severe Disabilities (3)      |
| SPED | 541B   | Getting Started: Introduction to Teaching in Urban Schools (2)       |
| SPED | 579ACT | ACT Field Work with Exceptional Learners/ Seminar (4)                |

#### Required Prior to SPED 580ACT—Advanced Field Work

- Basic Skills and Subject Matter Requirement:
  - Recommended option for individuals interested in teaching at the elementary level:** Passage of CSET Multiple Subject Exam and CSET Writing Skills, or passage of a CSET Multiple Exam and CBEST.
  - Recommended option for individuals interested in teaching at the secondary level:** Passage of a CSET Single Subject Exam and CBEST, or completion of approved subject matter program and passage of the CBEST.
- Writing Proficiency (CBEST writing score of 41 or higher or Upper Division Writing Proficiency Exam with a score of 10 or higher or ENGL 305 or 406, or COMS 321).

- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).
- Fingerprint clearance.
- Approval for Student Teaching.

**Semester 2 (Spring): Required Prior to SPED 580MS—Advanced Field work (12 units)**

|               |                      |   |
|---------------|----------------------|---|
| EED           | 565M                 | Mathematics Curriculum and Methods (3)  |
| ELPS          | 542A                 | Meeting the Needs of All Students in Urban Schools (2)                                |
| SPED          | 505MS                | Curriculum and Instruction for Diverse Learners with Moderate/Severe Disabilities (3) |
| SPED          | 542B                 | Meeting the Needs of All Students in Urban Schools (1)                                |
| SPED elective | SPED 404, 460 or 642 | (3)   |

**Semester 3 (Fall): Required Prior to or Concurrent with SPED 580MS—Advanced Field Work (9 units)**

|               |                      |  |
|---------------|----------------------|--|
| SPED          | 580MS                | Advanced Field Work with Exceptional Learners/ Seminar (with a grade of “B” or higher) (6) |
| SPED elective | SPED 404, 460 or 642 | (3)  |

**Required Prior to Applying for the Credential**

- Bachelor’s Degree from an accredited institution of higher education.
- Knowledge of U.S. Constitution (course or exam).
- Passage of Reading Instruction Competence Assessment (RICA) or possession of valid California Teaching Credential. (Must hold valid California Teaching Credential at the time of applying for this Credential in order to be exempt from RICA.)
- CPR certification—infant, child, adult (online CPR training is not acceptable).
- Overall GPA of 2.75 since admission, with cumulative 3.0 GPA in professional education courses (a grade of “C” or higher is required in all courses).

**4. Integrated Teacher Education Program (ITEP)**

For Moderate/Severe Disabilities Program, see the Liberal Studies section of the Catalog. Must meet admission requirements as described in the Credential section.

**Clear (Induction) Education Specialist Credential Program**

The Clear Education Specialist Credential is designed for candidates who hold a valid Preliminary Education Specialist Credential. Candidates in the Clear Credential Program are employed as teachers in the specialization area of their Credential or, if not employed, are conducting field work in their specialization area. This Program leads to completion of a Clear Education Specialist Credential with Specialization Areas in Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities or Moderate/Severe Disabilities. A Clear Education Specialist Credential Program must be completed within 5 years of the date of issuance of the Preliminary Credential.

**A. Deaf and Hard of Hearing Clear Education Specialist Credential Requirements**

Formative Assessment (3 units)

|      |     |   |
|------|-----|---|
| SPED | 628 | Induction and Formative Assessment (3)<br>(Prerequisites: Completion of the Preliminary Education Specialist Credential Program in the specialization (MM, MS, DHH, ECSE); Admitted to the Clear Education Specialist Credential Program; Must be taken the first semester of the Program.) |
|------|-----|---|

**Pedagogy Courses (6 units)**

Pedagogy courses may be used for the M.A. Degree.

Courses used for the Preliminary Credential cannot be counted toward the Clear Credential.

**Select 2 courses from the following options:**

**Deaf Studies/ASL/Language and Culture**

(Only if DEAF courses were not part of B.A. Degree studies.)

|      |      |  |
|------|------|--|
| DEAF | 400  | Deaf People and Hearing People: A Comparative Cultural Analysis (3)              |
| DEAF | 485  | Issues in American Sign Language (3)   |
| DEAF | 489L | Intro to ASL Translation of Literary and Artistic Works/Creative Uses of ASL (3) |

**Studies in Multiple Disabilities**

|      |      |  |
|------|------|--|
| SPED | 404  | Social Communication and Autism (3)                                      |
| SPED | 567  | Teaching Deaf and Hard of Hearing Students with Special Needs (3)        |
| SPED | 581  | Augmentative and Alternative Communication (3)                           |
| SPED | 595T | Assistive Technology (3)   |
| SPED | 640  | Physical Disabilities (3)  |
| SPED | 642  | Students with Multiple and Sensory Impairments (3)                       |
| SPED | 652  | Educating Children with Emotional Disturbance (3)                        |
| SPED | 655  | Theoretical and Empirical Bases of Education of Learners with Autism (3) |
| SPED | 695A | Advanced Positive Behavior Support (3)                                   |

**Studies in Early Childhood Special Education**

|      |     |  |
|------|-----|--|
| SPED | 532 | Early Childhood Special Education Curriculum and Instruction (3)               |
| SPED | 535 | Collaboration with Families in Early Childhood Special Education (3)           |
| SPED | 536 | Methods for Young Children with Disabilities: Motor and Adaptive Skills (3)    |
| SPED | 537 | Methods for Young Children with Multiple Disabilities: Sensory Impairments (3) |

**Other courses—no longer offered but may have been taken as part of the Level II Credential Program**

|      |      |  |
|------|------|--|
| SPED | 624  | Teaching English Learners with Disabilities (3)                                  |
| SPED | 695D | Working with Very Young Deaf and Hard of Hearing Children and their Families (3) |

**Assessment of Professional Competence (3 units)**

|      |     |   |
|------|-----|---|
| SPED | 638 | The Role of the Special Educator in the 21st Century (3) (Prerequisite: SPED 628. Must be taken in the last semester of the Program and may be used for the M.A. Degree. This course provides a mechanism for a final assessment of the Candidate’s competence in individually targeted areas appearing on the Individual Induction Plan (IIP) and proficiency in meeting standards for the Clear Education Specialist Credential.) |
|------|-----|---|

**Additional Requirements for Candidates Who Completed a Level I Education Specialist Credential Program:**

**Health:** HSCI 396, 435, 496ADO or 496TH

**Technology:** EED 513, 515 or 602, or SED 514, or SPED 595T (preferred).

**Other Requirements:** Must maintain a 3.0 GPA, with no course grade lower than “C.”

**American Sign Language Proficiency Requirement:** Candidates must have a 2.7 rating or higher on the ASLPI within the past 5 years. Candidates must maintain a 3.0 GPA, with no course grade lower than a “C.”

**B. Early Childhood Special Education Clear Education Specialist Credential Requirements**

**Formative Assessment (3 units)**

|      |     |  |
|------|-----|--|
| SPED | 628 | Induction and Formative Assessment.<br>(Prerequisites: Completion of the Preliminary Education Specialist Credential Program in the specialization (MM, MS, DHH, ECSE); Admitted to the Clear Education Specialist Credential Program; Must be taken the first semester of the Program.) |
|------|-----|--|

**Pedagogy Courses (6 units)**

*Pedagogy courses may be used for the M.A. Degree. Courses used for the Preliminary Credential cannot be counted toward the Clear Credential.*

**Select 2 courses from the following options:****Special Education**

- SPED 581 Augmentative and Alternative Communication (3)  
 SPED 612/L Design and Development of Indirect Services in Special Education/Lab (2/1)  
 SPED 655 Theoretical and Empirical Bases of Education of Learners with Autism (3)  
 SPED 683EC Current Trends in Early Childhood Special Education (3) *(May have been taken as part of the Level II Credential Program.)*  
 SPED 695A Advanced Behavior Support (3)

**Infant Mental Health**

- EPC 630 The Infant-Parent Dyad and the Social/Emotional Development of the Infant-Toddler (3)  
 EPC 644 Current Issues in Infant-Toddler-Family Mental Health (3)

**Child Development**

- FCS 433 Administration of Children's Programs (3)  
 FCS 533 Advanced Topics in Administration of Children's Programs (3)

**Other courses—no longer offered but may have been taken as part of the Level II Credential Program**

- SPED 611 Collaborating to Meet the Needs of Special Populations (3)  
 SPED 624 Teaching English Learners with Disabilities (3)

**Assessment of Professional Competence (3 units)**

- SPED 683EC Trends and Issues in ECSE (3)  
*(Prerequisite: SPED 628. Must be taken in the last semester of the program and may be used for the M.A. Degree. This course provides a mechanism for a final assessment of the Candidate's competence in individually targeted areas appearing on the Individual Induction Plan (IIP) and proficiency in meeting standards for the Clear Education Specialist Credential.)*

**Additional Requirements for Candidates Who Completed a Level I Education Specialist Credential Program:**

**Health:** HSCI 396, 435, 496ADO or 496TH

**Technology:** EED 513, 515 or 602, or SED 514, or SPED 595T (preferred)

**Other Requirements:** Must maintain a 3.0 GPA, with no course grade lower than "C."

**C. Mild/Moderate Disabilities Clear Education Specialist Credential Requirements****Formative Assessment (3 units)**

- SPED 628 Induction and Formative Assessment.  
*Prerequisites: Completion of the Preliminary Education Specialist Credential Program in the specialization (MM, MS, DHH, ECSE); Admitted to the Clear Education Specialist Credential Program; Must be taken the first semester of the Program.)*

**Pedagogy Courses (6 units)**

*Pedagogy courses may be used for the M.A. Degree. Courses used for the Preliminary Credential cannot be counted toward the Clear Credential.*

**Select 2 courses from the following options.****Assessment and Instruction**

- SPED 502MM Reading/Language Arts Instruction for Diverse K-12 Students with Mild/Moderate Disabilities (3) *(If not taken for the preliminary credential)*

- SPED 612/L Design and Development of Indirect Services in Special Education/Lab (2/1)  
 SPED 671 Advanced Study of Literacy Problems (3)  
 SPED 672 Advanced Assessment (3)  
 SPED 677/L Instructional Strategies for Adolescents and Young Adults with Mild/Moderate Disabilities and Lab (2/1)

**Autism Spectrum Disorder (ASD)**

- SPED 404 Teaching Diverse Learners with Social-Communication Disabilities, Including Autism (3)  
*(If not taken for the Preliminary Credential)*  
 SPED 655 Theoretical and Empirical Bases of Education of Learners with Autism (3)

**Diverse Learners**

- SPED 416 Educating Diverse Learners with Disabilities and Working With Their Families (3)  
*(If not taken for the preliminary credential)*  
 SPED 595T Assistive Technology (3)

**Emotional Disturbance**

- SPED 652 Educating Children with Emotional Disturbance (3)  
 SPED 695A Advanced Positive Behavior Support (3)

**Other courses—no longer offered but may have been taken as part of the Level II Credential Program**

- SPED 611 Collaborating to Meet the Needs of Special Populations (3)  
 SPED 620 Assessment and Evaluation in Special Education (3)  
 SPED 624 Teaching English Learners with Disabilities (3)  
 SPED 670 Reading Processes (3)

**Assessment of Professional Competence (3 units)**

- SPED 638 The Role of the Special Educator in the 21st Century (3) *(Prerequisite: SPED 628. Must be taken in the last semester of the program and may be used for the M.A. Degree. This course provides a mechanism for a final assessment of the candidate's competence in individually targeted areas appearing on the Individual Induction Plan (IIP) and proficiency in meeting standards for the Clear Education Specialist Credential.)*

**Additional Requirements for Candidates Who Completed a Level I Education Specialist Credential Program:**

**Health:** HSCI 396, 435, 496ADO or 496TH

**Technology:** EED 513, 515 or 602, or SED 514, or SPED 595T (preferred)

**Other Requirements:** Must maintain a 3.0 GPA, with no course grade lower than "C."

**D. Moderate/Severe Disabilities Clear Education Specialist Credential Requirements****Formative Assessment (3 units)**

- SPED 628 Induction and Formative Assessment. *(Prerequisites: Completion of the Preliminary Education Specialist Credential Program in the specialization (MM, MS, DHH, ECSE); Admitted to the Clear Education Specialist Credential Program; Must be taken the first semester of the Program.)*

**Pedagogy Courses (6 units)**

*Pedagogy courses may be used for the M.A. Degree.*

*Courses used for the Preliminary Credential cannot be counted toward the Clear Credential.*

**Select 2 courses from the following options.**

**Multiple Disabilities**

- SPED 640 Physical Disabilities (3) *(If not taken for preliminary credential)*
- SPED 642 Students with Multiple and Sensory Impairments (3) *(If not taken for preliminary credential)*

**Autism Spectrum Disorder (ASD)**

- SPED 404 Teaching Diverse Learners with Social-Communication Disabilities, Including Autism (3) *(If not taken for preliminary credential)*
- SPED 655 Theoretical and Empirical Bases of Education of Learners with Autism (3)

*(If not taken for preliminary credential)*

- SPED 695A Advanced Positive Behavior Support (3)

**Advanced Literacy and Math**

- SPED 502MM Reading/Language Arts Instruction for Diverse K-12 Students with Mild/Moderate Disabilities (3)
- SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3)

**Other courses—no longer offered but may have been taken as part of the Level II Credential Program**

- SPED 611 Collaborating to Meet the Needs of Special Populations (3)
- SPED 622 Transition and Career Education
- SPED 624 Teaching English Learners with Disabilities (3)

**Assessment of Professional Competence (3 units)**

- SPED 638 The Role of the Special Educator in the 21st Century (3) *(Prerequisite: SPED 628: Must be taken in the last semester of the program and may be used for the M.A. Degree. This course provides a mechanism for a final assessment of the candidate's competence in individually targeted areas appearing on the Individual Induction Plan (IIP) and proficiency in meeting standards for the Clear Education Specialist Credential.)*

**Additional Requirements for Candidates Who Completed a Level****I Education Specialist Credential Program:**

**Health:** HSCI 396, 435, 496DO or 496TH

**Technology:** EED 513, 515 or 602, or SED 514, or SPED 595T (preferred)

**Other Requirements:** Must maintain a 3.0 GPA, with no course grade lower than "C."

**Added Authorizations****A. Autism Spectrum Disorder (ASD) Added Authorization Requirements (6 units)**

- SPED 404 Teaching Diverse Learners with Social-Communication Disabilities, including Autism (3)
- SPED 655 Theoretical and Empirical Bases of Education of Learners with Autism (3)

**B. Emotional Disturbance (ED) Added Authorization Requirements (9 units)**

- SPED 404 Teaching Diverse Learners with Social-Communication Disabilities, including Autism (3)
- SPED 652 Educating Children with Emotional Disturbance (3)
- SPED 695A Advanced Positive Behavior Support (3)

**C. Resource Specialist (RS) Added Authorization Requirements (9 units)**

- SPED 638 The Role of the Special Educator in the 21st Century (3)
- SPED 672 Advanced Assessment (3)

**Select 1 of the following:**

- SPED 502MM Reading/Language Arts Instruction for Diverse K-12 Students with Mild/Moderate Disabilities (3)
- SPED 503MM Curriculum and Instruction in Math and Content Subjects for Diverse Learners with Mild/Moderate Disabilities (3)
- SPED 677/L Instructional Strategies for Adolescents and Young Adults with Mild/Moderate Disabilities and Lab (3)

**Certificate Programs**

Contact the Department Office at (818) 677-2596 for more information about the following Certificate Programs.

**Educational Therapy (ET) Post M.A. Degree Certificate**

The ET Post-M.A. Degree Certificate Program, designed in collaboration with the Association of Educational Therapy (AET), provides M.A. Degree students an opportunity to develop expertise and professional skills related to educational therapy. Completion of the Certificate Program, which includes courses and field experience, leads to the award of the Certificate of Advanced Study in Educational Therapy. The Program combines educational and therapeutic approaches for evaluation, remediation, case management and communication/advocacy on behalf of children, adolescents and adults with learning disabilities or learning problems. Graduates of the Certificate Program meet the academic course requirements to achieve AET's Associate Professional level of membership. Moreover, 150 supervisory hours for the professional level of membership are met by the Internship, which is the culminating experience in the Certificate Program.

**Prerequisites:**

1. Completion of a M.A. Degree Program in Education or other related fields as approved by the Certificate Program Coordinator.
2. Minimum of 2 years of experience in the field of education.
3. Education Specialist Credential or prerequisites determined by the ET Coordinator that are required for Level I. (e.g., SPED 400, 402, 404, 406, 501MM, 502MM, or equivalencies)
4. Minimum 3.0 GPA in the M.A. Degree Program.

**Requirements for the Certificate:**

The Certificate requires a minimum of 15-18 units of course work and field experience.

- SPED 671 Advanced Study of Literacy Problems (3) *(Prerequisite: SPED 502)*
- SPED 672 Advanced Assessment (3) *(Prerequisite: SPED 501MM. Prerequisite or Corequisite: SPED 671)*
- SPED 673 Principles of Educational Therapy for Individuals with Exceptional Needs (3)
- SPED 676 Clinical Case Management (3) *(Prerequisites: SPED 673, 671, 672)*
- SPED 679 Internship in Educational Therapy (3-6) *(Prerequisites: SPED 673, 671, 672, 676)*

**Advanced Certificate in Transdisciplinary Intervention**

A University Certificate designed for Post-Bachelor's students with a Concentration of 18 units of selected course work in the Early Childhood Special Education Credential Program. Provides interdisciplinary training to holders of Bachelor's Degrees in one of the disciplines involved in providing early intervention services.

**Prerequisite (3 units):**

- SPED 431 Atypical development of young children with disabilities (3)

**Core (12 units):**

SPED 500 Communication and Early Literacy Development of Young Children with Disabilities (3)

SPED 520EC Assessment and Evaluation in Early Childhood Special Education (3)

SPED 535 Working with Families of Young Children with Disabilities (3)

SPED 578 Field Work in ECSE: Infant/Toddler (3)

or SPED 580ECI Advanced Specialist Field Work in ECSE (3)

*Note: Field work requires proof of TB and fingerprint clearance.*

**Electives (3 units)**

SPED 402A Behavioral Assessment and Positive Behavior Support (3)

SPED 532 ECSE Curriculum and Instruction (3)

SPED 536 Methods for Young Children with Multiple Disabilities: Motor and Adaptive Skills (3)

SPED 537 Methods for Young Children with Multiple Disabilities: Sensory impairments (3)

SPED 538 Early Intervention Practices (3)

**Course List****SPED 400. Developmental Differences and Implications in Special Education (3)**

This course is designed to help teacher candidates in the area of special education gain knowledge and understanding of typical and atypical development and the implications for educating students with disabilities. Candidates will gain knowledge related to the sources of developmental diversity, including both biological and environmental factors and how these factors can impact a child's development in the areas of social, cognitive, physical, emotional and language skills. This information will be discussed within the larger context of the different theories of child development to help candidates view these factors from multiple perspectives. Throughout this discussion, the emphasis will be placed on the practical implications for special education and the role of the special educator and other members of the educational planning team in promoting a positive, supportive and healthy learning environment. This course also will provide special education candidates with knowledge of the legal requirements of special education as specified in the Individuals with Disabilities Education Act (IDEA) and other legislative mandates.

**SPED 402. Behavioral Assessment and Positive Behavior Support (3)**

This course is designed to provide education specialist candidates with the skills and knowledge needed to promote and reinforce prosocial skills using positive behavior support strategies. The 3-tiered model (primary, secondary and tertiary supports) to positive behavior support will serve as the organizing framework for this course. The first part of the course will focus on ways to promote positive and cooperative behaviors by using a variety of schoolwide and classroom management strategies, including teaching and reinforcing expected behaviors, active supervision, clear communication and collaboration with team members, and planned responses to challenging behavior (primary level of supports). The remainder of the course will focus on providing more intensive supports for students with more pervasive/complex behavioral and social needs (secondary and tertiary level of supports). Relevant federal and state legislation and ethical considerations will be discussed.

**SPED 403DHH. Early Field Experience in Deaf Education (3)**

*Prerequisite or Corequisite: SPED 400.* This course is the first of 2 field work practical in special education designed to provide Credential candidates field experiences in K-12 schools serving deaf and hard-of-hearing students. Students observe/participate in the instruction of

deaf and hard-of-hearing students across the age ranges from preschool through high school and across the range of settings from itinerant to self-contained classes to special school and residential school placements. Accompanying seminars link terminology, issues and instructional perspectives with practice, with collegial support provided to participants. 72 field work hours coincide with seminar topics.

**SPED 403MM, MS. Early Field Experience/Seminar in Special Education (3)**

*Prerequisite: Admission to Preliminary Education Specialist Credential Program. MM Program Prerequisites or Corequisites: SPED 400, 406. MS Program Prerequisites: SPED 400, 504MS. MS Program Prerequisite or Corequisite: SPED 402.* This course is the first of 2 field work practica in special education designed to provide Credential candidates practical hands-on experience in K-12 schools. Accompanying seminars link course work with practice and provide collegial support to participants. Field work hours coincide with seminar topics and range from 5-10 hours per week, varying by specialization.

**SPED 403D. Early Field Experience in Deaf Education (3)**

*Prerequisite or Corequisite: SPED 400.* This course is the first of 2 field work practica in special education designed to provide Credential candidates field experiences in K-12 schools serving deaf and hard-of-hearing students. Students observe/participate in the instruction of deaf and hard-of-hearing students across the age ranges from preschool through high school and across the range of settings from itinerant to self-contained classes to special school and residential school placements. Accompanying seminars link terminology, issues and instructional perspectives with practice, with collegial support provided to participants. 72 field work hours coincide with seminar topics.

**SPED 404. Teaching Diverse Learners with Social-Communication Disabilities, including Autism (3)**

This course is designed to provide information regarding the social-communication challenges faced by diverse learners, including students who are diagnosed with autism spectrum disorder (ASD). Emphasis will be placed on implications for intervention and instruction based on students' learning characteristics, including: (a) the roles of social interaction and communication in cognition and learning; (b) specific learning needs of students with social-communication disabilities, including ASD; and (c) critical evaluation, selection and implementation of interventions for students with social-communication disabilities, including ASD. The teacher's role in working with families and teaming with other disciplines to develop a comprehensive and interdisciplinary approach across ages and severity of these disabilities will be examined.

**SPED 406. K-12 Literacy Instruction for Diverse Learners with Disabilities (3)**

*Prerequisites: Restricted to Candidates admitted to the Education Specialist Credential Program and ITEP.* This course is designed to prepare special education students to teach diverse learners with disabilities reading and language arts at the elementary and secondary levels. The course focuses on the design and delivery of comprehensive literacy programs consistent with state standards and the competencies and strengths of students with disabilities. Content specifically addresses word analysis, fluency, vocabulary, academic language and comprehension, and prepares students to pass the RICA exam. An emphasis is placed on the development and organization of differentiated instructional practices for students with disabilities, based on findings from individualized assessment procedures.



**SPED 416. Educating Diverse Learners with Disabilities and Working With Their Families (3)**

*Prerequisites for MM Program: SPED 400, 403 MM, 406. Prerequisite or Corequisite for MM Program: SPED 501MM. Prerequisites for MS Program: SPED 400, 406. Prerequisite or Corequisite for MS Program: SPED 504MS. Prerequisites for DHH Program: SPED 400, 406.* This course is designed to provide information regarding the education of diverse learners with disabilities. The course provides an overview of the needs of English language learners (ELLs) with disabilities with an emphasis on understanding and accepting differences in culture, ethnicity, language and abilities and disabilities of individuals. Candidates are introduced to state and federal laws related to students with disabilities and diverse needs. Knowledge and practices for becoming culturally competent educators are discussed, taking into account the principles of language acquisition, language proficiency, differences in family backgrounds and systems, and how these effect learning. Finally, the course addresses ways of communicating effectively and respectfully with families.

**SPED 420. Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)**

*Prerequisite: Restricted to candidates admitted to Credential Programs in Elementary, Secondary or Special Education or acceptance into the Educational Therapy Program; SPED 400, 406. Prerequisite for MM Program: SPED 403MM. Prerequisite for MS Program: SPED 504MS. Prerequisite or Corequisite for MS Program: SPED 505MS.* This course is designed for general and special education teachers to learn how to design differentiated instruction that is universally accessible to all learners and how to provide accommodations and modifications to grade-level instruction to meet students' individual needs. Foundational information on disability characteristics and the potential impact on the inclusive classroom will be introduced and historical foundations of special education and the inclusive education movement will be presented. The course also focuses on developing the basic principles of positive behavior support and the communication skills needed to implement the range of collaborative service delivery options for students with disabilities, students who are at-risk, and those who are gifted and talented. Candidates will develop foundational knowledge and skills in research-based processes for effective instruction of students with special needs, positive behavior support, and collaboration with other educators, administrators, parents and students to improve student learning.

**SPED 431. Atypical Development in Young Children with Disabilities (3)**

May be taken prior to admission. This course examines atypical development in young children with disabilities and the interrelationships and implications of atypical development in motor, cognitive, sensory, language/speech and social/emotional areas. It is designed for professionals working in nursing, special education, physical and occupational therapy, speech and language, social work and child development. Emphasis is placed on etiology, research and evidence-based practices. (Offered once each year.)

**SPED 438CD. Student Teaching in Language, Speech and Hearing and Audiology (6)**

*Preparatory: Approval of the Department of Communication Disorders and Sciences.* The student will spend 2 full school days per week in the Public School System under the supervision of a supervisory teacher. In addition, all candidates will be supervised by a University Faculty coordinator from the Department of Communication Disorders and Sciences. The student will assume the planning and teaching responsibilities of the master teacher on the assigned days.

**SPED 438CDA. Student Teaching in Severe Language Handicapped Aphasia (4)**

*Preparatory: Approval of the Department of Communication Disorders and Sciences.* This course can be taken concurrently with or subsequent to SPED 438CD. The student will participate, during 1 semester, in 100 hours of student teaching in the Public School System in a classroom for severe language handicapped/aphasic pupils. This will be done under the supervision of a supervisory Tteacher and a University faculty coordinator from the Department of Communication Disorders and Sciences. The student will assume the planning and teaching responsibilities of the supervisory teacher during the assigned hours.

**SPED 494A-Z. Experimental Topics Courses (1-3)****SPED 496A-Z. Experimental Topics Courses in Special Education (1-3)**

Selected topics in special education, with course content to be determined.

**SPED 499X,Y,Z. Independent Study (1-3)****Graduate Courses****SPED 500. Communication and Early Literacy Development of Young Children with Disabilities (3)**

May be taken prior to admission. This course focuses on communication strategies and early literacy development for young children with disabilities, including those who are learning English as a second language. Students will learn about recommended and evidenced-based practices to assess and support these children's early language use and communicative behaviors. They also will learn to use strategies to support young children's participation in story book reading and develop their emerging literacy skills.

**SPED 501MM. Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3)**

*Prerequisites: SPED 400, 403 MM, 406 or 506MMA.* This course is designed to provide candidates with the foundation for understanding the assessment process and to prepare students to be professional educators and leaders in assessment. Candidates will focus on the educational assessment methods and procedures used in decision making and program planning for students with mild/moderate disabilities, including those from culturally and/or linguistically diverse backgrounds, with emphasis on administering, scoring and interpreting standardized educational tests.

**SPED 502MM. Reading/Language Arts Instruction for Diverse K-12 Students with Mild/Moderate Disabilities (3)**

*Prerequisites: SPED 400, 406, 416; SPED 403MM or 506MMA/B. Prerequisite or Corequisite: SPED 501MM.* This course develops understanding of reading processes and the reading and written language problems of students with mild/moderate disabilities. Emphasis is given to informal diagnostic assessment procedures and intensive focused intervention. Evidence-based approaches to supporting the development of individualized interventions in phonemic awareness, word decoding, fluency, vocabulary knowledge and reading comprehension are critically examined and applied.

**SPED 503MM. Curriculum and Instruction in Math and Content Subjects for Learners with Mild/Moderate Disabilities (3)**

*Prerequisites: EED 565M or SED 525; SPED 400, 406, 416; SPED 403MM or 506MMA-C. Prerequisite or Corequisite: SPED 501MM.* This course examines models of assessment, curriculum and instruction in math, writing and content subjects appropriate for students with mild to moderate disabilities. Students use research and contemporary theoretical orientations to evaluate, adapt, modify and/or

design methodology, curriculum and instructional strategies for math and content subject instruction. Emphasis is given to the assessment/teaching cycle, the selection and implementation of research-based curricula and instructional methods, developing and evaluating individualized integrated interventions, using assistive and instructional technology, and using Universal Design for Learning to plan instruction that is accessible to all learners.

#### **SPED 504D. Foundations of Deaf Education (3)**

*Prerequisite or Corequisites:* SPED 400, 403D. This course uses the historical context of deaf education to focus on current educational, political and social trends that affect the placement and instruction of deaf/hard of hearing students. The breadth of placements and age ranges within this diverse population are critically reviewed using current research in the field. (Offered Fall semester only.)

#### **SPED 504MS. Teaching Learners with Moderate/Severe Disabilities (3)**

*Prerequisite:* Admission to Preliminary Education Specialist Credential Program in Moderate/Severe Disabilities. This course is the first of the 4 specialization courses candidates in Moderate/Severe disabilities take and as such, serves as the course that provides a strong foundation for subsequent methodology classes. Topics include definition and identification of students with moderate to severe disabilities; federal legislation pertinent to this population; educational theories guiding practice and how these theories have changed over time; appropriate assessment practices and tools and educational approaches recommended for this group of learners. Planning and adapting to meet the needs of students from diverse cultural and linguistic backgrounds is infused throughout the course. Emphasis is placed on understanding the prevailing “recommended practices” in the field of severe/moderate disabilities as endorsed through contemporary research.

#### **SPED 505MS. Curriculum and Instruction for Diverse Learners with Moderate to Severe Disabilities (3)**

*Prerequisites for the MS Program:* SPED 400, 504MS. *Prerequisite or Corequisite for the MS Program:* SPED 402. This course examines models of assessment, curriculum and instruction appropriate for learners having moderate to severe disabilities. Students use research and contemporary best practices to evaluate, modify and/or design methodology and materials for assessment, curriculum development and instruction in the area of moderate to severe disabilities. Emphasis is given to assessment methodology selection of educational priorities and principles of developing and evaluating individualized, integrated interventions for a wide array of diverse learners. Field work included to complete applied assignments. May be repeated twice for credit.

#### **SPED 506DH(A-D), MM(A-D), MS(A-D). Special Education Internship Field Experience (3-3-3-3)**

*Prerequisite:* Must be enrolled in the Education Specialist Internship Program.

**DHH Intern Program** *Prerequisites:* Taking the ASLPI is required prior to admission to the Intern Program; Passing the ASLPI is required prior to enrollment in the 3rd semester of SPED 506D. *Prerequisites to Intern Program:* SPED 400, 402, 406, 420. *Prerequisites or Corequisites to 2nd semester of SPED 506D:* SPED 504D, 560D, 561D, 565. *Prerequisites to 3rd semester of SPED 506D:* EED 565M or SED 525; SPED 416, 563.

**MM Intern Program** *Prerequisite or Corequisites to 2nd semester of 506MM:* SPED 400, 406; *Prerequisites to 4th semester of SPED 506MM:* EED 565M; SPED 400, 402, 404, 406, 416, 501MM, 502MM.

**MS Intern Program** *Prerequisite or Corequisite with 1st and 2nd semester of 506MS and Prerequisite to 3rd semester of 506MS:* EED 565M; SPED 400, 402, 406, 416, 504MS. *Prerequisite or Corequisite with 3rd semester of SPED 506MS and prerequisite to 4th semester of 506MS:* SPED 420, 505MS. *Prerequisite or Corequisite with 4th semester of*

*SPED 506MS:* SPED 581, SPED elective (SPED 404, 640 or 642).

Extended field work participation for special education intern teachers. Clinical supervision is provided through such means as videotaping and on-site visits by the instructor. Students meet with the instructor to discuss videotapes, on-site observation and field work activities. This course will normally be taken for 4 semesters (12 units). May be repeated twice for credit.

#### **SPED 506EC(A-C). Early Childhood Special Education Internship Field Experience (3-3-3)**

*Prerequisite:* Must be enrolled in the Early Childhood Special Education Specialist Intern Program. *SPED 506ECA: Prerequisites or Corequisites with first semester SPED 431 and 402. SPED 506ECB : Prerequisites or Corequisites with second semester SPED 532, 537). SPED 506ECC: Prerequisites prior to third semester SPED 500, 535, 536; Corequisites with third semester SPED 520EC, 538.* Designed to provide ongoing support to candidates in the Early Childhood Special Education Intern Credential Program. Reflective supervision is provided through on-site visits by the instructor, analysis of videos, online discussions and monthly meetings. Class sessions involve discussion of teaching experiences, video analysis, problem-solving, resource sharing and collegial support.

#### **SPED 520EC. Assessment and Evaluation in Early Childhood Special Education (3)**

*Prerequisite or Corequisite:* SPED 431. Theory and practice of assessment and evaluation of infants, toddlers and young children with special needs. Examines the uses and limitations of current assessment practices for educational decision making with this population. Includes evaluation, selection and administration of assessment instruments for both the young child and his/her family and use of assessment results to develop the IFSP/IEP. Assessment for program evaluation also is considered. Open to graduate students in related disciplines (Communication Disorders and Sciences, Child and Adolescent Development, Psychology/Educational Psychology, Physical Therapy, Nursing) as well as in Special Education. (Offered once each year.)

#### **SPED 532. ECSE Curriculum and Instruction (3)**

*May be taken prior to admission.* Study of curriculum and methods for infants, toddlers and preschoolers with disabilities, focusing on the developmental areas of cognition, play and social interaction, and the CA Preschool Learning Foundations. The course includes an overview on designing environments to facilitate independent problem-solving and social interaction. (Offered once each year.)

#### **SPED 535. Collaboration with Families in Early Childhood Special Education (3)**

Recommended and evidence-based practices for working with families of infants, toddlers and preschoolers receiving early intervention and early childhood special education services. An emphasis is placed on family-centered and culturally-responsive practices that promote the family’s roles in the child’s development, family/professional collaboration in the development of the IFSP/IEP, and the family systems model in designing and implementing effective services. Interviewing and active listening techniques are included. (Offered once each year.)

#### **SPED 536. Methods for Young Children with Disabilities: Motor and Adaptive Skills (3)**

*Prerequisite or Corequisite:* SPED 431. Study of atypical patterns of motor development in infants, toddlers and preschool children with disabilities; and methods of assessment and intervention for fine and gross motor skills. An emphasis is placed on collaboration with families, physical and occupational therapists and other service providers in assessing motor, adaptive and sensory processing skills, using adaptive devices, specialized equipment and other modifications to support a child’s active participation. (Offered once each year.)

**SPED 537. Methods for Young Children with Multiple Disabilities: Sensory Impairments (3)**

*Prerequisite or Corequisite:* SPED 431. This course identifies strategies for working with infants, toddlers and preschoolers whose multiple disabilities include vision impairments and/or hearing loss. An emphasis is placed on collaboration with families, vision and hearing specialists and other related services personnel in identifying children's functional use of vision and hearing and adapting instructional materials, activities and environments to enhance learning. (Offered once each year.)

**SPED 538. Early Intervention Practices (3)**

*Prerequisites or Corequisites:* SPED 402, 404, 431, 500, 520EC, 532, 535, 536, 537. *Corequisite:* 578EC. *Taken with or the semester before 578EC—Field Work in ECSE: Infant/Toddler.* The course content is designed for graduate level students from relevant disciplines (e.g., early childhood special education, communicative disorders, child development, nursing, physical therapy). Students will identify their roles as members of an early intervention team serving families and their infants and toddlers with IFSPs. Course content focuses on the CA Infant/Toddler Learning and Development Foundations, philosophies and recommended and evidence-based practices in the field of early intervention, team models, service delivery approaches and strategies to promote collaboration with families and other members of the educational team. (Offered once each year.)

**SPED 541B: Getting Started—Introduction to Teaching in Urban Schools (2)**

*Prerequisites:* Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program; Admission into the ACT Program. *Prerequisites or Corequisites for Multiple Subject Credential candidates:* EED 515, 520, 559C, 565M, 567ACT, 559C; EED or EPC 500; ELPS 541A. *Prerequisites or Corequisites for Single Subject Credential candidates:* ELPS 541A; EPC 420; SED 511, 514, 525, 554, 544S. *Prerequisites or Corequisites for MM Program:* EED 565M or SED 525; ELPS 541A; SPED 400, 404, 406, 501MM, 579ACT. *Other specializations should check with their advisor.* Offered in Fall semester only. This course is the first of 2 Core courses in the ACT Program for elementary, secondary and special education teacher candidates. Taught collaboratively by a team of University and school faculty, the course is an introduction to teaching and learning in the context of K-12 urban schools, with an emphasis on educational equity, diversity and special populations. Topics include an introduction to the roles and responsibilities of a professional educator; teachers' and students' backgrounds and how they impact teaching and learning in urban schools; knowledge of relevant federal and state legislation for students with special needs; differentiated instruction that is universally accessible to all learners; accommodations and modifications to grade-level instruction in order to meet students' individual needs, and collaboration with school professionals and families. Teacher candidates are provided activities and discussions that emphasize the links between theory and practice.

**SPED 542B. Meeting the Needs of all Students in Urban Schools (1)**

*Prerequisites:* Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program; Successful completion of all Fall semester course work. *Prerequisites or Corequisites for Multiple Subject Credential Candidates:* EED 559F, 565S, 568ACT, 575; ELPS 542A; HSCI 496TH; KIN 595PE. *Prerequisites or Corequisites for Single Subject Credential Candidates:* ELPS 542A; HSCI 466ADO; SED 521, 555. *Prerequisites or Corequisites for MM Program:* ELPS 542A; SPED 402, 502MM, 503MM, 580ACT. *Other specializations should check with their advisor.* Offered in Spring semester only. SPED 542B with ELPS 542A is the second of 2 Core courses in the ACT Program, is

designed for elementary, secondary and special education teacher candidates and taught collaboratively by a team of University and school faculty. Building on the content introduced in the first Core course related to educational equity, diversity and special populations, topics include developing as a reflective educator who considers the learning needs of all students; creating and managing effective and healthy classroom environments in urban schools; problem solving strategies to facilitate teaching and learning; instructional modifications and accommodations for students with disabilities in general education settings, issues related to diversity and multicultural education; and models of collaboration/consultation. Teacher candidates are provided activities and discussions that emphasize the links between theory and practice.

**SPED 560 Development and Assessment of Language in Deaf and Hard of Hearing Students (3)**

*Prerequisites or Corequisites:* SPED 403D, 416, 504D. This course addresses optimal communication environments for language acquisition and contrasts features of and communication strategies used by deaf parents and hearing parents with deaf children. General theoretical framework of language acquisition is covered, as well as strategies to assess and promote the basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) of deaf and hard-of-hearing children.

**SPED 561D Teaching Reading to Deaf and Hard of Hearing Students (3)**

*Prerequisite or Corequisites:* SPED 406, 560. *Corequisite:* SPED 565. This course is a systematic examination of principles, assessment and instruction of reading deaf and hard-of-hearing pupils. This course addresses the development of emergent literacy skills of young children and actual reading abilities. This course focuses on reading skills development, vocabulary acquisition, development of concepts through reading, and language assimilation through reading. Selection and use of appropriate instructional resources to develop reading skills also are covered.

**SPED 563 Audiology and Spoken English Development for Teachers of Deaf and Hard of Hearing Students (4)**

*Prerequisites or Corequisites:* SPED 416, 504D, 560. This course is an examination of audiological and speech theory and practice pertinent to the teaching of deaf and hard-of-hearing students, with an emphasis on bilingual methods, procedures and materials used in teaching speech, speech reading and auditory training. Students will acquire knowledge and skills related to early intervention and the impact of Newborn Hearing Screenings, working with families, and the early use of assistive listening devices, including cochlear implants. Current research and directions in listening technology will be reviewed.

**SPED 565 Teaching Written English to Deaf and Hard of Hearing Students (3)**

*Prerequisites or Corequisites:* SPED 406, 560. *Corequisite:* SPED 561D. This course is a systematic examination of various systems and methods that have been used to teach written English to deaf and hard-of-hearing students. Exploration of the facilitative role of ASL fluency on the subsequent acquisition of written English skills will be addressed. Strategies and activities are presented and practiced for assessing and developing the written English skills of deaf and hard-of-hearing students.

**SPED 566D Curriculum and Instruction for Deaf and Hard of Hearing Students (3)**

*Prerequisites or Corequisites:* SPED 402, 504D, 560. This course examines assessment, curriculum and instruction appropriate for deaf and hard-of-hearing students across the age range. Candidates use research and contemporary theoretical orientations to evaluate, modify and/or design instructional materials for assessment, curriculum develop-

ment and instruction in content areas. Emphasis is given to developing knowledge and skills in ASL/English bilingual instruction.

### **SPED 567D Teaching Deaf and Hard of Hearing Students with Special Needs (3)**

*Prerequisites or Corequisites:* SPED 402, 504D, 560. Deaf students with special needs have unique learning and behavioral characteristics that present many challenges to their teachers. This course will address characteristics, placement, modification of curriculum, instructional methods and educational materials to meet these students' special learning and behavioral needs. Emphasis will be on establishing programs that are meaningful to the students and provide an arena in which they can be successful. (Offered Spring semester.)

### **SPED 578. Field Work in ECSE: Infant/Toddler (3)**

Each Early Childhood Special Education candidate is assigned to a program providing early intervention services to infant/toddlers with disabilities and their families. This field work of at least 100 hours includes working with the families, participating in the design and implementation of individualized plans and activities to support the children's development in all areas, ongoing data collection and participation in team meetings and other professional activities as appropriate. Supervision is provided by the cooperating/master teacher and through on-site visits by the University instructor. May also be an option for the University Certificate in Early Intervention. (Offered once each year.)

### **SPED 579ACT. Supervised Field Work with Exceptional Learners and Seminar (4)**

*Prerequisite:* Restricted to candidates admitted to the Accelerated Collaboration Teacher (ACT) Preparation Program. *Corequisites for MM Program:* EED 565M or SED 525; ELPS 541A; SPED 400, 404, 406, 501MM, 541B. *Other specializations should contact their advisor.* Offered in the Fall semester only. This course is the first of 2 field work/seminar requirements for the ACT Program that are designed to provide teacher candidates practical hands-on experience in the classroom, K-12 schools and the community. 120 hours of field work are required, approximately 8 hours per week, with supervision and guidance provided by the University supervisor and district coach. Teacher candidates will observe and assist teachers who serve students with disabilities from culturally and linguistically diverse backgrounds. Seminars are designed to link credential course work with classroom practices and to provide collegial support to participants.

### **SPED 580ACT. Advanced Field Work with Exceptional Learners and Seminar (6)**

*Prerequisite:* Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program. *Prerequisites for MM Program:* EED 565M or SED 525; ELPS 541A; SPED 400, 404, 406, 501MM, 541B. *Corequisites for MM Program:* ELPS 542A SPED 402, 502MM, 503MM, 542B. *Other specializations should contact their advisor.* Offered Spring semester. This course is the final field work experience and seminar for the ACT Program. Teacher candidates complete this experience with a teacher, trained as a coach, who serves students with disabilities from culturally and linguistically diverse backgrounds. Field work consists of 66 field work hours and a full-day, 12-week student teaching assignment in which the teacher candidate gradually assumes full responsibility for the complete instructional program. The candidate is provided supervision and guidance by the district coach and University supervisor. The seminar is designed to link credential course work with classroom practices and to provide collegial support to participants.

### **SPED 580D. Student Teaching and Seminar in Deaf/Hard of Hearing (6)**

*Prerequisites:* All credential courses except SPED 563 and 567D, both of which are Prerequisites or Corequisites for this course. Only one of the two, however, may be taken concurrently with student teaching. The other must be taken as a Prerequisite. SPED 580D is the final special education field work experience for students in the Deaf/Hard of Hearing Specialist Preliminary Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse deaf/hard-of-hearing learners. Student teaching consists of 1 complete semester, full day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a University supervisor.

### **SPED 580EC. Advanced Specialist Field work in Early Childhood Special Education (6)**

*Prerequisite:* Bachelor's Degree in Child and Adolescent Development or 12 units in approved Child and Adolescent Development or Early Childhood courses SPED 402, 431, 500, 532, and 535. May be taken as a Corequisite to SPED 520EC, 536, or 537 (although only one of these 3 may be taken concurrently with this course). One semester of supervised field work for Early Childhood Special Education candidates in preschool or pre-K settings. Supervision is provided by the cooperating/master teacher and through on-site visits by the University instructor and video analysis. Students meet in a seminar with the instructor to discuss their video and on-site observations, and field work activities.

### **SPED 580ECI. Advanced Specialist Field work in Early Childhood Special Education (3)**

*Prerequisites:* Admission to the Intern Program for the Educational Specialist Credential in ECSE. Supervised field work of at least 100 hours in preschool or pre-K settings with young children who have IEPs. Required of candidates in the Early Childhood Special Education Intern Program who are employed in early intervention programs or as an option for the University Certificate in Early Intervention. Supervision is provided by the cooperating teacher and through on-site visits by the University supervisor, analysis of videos and online reflections.

### **SPED 580MM. Student Teaching and Seminar in Mild/Moderate Disabilities (6)**

*Prerequisites or Corequisites:* EED 565M or SED 525; SPED 400, 402, 403MM, 404, 406, 416, 420, 501MM. Only one of these courses, however, may be taken concurrently with SPED 580MM. This course is the final special education field work experience for students in the Mild/Moderate Education Specialist Preliminary Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse learners with mild/moderate disabilities. Student teaching consists of 1 complete semester, full-day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a University supervisor. The seminar portion of the course (SPED 580S) meets on a regular basis throughout the semester with the University supervisor.

### **SPED 580MS. Student Teaching and Seminar in Moderate/severe Disabilities (6)**

*Prerequisites:* SPED 400, 402, 403MS, 406, 416, 420, 504MS, 505MS. This course is the final special education field work experience for students in the Moderate/Severe Education Specialist Preliminary Credential Program. Candidates complete this experience on-the-job

or with a supervising teacher who serves diverse learners with moderate/severe disabilities. Student teaching consists of 1 complete semester, full-day assignment during which time the candidate gradually assumes full responsibility for the complete instructional program if he or she is not on-the-job. The candidate is provided supervision and guidance by the supervising teacher or on-site support provider and a University supervisor. The seminar portion of the course meets 1 to 2 times per month with the University supervisor.

**SPED 580S. SPED 580S ECSE/MM/MS Advanced Specialist Field Work Analysis In Education of Learners with IEPS (3)**

*Pre-requisites: Course work required for approval of SPED 580ECSE/MM/MS. Corequisite: SPED 580.* This seminar meets at regularly scheduled times during the semester as a concurrent seminar with student teaching to provide professional development opportunities for analysis of the field work experience related to teaching effectiveness, assessment, individualized educational planning, program evaluations, case analysis and problem solving. Relationships with parents, relationships with other professionals, and issues related to assuming a professional role as a special educator are included. The seminar instructor facilitates reflective practice.

**SPED 581. Augmentative and Alternative Communication (3)**

*Prerequisite: SPED 400, 504MS.* Techniques for assessment and intervention of alternative communication skills other than speech for students with severe disabilities. Development and use of augmentative communication devices (both light- and high-technology). Teaching the communicative partner how to make use of augmentative devices during interactions.

**SPED 595A-Z. Experimental Topics Courses (1-6)**

**SPED 612/L. Design and Development of Indirect Services in Special Education and Lab (2/1)**

*Prerequisites: Preliminary Education Specialist Level I Credential; Admitted to Clear Education Specialist Credential Program and/or Special Education Masters Program. Corequisite: SPED 612L.* This course is designed for experienced educators who work with exceptional individuals to develop specialized knowledge regarding the critical elements involved in effective delivery of indirect services. It focuses on major theoretical positions and methodologies of indirect service development and delivery. Research and theoretical positions in the field are analyzed. Lab: This course is designed for experienced special education teachers and master teachers. It focuses on the application of major theoretical positions and specific skills development regarding the development and implementation of indirect services for exceptional individuals. (Offered Spring semester only.)

**SPED 622. Career Education for Learners with Special Needs (3)**

*Prerequisites: Preliminary Education Specialist Credential; Admitted to Clear Education Specialist Credential Program and/or Special Education Master's Program.* Examination of current concepts, philosophies and methods in career education of exceptional individuals, as well as the exploration of the practical application of their potential in the work setting. Does not replace EDP 657 for PPS Credential. (Offered Fall semester only.)

**SPED 628 Induction and Formative Assessment (3)**

*Prerequisites: Completion of the Preliminary Education Specialist Credential Program in the Specialization (MM, MS, DHH, ECSE); Admitted to the Clear Education Specialist Credential Program; Must be taken the first semester of the Program.* This introductory course in the Clear Credential Program is designed to facilitate the transition from teacher preparation to induction. An overview of the Program is provided with a focus on developing as a professional special educator and advancing professional knowledge, skills and dispositions. In

collaboration with the University instructor and the support provider, candidates develop an Individual Induction Plan (IIP), intended to expand the candidate's knowledge base, with goals and activities completed and assessed throughout the program. This course emphasizes the development of inquiry and implementation of formative assessment activities based on candidates' individual contexts for teaching.

**SPED 638. The Role of the Special Educator in the Twenty-First Century (3)**

*Prerequisite: SPED 628 and/or acceptance into the Masters Program in Special Education. Prerequisite or Corequisite: 6 units of Clear Credential courses from the menu of Options or acceptance into the Masters Program in Special Education.* This course is designed for special education teachers to develop advanced knowledge and skills of processes for effective collaboration, consultation and communication in educational settings. The course focuses on the changing role of the special educator, the effective management of caseloads and paraprofessionals, the development of effective communication skills for problem solving, advocacy and leadership, and the challenges inherent in collaborative relationships. Candidates will learn how to build partnerships with other professionals to design instruction that is universally accessible to all learners and learn how to use technology and assistive technology to provide universal access for learners with special needs. Emphasis will be on the unique skills each specialization candidate brings to any collaborative or instructional interaction and to the added value of the special educator as an education specialist. Current research and theoretical positions in the field will be analyzed, while emphasis will be placed on concrete skills for implementation. As this is the final course in the Clear Educational Specialist Program, students will be expected to reflect on their professional development and instructional competencies, and complete their Individualized Instructional Program.

**SPED 640. Physical and Multiple Disabilities (3)**

*Preparatory: SPED 400, 431, 508 or 431 or equivalent.* Information pertaining to typical growth and development of children, and common physical disorders and their impact on development and learning. Transdisciplinary model of service delivery to address the needs of children and youth having physical and multiple disabilities. Specific information and techniques on physical positioning, lifting and carrying individuals with physical disabilities of different ages; various ways (both high- and light-technological) of adapting and accommodating for the needs of individuals having severe physical and multiple disabilities; and individualized teaching techniques. Positive and negative impact of medications. (Offered Fall semester only.)

**SPED 642. Students with Multiple and Sensory Impairments (3)**

*Preparatory: SPED 400, 431, 508 or equivalent.* Educational issues for students with intellectual disabilities who also have sensory impairments (visual and/or auditory). Information on specific visual and hearing disorders, psychosocial implications of these disabilities on the developing child, teaching strategies to address students with these disabilities, and adaptations and accommodations. (Offered Spring semester only.)

**SPED 652. Educating Children with Emotional Disturbance (3)**

*Prerequisites: Preliminary Education Specialist Level I Credential; Admitted to Clear Education Specialist Credential Program and/or Special Education Master's Program.* Designed to study the behavioral characteristics of children with severe emotional disorders. Problems of social control, adjustment, effective curriculum and teacher evaluation. (Offered Spring semester only.)

**SPED 655. Theoretical and Empirical Bases of Education of Learners with Autism (3)**

*Prerequisite:* Admitted to Clear Education Specialist Credential Program, Added Autism Authorization and/or Special Education Master's Program. This course deals with theory and research specific to the disorder of autism, focusing on major theoretical positions regarding etiologies of the condition, definition and identification of the population, and educational approaches.

**SPED 671. Advanced Study of Literacy Problems (3)**

*Prerequisites:* SPED502MM0; Admission to the Special Education Master's Program or Post-M.A. Degree Certificate Program in Educational Therapy. This course provides advanced study in the area of literacy. It is designed to examine issues related to literacy processes, assessment and instructional practices, research methodologies and the relationships between language, literacy, schooling and culture. Emphasis is placed on students struggling with reading and writing. A minimum of 12 hours of supervised clinical experience is required. (Offered Spring semester only.)

**SPED 672. Advanced Assessment (3)**

*Prerequisites:* SPED 620; Admission to the Special Education Master's Program or Post-M.A. Degree Certificate Program in Educational Therapy. *Prerequisite or Corequisite:* SPED 671. This Master's-level course is designed to examine the advanced skills educational therapists and other educators use when evaluating a student with learning differences pertaining to clinical procedures and educational diagnosis. Course work will include: (a) choosing appropriate formal and informal assessments for individuals at various age levels; (b) interpreting test data for the purpose of making an educational diagnosis; (c) interpreting test data for the purpose of developing an intervention plan; (d) synthesizing contextual information; and (e) guiding the client and family through the assessment process.

**SPED 673. Principles of Educational Therapy for Individuals with Exceptional Needs (3)**

*Prerequisite:* Admission to the Master's Program or Certificate Program in Educational Therapy. This beginning course in the Educational Therapy Program provides an in-depth study of the educational therapist's professional role and ethical responsibilities. Services of the educational therapist are compared to those of other professionals, and the interface between educational therapy and allied professions is reviewed. Responsibilities of the educational therapist, which include gathering contextual information, providing formal and informal assessments, synthesizing information, developing goals, case-management, making referrals, collaborating with allied professionals, assessing progress and self reflection are examined. A model of educational therapy is developed.

**SPED 676. Clinical Case Management (3)**

*Prerequisites:* SPED 673, 671, 672; Admission to the Special Education Master's Program or Post-M.A. Degree Certificate Program in Educational Therapy. The focus of this course is on case management. Students will analyze contextual influences, such as the school, family, community and culture that impact a student's performance, and demonstrate the ability to serve in the role of case manager (e.g., prioritizing goals, responding to parent concerns, understanding school demands). This course is designed to build on the knowledge and skills from foundational educational therapy course work as related to establishing and maintaining effective, efficient and ethical practices.

**SPED 677. Instructional Strategies for Adolescents and Young Adults with Mild/Moderate Disabilities (2)**

*Prerequisite:* Preliminary Education Specialist Level I Credential; Admitted to Clear Education Specialist Credential Program and/or Special Education Master's Program. *Corequisite:* SPED 677L. Analysis of major theoretical positions and methodologies for instruction of adolescents and young adults with mild/moderate disabilities. Examination of theoretical and empirical bases of specific instructional interventions, with emphasis on their use in heterogeneous groups or mainstream settings.

**SPED 677L. Instructional Strategies for Adolescents and Young Adults with Mild/Moderate Disabilities Lab (1)**

*Corequisite:* SPED 677. Application of major theoretical positions and methodologies in the education of youth with disabilities. Skill development in application of the concepts presented in SPED 677.

**SPED 679. Internship in Educational Therapy (3-6)**

*Prerequisites:* SPED 671, 672, 673, 676; Admission to the Special Education Master's Program or Post-M.A. Degree Certificate Program in Educational Therapy. SPED 679 is the culminating experience in the Educational Therapy Program. Through a supervised internship, students will work with a client on an individual and ongoing basis to practice and further develop effective clinical skills. Students will be evaluated on each stage of the internship, including gathering contextual information, providing formal and informal assessments, synthesizing information, developing goals, managing cases, making referrals, collaborating with allied professionals, assessing progress and self reflection.

**SPED 681. Graduate Research in Special Education (3)**

*Prerequisites:* Admission to the Master's Program with Classified status. This Master's-level course is designed to provide information regarding the process of systematically researching an educational problem and to facilitate students' ability to interpret and evaluate the research of others in special education and related fields. Students are exposed to various research methods from both quantitative and qualitative traditions, including experimental, quasi-experimental and non-experimental designs (group and single-subject), with accompanying statistical analyses. A grade of "B" or higher is required to pass the course.

**SPED 682EC, D, MM, MS. Advanced Clinical Practicum in Special Education (3)**

*Prerequisite:* Admission to the Master's Program with Classified status. *Prerequisite or Corequisite:* SPED 681. This course provides an advanced educational experience for candidates in Master's Degree Programs in Special Education. It is designed as an opportunity for students to outline and research a topic of interest related to special education. Students meet in seminar to discuss issues related to action research and the development of literature review writing skills. A grade of "B" or higher is required to pass the course.

**SPED 683. Current Trends in Special Education (3)**

*Prerequisite:* Admission to the Master's Program with Classified status. *Prerequisite or Corequisite:* SPED 681 and 682. Advanced study of pertinent topics related to: a) federal, state and local agencies and their role in special and rehabilitative education; b) organization of special education programs; c) the preparation of teachers of exceptional children; and d) research and demonstration projects in the education of exceptional children. A grade of "B" or higher is required to pass the course.

**SPED 683EC. Current Trends in Early Childhood Special Education (3)**

*Prerequisite: SPED 628.* Advanced study of decision-making processes in early childhood special education, as influenced by personal values, ethics, public policy, law and the professional knowledge base. Consideration of issues related to policy and practice in early intervention and strategies for advocacy and systems change.

**SPED 695. Experimental Topics Courses (1-6)****SPED 695A. Advanced Behavioral Support (3).**

(Offered Fall semester only.)

**SPED 696. Graduate Research (1-3)**

*Preparatory: Acceptance by the Department of a Thesis on an advanced topic in the field of education.*

**SPED 697. Directed Comprehensive Studies (3)**

*Prerequisites: SPED 681 and 682 must be taken and passed with a grade of "B" or higher before students may register for the culminating experience (SPED 697 or 698C).* Directed Comprehensive Studies requires students to complete an examination in the form of an Action Research Project. The Project is conducted throughout the semester. Throughout the course, students organize their research materials and other resources to complete a literature review and design and conduct an action research Project. (Credit/No Credit only)

**SPED 698C. Thesis or Graduate Project (3-6)**

*Prerequisite: Completion of all course requirements for the Master's Degree.*  
*Preparatory: Acceptance by a Departmental Thesis Committee of a Thesis on a topic in the field of special education.*

**SPED 699X, Y, Z. Independent Study (1-1-1)**

Independent study projects are designed in collaboration with a faculty member in Special Education.

# Sustainability

College of Humanities

**Program Coordinator: Michael Neubauer**

**Education (E) 100**

**(818) 677-3300**

**[www.csun.edu/liberalstudies/sust.html](http://www.csun.edu/liberalstudies/sust.html)**

**Director of the Institute for Sustainability: Helen Cox**

**Santa Susana Hall 324**

**(818) 677-7710**

**[www.csun.edu/sustainability](http://www.csun.edu/sustainability)**

## *Program Committee:*

Mechelle Best (Recreation and Tourism Management), Helen Cox (Geography), Hamid Johari (Mechanical Engineering), Kristy Michaud (Political Science), Jody Myers (Jewish Studies), Melanie Williams (Business Law)

## Minor in Sustainability

The Interdisciplinary Minor in Sustainability offers a broad education in sustainability from many perspectives. Core courses seek to educate students in the concepts of and best practices in sustainability and to teach students to consider all factors—economic, environmental and social—both in the short-term and in the long-term in making decisions. Elective courses are chosen from an individual's field of interest where the emphasis is on issues relating to sustainability. The Minor complements many academic majors and many of the courses offered within the Program satisfy requirements or electives for other Degree Programs.

## Student Learning Outcomes:

1. Students will demonstrate knowledge of key concepts related to the study of sustainability, including planetary carrying capacity, climate change and ecological footprint.
2. Students will be able to define sustainability and understand how concepts of sustainability are connected to issues of social justice, the environment and the economy at local, regional and global levels.
3. Students will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability at the individual and at local, regional and global levels.

### 1. Core Requirements (9 units)

|      |     |  |
|------|-----|--|
| SUST | 300 | Interdisciplinary Perspectives in Sustainability (3) |
| SUST | 310 | Best Practices in Sustainability (3)                 |
| SUST | 401 | Applied Sustainability (3)                           |

### 2. Electives (9 units)

#### Choose 9 units from the following:

|      |          |  |
|------|----------|--|
| ANTH | 346      | Urban Anthropology (3)   |
| ANTH | 486      | Interrogating Globalization: The Ethnography of Global Problems (3)  |
| BIOL | 327      | Ecology and People (3)   |
| BIOL | 533/592C | Conservation Biology (3/1)   |
| CAS  | 355      | Environment, Development and Social Exclusion in Central America (3) |
| CHEM | 541/L    | Environmental Chemistry I/Lab (2/2)                                  |
| CHEM | 542/L    | Environmental Chemistry II/Lab (1/2)                                 |
| CMT  | 336/L    | Fundamentals of Green Buildings (3)                                  |
| ECON | 300      | Economic Principles and Problems (3)                                 |
| ECON | 360      | Environmental Economics (3)  |

|      |     |   |
|------|-----|---|
| EOH  | 468 | Air Pollution and Health (3)  |
| FCS  | 414 | Senior Comprehensive Interior Design Project (3)  |
| FCS  | 516 | Interior Design and the Building Process (3)  |
| GEOG | 316 | Environmental Geography (3)   |
| GEOG | 351 | Urban Geography (3)   |
| GEOG | 364 | Geography of World Ecosystems (3)   |
| GEOG | 416 | Global Warming (3)  |
| GEOG | 444 | Conservation (3)  |
| GEOG | 459 | Environmental Impact Studies (3)  |
| JS   | 151 | Natural Environment and Judaism (3)   |
| ME   | 122 | Energy and Society (3)  |
| ME   | 482 | Alternative Energy Engineering I (3)  |
| ME   | 483 | Alternative Energy Engineering II (3)   |
| ME   | 485 | Introduction to Environmental Engineering (3)   |
| MGT  | 466 | Strategic Leadership of Sustainability: Organizational Challenges and Opportunities (3) |
| POLS | 461 | Environmental Policy (3)  |
| POLS | 464 | Comparative Public Policy (3)   |
| RTM  | 251 | Recreation and the Natural Environment (3)  |
| RTM  | 351 | Outdoor and Environmental Education (3)   |
| RTM  | 481 | Principles of Sustainable Tourism (3)   |
| RTM  | 530 | Cultural Aspects and Global Perspectives in Tourism (3)                                 |
| URBS | 150 | The Urban Scene (3)   |
| URBS | 300 | The Planning Idea (3)   |
| URBS | 310 | Growth and Development of Cities (3)  |
| URBS | 400 | Planning for the Natural and Built Environment (3)                                      |
| URBS | 415 | The California Environmental Quality Act for Urban Planners (1-3)                       |

Please consult academic advisors or the Program Coordinator for the most up-to-date list of approved electives.

|                                 |           |
|---------------------------------|-----------|
| <b>Total Units in the Minor</b> | <b>18</b> |
|---------------------------------|-----------|



# Teaching English as a Second Language (TESL)

College of Humanities

**Coordinator: Evelyn McClave**

**Sierra Hall (SH) 396**

**(818) 677-5019**

**www.csun.edu/linguistics**

## Program Committee

Fredric Field (English), Catherine Jackson (Communication Disorders and Sciences), Anna Joaquin (Linguistics/TESL), Bessie Karras-Lazaris (Intensive English Program), Sharon Klein (English), Rebecca Litke, (Communication Studies), Kenneth Luna (Modern and Classical Languages and Literatures), Evelyn McClave (English), Sabrina Peck (Elementary Education), Ana Sánchez-Muñoz (Chicana/o Studies), Enchao Shi (English)

## Adjunct Faculty

Joseph Galasso, Shadi Ganjavi, John Gides, Cynthia Hagstrom, Terrie Mathis, Christina M. Scholten, Wendy Snyder

## Emeritus Faculty

Joanna McKenzie

Programs:

**Minor in Teaching English as a Second Language (TESL)**

**M.A. in TESL (See Linguistics/TESL in the Catalog)**

**TESL Certificate**

## Minor in Teaching English as a Second Language

### The Program

The TESL Minor Program in the College of Humanities incorporates courses in Anthropology, Chicana/o Studies, Communication Studies, Education, English, Foreign Languages and Literatures, Linguistics and Sociology. The objective is to prepare candidates to teach English to speakers of other languages. Course substitutions may be made only with the written approval of the Linguistics/TESL coordinator.

### Academic Advisement

The Teaching English as a Second Language Program helps students select the program and courses that best satisfy their individual needs and interests. Contact Coordinator Evelyn McClave at (818) 677-5019 to schedule an appointment. The College of Humanities (COH) Student Services Center/EOP reviews students' progress to ensure that the requirements of a Minor in Teaching English as a Second Language are fulfilled. Call (818) 677-4784 or (818) 677-4767 to schedule an appointment with the COH Student Services Center/EOP.

### Requirements for the Minor

Any course substitution must be approved by the Linguistics/TESL advisor.

#### 1. Language (9 units)

**Choose 1 course from (A), 1 course from (B), and 1 course from (C):**

##### A. An Introduction To Language

|      |     |                                     |
|------|-----|-------------------------------------|
| ANTH | 310 | Anthropological Linguistics2 (3)    |
| COMS | 420 | Language and Symbolic Processes (3) |
| ENGL | 301 | Language and Linguistics1 (3)       |

##### B. The Structure of Language

|      |     |  |
|------|-----|--|
| ENGL | 302 | Introduction to Modern Grammar2 (3)              |
| LING | 404 | Morphology and Syntax (3)                        |
| SPAN | 497 | Comparative Structure of Spanish and English (3) |

##### C. Language Acquisition

|      |     |   |
|------|-----|---|
| CHS  | 433 | Language Acquisition of the Chicana/o and ESL Speakers* (3) |
| LING | 417 | Language Development and Acquisition1 (3)                   |
| PAS  | 395 | Bilingualism in the African American Community* (3)         |

#### 2. Language and Culture (9 units)

**Choose 1 course from (A), 1 course from (B), and 1 course from (C):**

##### A. Language and Culture

|      |     |   |
|------|-----|---|
| CHS  | 482 | Languages of the Barrio* (3)                  |
| ENGL | 405 | Language Differences and Language Change* (3) |
| LING | 427 | Languages in Contact* (3)                     |
| LING | 441 | Sociolinguistics (3)                          |
| SPAN | 401 | Language and Culture (3)                      |

##### B. Cultural Studies

|      |     |                                  |
|------|-----|----------------------------------|
| ANTH | 152 | Cultural and Human Behavior1 (3) |
| ANTH | 305 | Individual and Culture** (3)     |
| ANTH | 345 | Ethnic Groups in America** (3)   |
| ANTH | 360 | Immigration and Ethnicity* (3)   |
| COMS | 356 | Intercultural Communication (3)  |
| SOC  | 305 | Culture and Personality** (3)    |
| SOC  | 307 | Ethnic Diversity in America (3)  |

##### C. Specific Cultures

|      |     |  |
|------|-----|--|
| AAS  | 100 | Introduction to Asian American Studies (3)   |
| AAS  | 350 | Asian American Personality (3)               |
| AAS  | 450 | Asian American Child* (3)                    |
| ANTH | 339 | Peoples of South Asia (3)                    |
| ARMN | 310 | Armenian Culture (3)                         |
| ARMN | 440 | The Armenian Child (3)                       |
| CAS  | 100 | Introduction to Central American Studies (3) |
| CAS  | 311 | The Central American Diaspora (3)            |
| CHS  | 100 | Chicano Culture** (3)                        |
| CHS  | 430 | The Chicano Child* (3)                       |
| CHS  | 431 | The Chicano Adolescent (3)                   |
| CHS  | 470 | Cultural Differences and the Chicano (3)     |
| CHS  | 471 | Chicano Families (3)                         |

#### 3. Writing (3 units)

**Choose 1 course from the following:**

|      |        |                                 |
|------|--------|---------------------------------|
| ENGL | 406    | Advanced Expository Writing (3) |
| ENGL | 494TCE | The Classroom Experience (3)    |

#### 4. Elective (3 units)

Approved elective, chosen in consultation with advisor.

\*Also fulfills a course requirement in the Liberal Studies Major (including the Language and Diversity Concentration).

\*\*Also fulfills a General Education requirement.

|                                  |           |
|----------------------------------|-----------|
| <b>Total Units for the Minor</b> | <b>21</b> |
|----------------------------------|-----------|

### TESL/TEFL Certificate Description

The TESL Certificate Program at CSUN is specifically designed for those who intend to teach English to speakers of other languages—English as a Second/Subsequent Language (TESL) in the U.S. or English as a Foreign Language (TEFL) abroad. It provides certification that the candidate has received advanced training in the theoretical and practical aspects of English instruction from CSUN through courses taught by CSUN faculty. Course work deals with the specific approaches to teaching English to people whose native language is not English. The Certificate is ideally suited for those teaching in private institutions and in colleges and universities abroad, as well as those working as teachers or tutors in adult education programs in California and elsewhere. Those who tutor English language learners will benefit from specialized training in the theory and practice of language instruction.

### Admission Requirements

To be accepted into the Certificate Program, candidates must have completed a Bachelor's Degree from an accredited institution with a minimum GPA of 2.85 in the last 60 units of their undergraduate work. International visa students must have a minimum TOEFL score of 563 (paper version) or 223 (CBT) or 85 (iBT), or an IELTS score of 7. In addition, acceptance is conditional upon a passing score on the Upper Division Writing Proficiency Exam (UDWPE). The UDWPE is a junior-level exam of English writing ability required by the University for a Bachelor's Degree. Students accepted by any Graduate Program at CSUN also are required to pass this proficiency exam.

### Program Requirements

The Certificate is awarded upon satisfactory completion (with a minimum GPA of 3.0 and with no grade lower than "C") of the following courses (a total of 21 units):

- ENGL 301 Introduction to Language and Linguistics
- ENGL 302 Introduction to Modern Grammar
- or* LING 404 Morphology and Syntax
- LING 417 Language Development and Acquisition (3)
- or* CHS 433 Language Acquisition of the Chicana/o and ESL Speakers (3)
- LING 525 English Structures for ESL/EFL Teaching (3)
- LING 530 Introduction to TESL (3)
- LING 555 TESL Classroom Practices in Post-Secondary Academic Settings (3)
- LING 568 TESL Testing and Assessment (3)

Due to availability and scheduling issues, there is flexibility concerning the sequence of courses. Any required course that was taken before starting the program can apply toward completion of the certificate. Additionally, graduate units earned in the Program are, in most cases, transferable and may be applied toward a Master's Degree in TESL upon acceptance into the M.A. Program at CSUN.

Please contact the Linguistics advisor to enroll in the Certificate Program.

|  |           |
|--|-----------|
| <b>Total Units for the Certificate</b> | <b>21</b> |
|--|-----------|

# Theatre

Mike Curb College of Arts, Media and Communication

**Chair: Garry Lennon**  
**Nordhoff Hall (NH) 110**  
**(818) 677-3086**  
**www.csun.edu/theatre**

## Faculty

Larry Biederman, John Binkley, Barry Cleveland, Anamarie Dwyer, Peter Grego, Ah-Jeong Kim, Lillian Lehman, Garry Lennon, Christine Menzies, J'aime Morrison, Dan Weingarten, Shad Willingham

## Emeritus Faculty:

Jerry W. Abbitt, Helen Backlin, Ruth Brown, Catherine Dezseran, Heinrich Falk, George Gunkle, Margaret B. Randal, Owen W. Smith

## Theatre Staff

Efren Delgado Jr. (Scene Shop Supervisor), James DeWitt (Costume Shop Supervisor), Richard Greaver (Production Stage Manager/Outside Event Technical Director), Scott McKim (Technical Director), William Taylor (Theatre Manager), Michael Zeigler (Lighting/Sound Shop Supervisor)

## Degree Programs

Undergraduate:

**B.A., Theatre**

**English/Theatre Subject Matter Advising for the English Single Subject Credential**

**Minor in Theatre**

Graduate:

**M.A., Theatre**

## Accreditation

The Theatre Department is accredited by the National Association of Schools of Theatre.

## Department Mission

The Bachelor of Arts Degree in theatre within the context of a broad-based liberal arts education, offers an integrative, balanced program of studies that prepares students to enter the field of theatre, undertake specialized graduate study or to draw upon their theatre education in other fields and pursuits. We emphasize the power of imagination, passion, discipline and collaboration in theatre. We believe a systematic study of theatre in its many aspects can impart lifelong skills in creative problem solving, effective teamwork and interpersonal communications. Central to our mission is superior teaching—our classroom encompasses the studio, the stage and the technical laboratory. Our production curriculum provides a dynamic and multifaceted outreach component that enables the Department both to draw on and serve all segments of the larger community. The Department of Theatre is committed to diversity in all areas and to international education experiences in the Los Angeles area and the world. The Master of Arts Program provides a broad-based education in theatre, preparing students for theatre-related careers and for further study in theatre history, literature and theory. Within the University community, we provide opportunities for non-majors to engage and participate in our Department, introducing the arts into their Degree plans. In addition, we play a vital role in contributing theatre education to the preparation

of elementary and secondary teachers.

## Department Programs

The B.A. and the M.A. Degree Programs are designed to enrich the student's aesthetic and intellectual needs in the areas of theatrical production, theatre history, literature and criticism, and to provide pre-professional training. As a lab for the formal training in the classroom, undergraduate students are required to participate in Department-sponsored production activities each semester. Theatre CSUN functions as the department's formal producing organization. Eight or more full-length productions of dramas, musicals and operas are cast, rehearsed and mounted annually by faculty, staff, students and guest artists. These productions are available for student participants on an audition or volunteer basis. All aspects of the Program are carefully coordinated with the theatre curriculum. Four Minor Options in Theatre are designed to provide an organized program in theatre arts for students who wish to augment a major in another field.

## Careers

The B.A. Degree in Theatre prepares a student for advanced study in a pre-professional (M.F.A.) or academic (M.A.) program. It also serves as preliminary study for a performance and/or production career in live theatre as well as the allied industries of television and cinema. The interpersonal and collaborative skills learned in the Program will serve the graduate well in a variety of related disciplines, including the fields of education (both as teacher and administrator), psychology, law and a variety of private and governmental positions where a well-rounded liberal arts education will provide the flexibility and broad base of knowledge likely to be required in future careers.

## Academic Advisement

Prior to each semester's course registration period, each Theater Major is required to meet with their faculty advisor to discuss course selection and assess the student's academic progress. Once a schedule for the following semester is jointly approved the student receives departmental permission to register for classes online. For undergraduate advisement, contact the Department for more information. For graduate advisement, contact Director of Graduate Studies and graduate advisor Ah-Jeong Kim. For Credential advisement, contact Anamarie Dwyer.

## Student Learning Outcomes of the Undergraduate Program

1. The student will know and be able to process sensory information and respond to sensory information through the language unique to theatre.
2. The student will know and be able to apply their knowledge of artistic and theatre processes through production participation.
3. The student will know and be able to apply historical, cultural and literary understandings to the creation of theatre.
4. The student will know and be able to apply appropriate criteria to make informed assessments of quality in works of theatre.
5. The student will know and be able to develop intrapersonal and interpersonal skills essential to the collaborative process in theatre.

## Credential Information

For details on the Single Subject Credential Programs, see the Credentials and the Department of Secondary Education sections in the Catalog.

## International Study

The Department of Theatre encourages students to investigate opportunities for overseas study. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in the Department of Theatre and may be used to fulfill graduation requirements. Students should consult the campus International Programs Advisor for more information.

### Theatre Honors Program

The Theatre Honors Program is a special curricular enhancement for outstanding students in the Theatre Major. Students become eligible to participate in the Theatre Honors Program at the beginning of their junior year and will normally complete the program requirements during the ensuing 4 semesters. The program consists of 2 major components:

1. Honors Seminars; and
2. Honors Project or Thesis.

The Honors Seminars, which extend over the first 3 semesters of a student's participation in the Theatre Honors Program, provide a unique opportunity to engage in intensive investigations and discussions of significant aspects of theatre practice and theory with a small group of fellow honors students and senior faculty. The Honors Project or Thesis gives honors students the opportunity to integrate their theatre studies and apply their knowledge and understanding of theatre art to the independent investigation of a significant topic or problem under the direction of a faculty mentor. Honors students will subsequently receive Departmental support for the completion of an artistic Project or written research Thesis based on their investigation.

### Admission to the Theatre Honors Program

Students may apply for admission to the Theatre Honors Program upon completion of the following:

1. All 100- and 200-level requirements in Theatre;
2. A minimum of 9 units of Theatre courses taken at CSUN;
3. Attainment of a minimum 3.25 GPA in all Theatre courses taken at CSUN or transferred for credit toward the Degree; and
4. Attainment of a minimum 3.00 GPA in all undergraduate work.

Student applications for admission to the Theatre Honors Program will normally be submitted near the end of the sophomore year. In every case applications will require the support of a CSUN Theatre Department faculty member. Applications to the Theatre Honors Program will be reviewed by the Honors Committee, which normally consists of the honors advisor and the coordinators of the several curricular areas of the Theatre Department.

### Requirements of the Theatre Honors Program

To graduate with Honors in Theatre, students must have completed the following:

1. TH 397 Honors Tutorial (1-1-1)  
Students will enroll in this semester over a 3-semester period, earning 1 unit of credit for each semester of enrollment. No more than one 1 of credit can be earned in any given semester.
2. TH 498F Senior Honors Project or Thesis (3)  
Students will normally complete this requirement during their last semester of enrollment. During the preceding semester, the student will prepare, in consultation with a faculty mentor, a Project/Thesis Proposal outlining the proposed investigation and the artistic Project or written research Thesis anticipated to result from this investigation.
3. Attainment of a minimum 3.5 GPA in all Upper Division (300-, 400- and 500-level) Theatre courses taken at CSUN. The 6 units of Theatre Honors courses required for this Program will be substituted for 6 Upper Division required units in consultation with the student's advisor.

### Requirements for the Bachelor of Arts Degree

To obtain the B.A. Degree with a Major in Theatre, a student must have at least a 2.0 GPA in all Upper Division Theatre courses (including courses transferred from other institutions and applied toward the requirements in the Major) and must have taken at least 18 units of Upper Division Theatre courses in residence. Students may not receive credit for more than 72 units of Theatre courses (including

courses transferred from other institutions and applied toward the requirements in the Major). Any exceptions to this limitation must be individually approved in writing by the student's advisor and the Department Chair before registration will be allowed.

### Production Participation

All Theatre Majors are required to complete 4 Upper Division Department production participations. Completed assignments should reflect the broad spectrum of theatre production areas, including, but not limited to acting, directing, scenery, costumes, properties, lighting, sound, makeup, technology, management and dramaturgy. Courses that require a production assignment as part of the course (TH 339, 361A, 361B, 362A, 362B, 363A, 363B, 367, 376, 382ABC, 383, 384, 390ABC, 443, 459, 490ABC, 498B, 498C and 498D) will fulfill the production assignment for the semester during which the course is taken. TH 391 carries no unit credit, but validates production participation associated with above courses.

#### 1. Program Entrance Requirement (3 units)

TH 102 Theatre: Form and Content (3)

#### 2. Lower Division Required Courses (17 units)

TH 108M Movement for Theatre Performance I (2)

TH 108V Voice for Theatre Performance I (2)

TH 155 Color and Design for the Theatre (2)

TH 208 Introduction to Theatre Performance (2)

TH 222 Mapping World Theatre and Drama (3)

#### Choose 6 units from the following:

*Course work in this section must include 2 corequisites production participations activities.*

TH 261/A Fundamentals of Scenery and Properties Technology (2/1)

TH 262/A Fundamentals of Costume Technology (2/1)

TH 263/A Fundamentals of Lighting and Sound Technology (2/1)

#### 3. Upper Division Required Courses (31 units)

TH 321A World Theatre and Drama I (3)

TH 321B World Theatre and Drama II (3)

TH 350 Cultural and Historical Perspectives for Theatre (3)

TH 381 Management Techniques for the Theatre (1)

TH 391 Production Practicum (0-0-0-0)

TH 444 Principles of Directing (3)

#### Choose a minimum of 3 units from the following:

TH 339 Improvisational Comedy (3)

TH 342 Intermediate Stage Movement (3)

TH 343 Intermediate Stage Voice and Speech (3)

TH 348 Acting the Text (2)

TH 376 Production Preparation and Performance: Theatre for Young Audiences (3)

TH 384 Touring Theatre (3)

TH 390 Theatre Production Participation/Acting (1)

or TH 490 Theatre Production Participation/Acting (1)

TH 545 Advanced Directing (3)

#### Choose a minimum of 3 units from the following:

TH 355 Principles of Stage Design (2)

TH 361A Intermediate Scenery and Properties Technology (2)

TH 361B Intermediate Scenic Art Techniques (2)

TH 362A Intermediate Costume Technology (2)

TH 362B Intermediate Costume Crafts (2)

TH 363A Intermediate Lighting Technology (2)

TH 363B Intermediate Sound Technology (2)

TH 367 Advanced Makeup (2)

TH 382A-C Theatre Management Practicum (1-3)

**Choose 1 course from the following (3 units):**

- TH 422 Theatre and Drama of Greece and Rome (3)
- TH 423 Theatre and Drama of the Middle Ages and Renaissance (3)
- TH 424 Theatre and Drama of the 18th and 19th Centuries (3)
- TH 425 Theatre and Drama of Europe and America from Naturalism to the Mid-20th Century (3)
- TH 426 Contemporary Theatre and Drama of Europe and America (3)
- TH 427 History of Costume (3)
- TH 432 Theatre and Drama of the United States (3)
- TH 433 The Musical Theatre in the United States (3)
- TH 475 Theatre and Drama for Young Audiences (3)
- TH 530 Theatre and Drama of Latin America (3)
- TH 531 Theatre and Drama of Asia (3)
- TH 535 Theatrical Theory and Criticism (3)

**Theatre Production Participation or Electives (up to 9 units)**

- TH 390 Theatre Production Participation (1-2-3)
- or TH 490 Theatre Production Participation (1-2-3)
- or Electives selected from any 300-, 400- or 500-level courses for which prerequisites have been met.

|   |            |
|---|------------|
| <b>Total Units in the Major</b>                 | <b>51</b>  |
| <b>General Education Units</b>                  | <b>48</b>  |
| <b>Additional Units</b>                         | <b>21</b>  |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

**Minor in Theatre Requirements**

Students who desire to acquire a Minor in Theatre may select from the following 3 Minor Options:

- Option I: Theatre History/Literature Minor Option
- Option II: Theatre Acting/Directing Minor Option
- Option III: Theatre Design/Technology Minor Option
- Option IV: Mike Curb College of Arts, Media and Communication Minor in Musical Theatre Option

*Note: TH 102 is the introductory course required in each of the Minor Options to be taken during the first semester of registration as a Theatre Minor. Students are strongly encouraged to meet with a Department advisor as early as possible to discuss their program of studies and the selection of an Option for the Minor.*

**A. Minor Option I: Theatre History/Literature Minor (27 units)**

**1. Program Entrance Requirement (3 units)**

- TH 102 Theatre: Form and Content (3)

**2. Required Courses (12 units)**

- TH 222 Mapping World Theatre and Drama (3)
- TH 321A World Theatre and Drama I (3)
- TH 321B World Theatre and Drama II (3)
- TH 350 Cultural and Historical Perspectives for Theatre (3)

**Choose 3 courses from the following (9 units):**

- TH 422 Theatre and Drama of Greece and Rome (3)
- TH 423 Theatre and Drama of the Middle Ages and Renaissance (3)
- TH 424 Theatre and Drama of the 18th and 19th Centuries (3)
- TH 425 Theatre and Drama of Europe and America from Naturalism to the Mid-20th Century (3)
- TH 426 Contemporary Theatre and Drama of Europe and America (3)

- TH 427 History of Costume (3)
- TH 432 Theatre and Drama of the United States (3)
- or TH 433 The Musical Theatre in the United States (3)
- TH 535 Theatrical Theory and Criticism (3)

**Select 1 course from the following (3 units):**

- TH 530 Theatre and Drama of Latin America (3)
- TH 531 Theatre and Drama of Asia (3)

|  |           |
|--|-----------|
| <b>Total Units Required in Theatre History/Literature Minor Option</b> | <b>27</b> |
|--|-----------|

**B. Minor Option II: Theatre Acting/Directing (27 units)**

**1. Program Entrance Requirement (3 units)**

- TH 102 Theatre: Form and Content (3)

**2. Required Courses (15 units)**

- TH 108M Movement for Theatre Performance I (2)
- TH 108V Voice for Theatre Performance I (2)
- TH 208 Introduction to Theatre Performance (2)
- TH 315 World Drama (3)
- TH 350 Cultural and Historical Perspectives for Theatre (3)
- TH 391 Production Practicum (0-0)
- TH 444 Principles of Directing (3)

**Choose 9 units from the following:**

- TH 339 Improvisational Comedy (3)
- TH 342 Intermediate Stage Movement (3)
- TH 343 Intermediate Stage Voice and Speech (3)
- TH 348 Acting the Text (2)
- TH 545 Advanced Directing (3)
- TH 390 Theatre Production Participation (Acting) (2)
- or TH 490 Theatre Production Participation (Acting) (2)

|  |           |
|--|-----------|
| <b>Total Units Required in Theatre Acting/Directing Minor Option</b> | <b>27</b> |
|--|-----------|

**C. Minor Option III: Theatre Design/Technology (26 units)**

**1. Program Entrance Requirement (3 units)**

- TH 102 Theatre: Form and Content (3)

**2. Required Courses (9 units)**

- TH 155 Color and Design for the Theatre (2)
- TH 315 World Drama (3)
- TH 350 Cultural and Historical Perspectives for Theatre (3)
- TH 381 Management Techniques for the Theatre (1)
- TH 391 Production Practicum (0-0)

**Choose 6 units from the following:**

*Course work in this section must include 2 corequisites production participations activities.*

- TH 261/A Fundamentals of Scenery and Properties Technology (2/1)
- TH 262/A Fundamentals of Costume Technology (2/1)
- TH 263/A Fundamentals of Lighting and Sound Technology (2/1)

**Choose 8 units from the following:**

- TH 355 Principles of Stage Design (2)
- TH 357 Theatre Design Presentation Techniques (3)
- TH 361A Intermediate Scenery and Properties Technology (2)
- TH 361B Intermediate Scenic Art Techniques (2)
- TH 362A Intermediate Costume Technology (2)
- TH 362B Intermediate Costume Crafts (2)
- TH 363A Intermediate Lighting Technology (2)
- TH 363B Intermediate Sound Technology (2)
- TH 367 Advanced Makeup (2)
- TH 382 Theatre Management Practicum (1-3)

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

|    |     |                               |
|----|-----|-------------------------------|
| TH | 457 | Theatre Design Technology (3) |
| TH | 459 | Theatre Design Practicum (3)  |

|   |    |
|---|----|
| <b>Total Units Required in Design/Technology Minor Option</b> | 26 |
|---|----|

#### D. Mike Curb College of Arts, Media and Communication Minor in Musical Theatre (29 units)

The 29-unit Minor in Musical Theatre is an Integrated Studies Minor in Music and Theatre offered through the College of Arts, Media and Communication. The Program offers the opportunity to study basic musicianship skills, applied voice, acting and stage movement. Students will study musical theatre dance, musical theatre techniques and participate in musical theatre productions. This Minor is available to all students, including Music and Theatre majors.

##### 1. Program Entrance Requirements (6 units)

|     |     |                               |
|-----|-----|-------------------------------|
| MUS | 100 | Music Fundamentals (3)        |
| TH  | 102 | Theatre: Form and Content (3) |

##### 2. Required Courses

###### Music (10 units)

|     |         |                                       |
|-----|---------|---------------------------------------|
| MUS | 110A/B  | Keyboard Musicianship (1-1)           |
| MUS | 111/L   | Musicianship I and Lab (1/1)          |
| MUS | 238 A/B | Elements of Vocal Technique (1-1-1-1) |

###### Choose 2 units from the following:

|     |         |                           |
|-----|---------|---------------------------|
| MUS | 170/370 | University Chorus (1-1)   |
| MUS | 173/373 | Master Chorale (1-1)      |
| MUS | 177/377 | Women's Chorale (1-1)     |
| MUS | 371     | Jazz Vocal Ensemble (1-1) |

###### Theatre (13 units)

|    |      |  |
|----|------|--|
| TH | 208  | Acting (2)                             |
| TH | 108M | Movement for Theatre performance (2)   |
| TH | 108V | Voice for Theatre performance (2)      |
| TH | 346  | Musical Theatre Workshop (3)           |
| TH | 390  | Theatre Production Participation (1-1) |
| TH | 433  | Musical Theatre History (3)            |

|  |    |
|--|----|
| <b>Total Units Required for the MCCAMC Musical Theatre Minor</b> | 29 |
|--|----|

#### Requirements for the Master of Arts Degree in Theatre

Required for Admission to Classified Graduate Status in the Program:

- Baccalaureate Degree and a minimum of 24 units of Upper Division Theatre courses, normally distributed as follows:
  - Acting (3 units);
  - Directing (3 units);
  - Theatre Design/Technology (6 units); and
  - Theatre History/Literature/Criticism (12 units).
- University requirements for Classified Graduate Status.
- Successful completion of Departmental qualifying procedures.

*Note: Students should consult with the Department concerning GRE requirement.*

#### Required for the M.A. Degree

##### 1. Required Courses (30 units)

A. Minimum of 30 units of approved courses, distributed as follows:

- TH 600 Seminar in Research Methods and Bibliography in Theatre (3)
- Choose 2 courses from the following (6 units):**

|    |     |  |
|----|-----|--|
| TH | 620 | Seminar in Theatre History (3)                   |
| TH | 621 | Seminar in Theatrical Literature (3)             |
| TH | 625 | Seminar in Popular Theatre and Entertainment (3) |
- Choose 2 courses from the following (6 units):**

|    |     |                                     |
|----|-----|-------------------------------------|
| TH | 630 | Seminar in Theatre Aesthetics (3)   |
| TH | 640 | Seminar in Acting and Directing (3) |
| TH | 670 | Seminar in Child Drama (3)          |

##### 4. Choose 12 units from the following:

|    |        |                                       |
|----|--------|---------------------------------------|
| TH | 695A-Z | Theories in Drama and Theatre (3-3-3) |
| TH | 699    | Independent Study (1-3, 1-3)          |

600-level courses not selected for credit under sections 2 and 3 above (3, 3).

Approved 400- and 500-level courses not taken for undergraduate credit or for admission to Classified Graduate status (3, 3, 3, 3).

*With the prior written approval of the student's permanent graduate advisor, up to 6 units of courses in section 4 may be taken in related fields.*

|       |     |                                |
|-------|-----|--------------------------------|
| 5. TH | 698 | Thesis or Graduate Project (3) |
|-------|-----|--------------------------------|

B. Students planning to continue Graduate Study in Theatre in a Doctoral Program are advised to also attain proficiency in a foreign language or competency in statistics.

#### Course List

##### TH 102. Theatre: Form and Content (3)

Foundation course for the Theatre Major and Minor. Introduction to theatre as an art form; its relationship to its audience and the other arts; the collaborative role of theatre artists in preparing and presenting live theatrical productions and analysis of textual form. Regular critical writing assignments and attendance at selected University-sponsored and professional theatre events required. Required during the first semester of registration as a Theatre Major or Minor.

##### TH 108M. Movement for Theatre Performance (2)

Introduction to movement for performance. This course focuses on the development of individual creativity through physical expression. Movement fundamentals taught include basic anatomy, stretching and strengthening exercises, somatic practices that develop the breath/movement connection, Laban effort vocabulary and compositional projects that foster an expressive use of theatrical space. Course meets 4 hours per week.

##### TH 108V. Voice for Theatre Performance I (2)

Introduction to fundamentals of voice for the stage, including studio experiences exploring foundation skills in vocal production. Understanding the role of voice training in the development of the actor's craft and introduction to the methods, systems and techniques of voice training.

##### TH 110. Plays and Players (3)

*Prerequisite: Not open to Theatre Majors.* Introduction to theatre through an emphasis on experiencing the play. Consideration of the theatre as an art form through play-going and play-reading. (Available for General Education, Arts and Humanities.)

##### TH 111. Actors and Acting (3)

*Prerequisite: Not open to Theatre Majors.* Introduction to theatre through an emphasis upon its central performer—the actor. Illustrative acting exercises. (Available for General Education, Arts and Humanities.)

##### TH 120/L. Arts Immersion: Theatre and Lab (1/1)

*Prerequisite: Limited to students in the ITEP-Freshman Option.* *Corequisite: TH 120L.* Introductory course in which students engage in the study and practice of theatre and process drama. Exploration of the role of playwright, director, designer, actor, technician and dramaturg/critic as they relate to the art of theatre and the design of drama experiences for children. Focuses on identifying and experiencing the relationship of theatre and drama experiences for children to learn-

ing and achievement. Students are expected to apply and integrate the knowledge of the art form under study to all of the arts and to address the five standards of the Visual and Performing Arts Framework in a holistic manner. 1 hour lecture, 2 hours lab per week.

**TH 155. Color and Design for the Theatre (2)**

This course acquaints students with the basic principles of design that govern all forms of visual expression, emphasizing those used in the theatre. It also provides students with the ability to communicate in visual terms.

**TH 190. Theatre Production Participation (1-1)**

Participation in various aspects of Theatre CSUN's production program, including acting, directing, technical, or managerial assignments. May be repeated once.

**TH 208. Introduction to Theatre Performance (2)**

*Prerequisites: TH 108V, 108M.* This course develops foundational skills for the actor, with an emphasis on ensemble building, collaboration and creative problem solving. Acting exercises, techniques and methods from a variety of performance styles will provide a comprehensive introduction to the roles and responsibilities of actors and directors. Fundamentals of the actor's craft, such as developing an effective work ethic, appropriate rehearsal behavior and learning to integrate external evaluation, will provide students with a strong foundation in theater performance. Class meets 4 hours per week.

**TH 222. Mapping World Theatre and Drama (3)**

*Prerequisite: TH 102.* Introductory survey of theatre history and dramatic literature of the world from antiquity to the present. Critical writing assignments required.

**TH 249. Tutorial in Performance Skills (1-1-1-1)**

*Prerequisite: Audition.* Diagnosis of individual strengths and weaknesses in performance skills through individual tutorials directed at improvement of skills and correction of problems. Complements work in Theatre CSUN's production program. May be repeated 3 times. (Credit/No Credit only)

**TH 261. Fundamentals of Scenery and Properties Technology (2)**

*Corequisite: 261A. Preparatory: TH 155.* Practical introduction to the theories and application of construction techniques for the scenic environment; visual language, principles, techniques and tools used in creating scenery and properties; and safety in the theatre.

**TH 261A. Scenery and Properties Technology Production Participation (1)**

*Corequisite: 261. Preparatory: TH 155.* Participation in the scenery and/or properties department of a CSUN theatre production.

**TH 262. Fundamentals of Costume Technology (2)**

*Corequisite: 262A. Preparatory: TH 155.* A practical introduction to the theory and application of costume and accessory construction for the stage, including use of equipment, fabrics and materials appropriate to costume technology.

**TH 262A. Costume Technology Production Participation (1)**

*Corequisite: TH 262. Preparatory: TH 155.* Participation in the costume department of a CSUN theatre production.

**TH 263. Fundamentals of Lighting and Sound Technology (2)**

*Corequisite: 263A. Preparatory: TH 155.* Introduction to technical principles and applications of stage lighting and sound, including basic lighting and sound equipment, nomenclature, and skills and practices used in creating lighting and sound for stage productions.

**TH 263A. Lighting and Sound Technology Production Participation (1)**

*Corequisite: 263. Preparatory: TH 155.* Participation in the scenery and/or properties department of a CSUN theatre production.

**TH 276. Production Preparation and Performance: Theatre for Young Audiences (3)**

*Prerequisite: Audition/Interview.* Preparation and performance of a University-sponsored production for young audiences.

**TH 284. Touring Theatre (3)**

*Prerequisite: Audition/Interview.* Participation in the preparation and presentation of a University-sponsored touring theatre production.

**TH 290. Theatre Production Participation (1-1)**

Participation in various aspects of Theatre CSUN's production program, including acting, directing, technical or managerial assignments. May be repeated once.

**TH 296A-Z. Experimental Topics Courses in Theatre (1-3, 1-3)**

*Prerequisite: Consult Theatre Department Office.* Experimental courses in theatre, with course content to be determined. May be repeated once.

**Upper Division**

**TH 304. Process Drama and the Child (1)**

*Prerequisite: TH 120. Restricted to students in the ITEP-Freshman Option.* Provides students the opportunity to revisit theatre and apply their knowledge of this area to working with children and developing skills as a leader of drama experiences for children through the practice of planning, implementing and evaluating drama experiences with peers and in the context of field-based settings. 2 hours lab per week.

**TH 310. Theatre in Performance (3)**

*Prerequisite: Completion of the Lower Division writing requirement. Not open to Theatre Majors.* Introduction to the theatre through the experience of attending performances, preparatory lectures and post-performance discussions and critiques. Critical writing assignments required. (Available for General Education, Arts and Humanities).

**TH 315. World Drama (3)**

*Prerequisites: Completion of the Lower Division writing requirement; Upper Division standing. Not open to Theatre Majors.* Survey of world dramatic literature from primitive times to the present. Studies masterpieces of drama from Asia, Europe, Africa and the Americas. (Available for General Education, Arts and Humanities.) (IC)

**TH 321A. World Theatre and Drama I (3)**

*Prerequisite: TH 222.* This course is the first part of an integrated study of world theatre and drama. It encompasses theatre history and dramatic literature of Asia, Africa and Europe. Critical writing assignments required.

**TH 321B. World Theatre and Drama II (3)**

*Prerequisite: TH 222.* This course is the second part of the integrated study of the world theatre and drama. It encompasses theatre history and dramatic literature of the Middle East, Latin America and the West. Critical writing assignments required.

**TH 339. Improvisational Comedy (3)**

*Prerequisite: Audition.* Introduction to the techniques of improvisational comedy. Develops as an improvisation troupe and subsequently presents public performances.

**TH 342. Intermediate Stage Movement (3)**

*Prerequisite: Theatre 108M.* Intermediate training of the body for stage movement, including exercise for strength, flexibility, relaxation, control, physicalization and movement as a part of character development. 6 hours lab.

**TH 343. Intermediate Stage Voice and Speech (3)**

*Prerequisite: TH 108V.* Intermediate theory and practice of voice and speech in the theatre. Exercises in stage diction, vocal techniques and phonetics. 6 hours lab.

**TH 344. Stage Dialects (2)**

*Prerequisite: TH 343.* Study of selected stage dialects. 4 hours per week.

**TH 345. Acting On Camera (3)**

*Prerequisites:* TH 348; *Completion of Lower Division requirements in Theatre Major. Non-Theatre Majors, consult Department for equivalency.* Prepares the student for the particular demands of acting in front of the camera. Techniques of blocking, text analysis, cold-reading, character presentation, scene preparation, vocabulary and camera shots. 6 hours per week.

**TH 346. Musical Theatre Workshop I (3)**

*Prerequisites:* MUS 238A; TH 208. Study of the special acting, vocal and movement skills required for performance in musical theatre. 6 hours per week.

**TH 347. Musical Theatre Workshop II (3)**

*Prerequisites:* TH 346; *Audition.* Application of basic acting, vocal and movement skills acquired in TH 346. Musical scene study and performance. Class meets 6 hours per week.

**TH 348. Acting the Text (2)**

*Prerequisite:* TH 208. Dramatic structure; methods of text analysis for the actor; and application through lab experience to specific texts and scenes. 6 hours per week.

**TH 349. Scene Study (3)**

*Prerequisite:* TH 348. *Recommended Corequisites or Preparatory:* TH 342, 343. Studio course emphasizing text analysis, character development and scene study; application of these skills to modern and contemporary dramatic texts. 6 hours per week.

**TH 350. Cultural and Historical Perspectives for Theatre (3)**

*Prerequisite:* *Completion of Lower Division requirements in Theatre Major. Preparatory:* TH 321A/B. Historical elements as they relate to the staging of period plays, including history of architecture, furniture, costume, social modes and manners. Development of dramaturgical research skills. Extensive writing and analysis required.

**TH 355. Principles of Stage Design (2)**

*Prerequisites:* *Completion of Lower Division requirements in Theatre Major. Non-Theatre Majors, consult Theatre Department advisor.* Introduction to the discursive and non-discursive aspects of stage design, including process, techniques and language of collaborative production artists and conceptualization of dramatic action, mood and style through a range of media. Extensive critique of work in progress. 4 hours per week.

**TH 357. Theatre Design Presentation Techniques (3)**

Studio course exploring media, rendering techniques and model building for theatre design. Emphasis on depicting scenery and costumes. 6 hours per week.

**TH 361A. Intermediate Scenery and Properties Technology (2)**

*Prerequisites:* TH 261, 261A. Intermediate principles of realizing technical designs for the stage, including construction technology, finishing, rigging and materials. Required participation in a University-sponsored production.

**TH 361B. Intermediate Scenic Art Techniques (2)**

*Prerequisites:* TH 261, 261A. Practical experience in the media, tools and techniques used in the art of scene painting. Includes class projects.

**TH 362A. Intermediate Costume Technology (2)**

*Prerequisites:* TH 262, 262A. Intermediate principles of theory and application of costume construction for the stage, including use of equipment, fabrics and materials appropriate to costume technology. Required participation in a University-sponsored production.

**TH 362B. Intermediate Costume Crafts (2)**

*Prerequisites:* TH 262, 262A. Intermediate principles of theory and application of costume crafts for the stage, including use of equipment, fabrics and materials appropriate to costume accessory and craft making, and preparation of appropriate accessories. Required participation in a University-sponsored production.

**TH 363A. Intermediate Lighting Technology (2)**

*Prerequisites:* TH 263, 263A. *Non-Theatre Majors, consult Department advisor for equivalency.* Intermediate course exploring stage lighting, projection equipment, lighting control systems, optical systems, color theory and current lighting graphic standards as they apply to stage, film and video. Required participation in a University-sponsored production.

**TH 363B. Intermediate Sound Technology (2)**

*Prerequisites:* TH 263, 263A. Study of the use of sound technology in live theatre production. Extensive work with sound generation and sound modification equipment, and study of contemporary practices in sound design and implementation. Required participation in a University sponsored production.

**TH 367. Advanced Makeup (2)**

*Prerequisite:* *Completion of Lower Division requirements in Theatre Major.* Practical experience in the application and design of makeup for the stage. Required participation in a University-sponsored production.

**TH 371/L. Creative Drama and Lab (2/1)**

*Corequisite:* TH 371L. Theory and techniques for developing the creative capacities of children and young people through dramatization; participation and leadership in creative drama. 4 hours per week.

**TH 376. Production Preparation and Performance: Theatre for Young Audiences (3)**

*Prerequisite:* *Audition/Interview.* Preparation and performance of a University-sponsored production for young audiences.

**TH 381. Management Techniques for the Theatre (1)**

*Prerequisite:* *Completion of Lower Division requirements in Theatre Major.* Basic principles in management, with emphasis on theatrical applications; personnel, time, budgeting, procedures, organization, safety; setting and achieving objectives. 2 hours per week.

**TH 382A-C. Theatre Management Practicum (1-3)**

*Prerequisites:* TH 381; *Completion of Lower Division requirements in Theatre Major.* Practical application of theatre management techniques. Required participation in a University-sponsored production. Maximum of 3 units may be earned.

**TH 383. Theatre Administration (3)**

*Prerequisites:* TH 381; *Completion of Lower Division requirements in Theatre Major.* Management theories and techniques in theatre administration, including organization of personnel media preparation and utilization, fiscal management and public relations. Required participation in a University-sponsored production.

**TH 384. Touring Theatre (3)**

*Prerequisite:* *Audition/Interview.* Theory and practice in the artistic and management aspects of producing theatrical performances for touring, including practical experience in producing and presenting touring productions. Required participation in a University-sponsored production.

**TH 390A-C. Theatre Production Participation (1-3)**

Participation in various aspects of Theatre CSUN's production program, including acting, directing, technical or managerial assignments. Maximum of 4 units may be earned.

**TH 391. Production Practicum (0-0-0-0)**

*Prerequisite:* *Required of all Upper Division Theatre Majors.* Carries no unit credit, but validates production participation associated with selected courses. (Credit/No Credit only)

**TH 396A-Z. Experimental Topics Courses in Theatre (1-3, 1-3)**

*Prerequisite:* *Consult Theatre Department Office.* Experimental courses in theatre, with course content to be determined. Maximum of 6 units may be earned.

**TH 397. Theatre Honors Tutorial (1-1-1)**

*Prerequisite:* *Admission to Theatre Honors Program.* Intensive investigation in a small group of a topic related to some aspect of theatre practice or theory. Maximum of 3 units may be earned.



**TH 422. Theatre and Drama of Greece and Rome (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Study of the history and literature of the theatre of Greece and Rome. Critical writing assignments required. Available for graduate credit.

**TH 423. Theatre and Drama of the Middle Ages and Renaissance (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Study of the history and literature of the theatre of medieval Europe, as well as the theatres of Italy, Spain, England and France during the Renaissance. Critical writing assignments required. Available for graduate credit.

**TH 424. Theatre and Drama of the 18th and 19th Centuries (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Study of the history and literature of the theatre in Europe from 1700 to the beginnings of naturalism. Critical writing assignments required. Available for graduate credit.

**TH 425. Theatre and Drama of Europe and America from Naturalism to the Mid-20th Century (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Study of the history and literature of the European and American theatre from the beginnings of naturalism to the mid-20th century. Critical writing assignments required. Available for graduate credit.

**TH 426. Contemporary Theatre and Drama of Europe and America (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Study of contemporary theatre movements in Europe and America. Critical writing assignments required. Available for graduate credit.

**TH 427. History of Costume (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Detailed historical study of period fashions in relation to the social background, economic conditions and general history of the periods as they apply to theatre. Critical writing assignments required. Available for graduate credit.

**TH 432. Theatre and Drama of the United States (3)**

*Prerequisites:* TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency. Study of the history and literature of the American theatre from colonial times to the mid-20th century. Critical writing assignments required. Available for graduate credit.

**TH 433. The Musical Theatre in the United States (3)**

*Prerequisites:* Theatre major or minor; TH 321A/B., Music Theatre Minor; TH 102. Non-Theatre Majors, consult Department advisor for equivalency. Study of the history and literature of the musical theatre in the U.S. from its beginnings to the present. Critical writing assignments required. Available for graduate credit.

**TH 442. Advanced Stage Movement (2)**

*Prerequisites:* TH 342, 349, 350. Not available for graduate credit. Performance course in advanced stage movement techniques; modes and manners of theatrical periods from ancient to modern; dance forms of the same periods, and application of these studies to the creation of character in period drama. 6 hours per week.

**TH 443. Advanced Stage Voice and Speech (3)**

*Prerequisites:* TH 343, 348, 349; Completion of Lower Division requirements in Theatre Major. Not available for graduate credit. Development of advanced voice, speech, analytical and interpretative skills for the actor, including application to the speaking and acting of Shakespearean texts.

**TH 444. Principles of Directing (3)**

*Prerequisites for Theatre Major:* Completion of Lower Division requirements in Theatre major; Senior standing. *Prerequisites for Theatre Minor:* Completion of Lower Division requirements in Theatre Minor; Senior standing. Not available for graduate credit. Theories and techniques of directing plays. 6 hours per week.

**TH 447. Acting Styles (3)**

*Prerequisites:* TH 349, 350, 443; Completion of Lower Division requirements in Theatre Major. Not available for graduate credit. Performance course emphasizing advanced text analysis, character development and scene study as applied to a wide variety of periods and genres.

**TH 449. Tutorial in Performance Skills (1-1-1-1)**

*Prerequisite:* Audition. Not available for graduate credit. Diagnosis of individual strengths and weaknesses in performance skills through individual tutorials directed at improvement of skills and correction of problems. Complements work in CSUN's Theatre production program. May be repeated 3 times. (Credit/No Credit only)

**TH 457. Theatre Design Tutorial (3-3-3)**

*Prerequisites:* TH 350, 355, 357. Individual work in theatre design, with emphasis on scenery, costumes, or lighting. Focuses on developing and presenting design concepts for selected theatre productions. May be repeated twice. Portfolio review required for repeat credit. Maximum of 3 units may be earned for graduate credit.

**TH 459. Theatre Design Practicum (3)**

*Prerequisites:* Completion of Lower Division Theatre Core courses; Instructor consent. Practical execution of design for a theatre production with an emphasis in scenery, costumes, lighting, sound, projections or properties. Student enrolled in this course will serve as designer for a CSUN Department of Theatre Production and will present a portfolio of their design work at the end of the course. Required participation in a University-sponsored production.

**TH 471. Advanced Creative Drama (3)**

*Prerequisites:* TH 371; Instructor consent. Comparison of theories, philosophies and approaches to creative drama in a lab environment through exploration of and practical experience with various age levels. 6 hours per week.

**TH 472. Field Experience in Creative Drama (2)**

*Prerequisite:* TH 371. Not available for graduate credit. Observation/participation and discussion of the practical application of creative drama philosophies and methods in a public school environment. 45 hours of field observation/participation required. (Credit/No Credit only)

**TH 473. Dramatic Performance in the Secondary Language Arts Curriculum and Lab (2/1)**

*Prerequisite:* Junior or senior standing. *Corequisite:* TH 473L. Study and practical application of dramatic performance in secondary-education language arts curriculum. Introduction to and application of artistic and aesthetic tools and sensitivities required for creative expression. (Fulfills General Education, Section C.2 requirements for English Subject Matter Program Majors only.)

**TH 475. Theatre and Drama for Young Audiences (3)**

*Prerequisite for Theatre Majors:* TH 321A/B. *Prerequisites for Liberal Studies Major in Theatre Concentration:* TH 111, 310, 371. Other Non-Theatre Majors, consult Department advisor for equivalency. Study of philosophies and practices in theatre and drama for young audiences, classic and contemporary, emphasizing critical analysis and evaluation of the form and content of dramatic literature and theatrical production for children and youth. Available for graduate credit.

**TH 479. Issues in Contemporary Theatre (3)**

*Prerequisites for Theatre Majors: Completion of Core requirements in Theatre Major. Prerequisites for Liberal Studies Majors: TH 315, 475; and 376 or 384. Not available for graduate credit.* Investigation of selected contemporary issues and practices in theatre, including consideration of selected ethical dimensions of the field. Significant research paper or project required.

**TH 490. Theatre Production Participation (1-2-3)**

*Prerequisite: Not available for graduate credit.* Participation in various aspects of CSUN's Theatre production program, including acting, directing, technical or managerial assignments. Maximum of 4 units may be earned.

**TH 496A-Z. Experimental Topics Courses in Theatre (1-3, 1-3)**

*Prerequisite: Consult Theatre Department Office. Not available for graduate credit except when specifically approved by the Department. Consult the Director of Graduate Studies.* Experimental courses in theatre, with course content to be determined. Maximum of 6 units may be earned.

**TH 498A. Senior Theatre History/literature Thesis (3)**

*Prerequisites: Theatre History/Literature Option; Approved Thesis proposal. Not available for graduate credit.* Writing of a Thesis resulting from research on a significant topic in theatre history, theatrical literature, or theory and criticism. (Credit/No Credit only)

**TH 498B. Senior Theatre Performance Project (3)**

*Prerequisites: Acting/Directing Option; Approved project proposal. Not available for graduate credit.* Weekly seminar with additional rehearsal/lab work on a major performance. (Credit/No Credit only)

**TH 498C. Senior Theatre Design Project (1-3, 1-3, 1-3)**

*Prerequisites: TH 457; Theatre Design/Technology Option; Portfolio review. Not available for graduate credit.* Production design for theatre. Required participation in a University-sponsored production. Maximum of 9 units may be earned. (Credit/No Credit only)

**TH 498D. Senior Theatre Technology PROJECT (1-3, 1-3, 1-3)**

*Prerequisites: TH 457; Theatre Design/Technology Option; Interview. Not available for graduate credit.* Technical supervision for theatre. Required participation in a University-sponsored production. Maximum of 9 units may be earned. (Credit/No Credit only)

**TH 498E. Senior Creative Drama/theatre for Young Audiences Project or Thesis (3)**

*Prerequisites: Creative Drama/Theatre for Young Audiences Option; Approved Project or Thesis proposal. Not available for graduate credit.* Completion of a Project or writing of a Thesis resulting from the investigation of a significant topic or problem in creative drama or in theatre for young audiences. (Credit/No Credit only)

**TH 498F. Senior Honors Project or Thesis (3)**

*Prerequisites: Theatre Honors Program; Approved Project or Thesis proposal. Not available for graduate credit.* Completion of an artistic Project or writing of a Thesis resulting from the investigation of a significant topic or problem in theatre. (Credit/No Credit only)

**Advanced Undergraduate And Graduate**

Note: 500-level courses may be selected to meet requirements or electives for the undergraduate degree or to meet electives in the Master's program.

**TH 530. Theatre and Drama of Latin America (3)**

*Prerequisites: TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency.* Study of the history and literature of the Latin American theatre from pre-Columbian times to the present. Critical writing assignments required.

**TH 531. Theatre and Drama of Asia (3)**

*Prerequisites: TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency.* Study of the history and literature of the Asian theatre from the beginnings to the present. Critical writing assignments required.

**TH 535. Theatrical Theory and Criticism (3)**

*Prerequisites: TH 321A/B; Theatre Major or Minor. Non-Theatre Majors, consult Department advisor for equivalency.* Study of the history of theatrical theory and criticism from antiquity to the present. Major theories pertaining to all aspects of theatrical production, including staging, acting, scenography and the script is examined. Critical writing assignments required.

**TH 545. Advanced Directing (3)**

*Prerequisite: TH 444.* Advanced study of theories and styles of directing plays. Practical experience through production of scenes from different historical periods. 6 hours per week.

**TH 594. Internship in the Arts (3-3)**

*Prerequisites: Senior or graduate standing; Portfolio review or audition; Instructor consent.* Academic Internship course. May be repeated once. Maximum of 3 units may be earned for graduate credit. (Credit/No Credit only)

**TH 599. Independent Study (1-3, 1-3)**

*Prerequisites: Completion of all Core requirements in Theatre Major; Instructor consent to serve as sponsor; Permission of the Department Chair.* Enrollment restricted to Theatre Majors who have completed the full sequence of courses in the area of study to be pursued by independent study. Not open to Classified graduate students. Maximum of 6 units may be earned.

**Graduate**

Note: 300-level courses do not carry graduate credit. 400-level courses may be selected to meet electives in the Master's Program, except where designated as "not available for graduate credit."

**TH 393. Directed Qualifying Studies: Theatre History and Literature (3)**

*Prerequisites: Recommendation of Department Director of Graduate Studie; Instructor consent. Enrollment restricted to Conditionally Classified graduate students.* Intensive review and coverage of the fundamentals of theatre history and literature covered in the undergraduate Theatre Core courses. (Credit/No Credit only)

**TH 394. Directed Qualifying Studies: Acting (3)**

*Prerequisites: Recommendation of Department Director of Graduate Studies; Instructor consent. Enrollment restricted to Conditionally Classified graduate students.* Intensive review and coverage of the fundamentals of acting covered in the undergraduate Theatre Core courses. (Credit/No Credit only)

**TH 395. Directed Qualifying Studies: Technical Theatre (3)**

*Prerequisites:* Recommendation of Department Director of Graduate Studies; Instructor consent. Enrollment restricted to Conditionally Classified graduate students. Intensive review and coverage of the fundamentals of technical theatre covered in the undergraduate Theatre Core courses. (Credit/No Credit only)

**TH 600. Seminar in Research Methods and Bibliography in Theatre (3)**

Introduction to theatre research, involving bibliographical methods, the tools of research and the organization and writing of the research study.

**TH 620. Seminar in Theatre History (3)**

*Prerequisites:* TH 600; Advanced course in theatre history/literature (TH 422 through 535, or equivalent). Investigation of selected problems in theatre history from antiquity through the present. Consideration of theatre architecture, audiences, staging and production, acting and performance organization.

TH 621. *Seminar in Theatrical Literature (3)*

*Prerequisites:* TH 600; Advanced course in theatre history/literature (TH 422 through 535, or equivalent). Investigation of selected problems in theatrical literature from antiquity to the present. Consideration of the text, playwright, theatrical genres and periods and movements.

**TH 625. Seminar in Popular Theatre and Entertainment (3)**

*Prerequisite:* TH 600. Investigation of selected popular theatrical and para-theatrical forms of theatre and entertainment from antiquity through the present. Consideration of relationships between popular theatre and formal literary theatre.

**TH 630. Seminar in Theatre Aesthetics (3)**

*Prerequisites:* TH 600; Advanced course in directing or design (TH 457, 545 or equivalent). Analysis of the aesthetic principles and techniques of the theatre, including selected problems in the philosophy of dramatic art.

**TH 640. Seminar in Acting and Directing (3)**

*Prerequisites:* TH 600; Advanced course in acting or directing (TH 447, 545 or equivalents). Selected theoretical problems and their application to acting and directing.

**TH 670. Seminar in Child Drama (3)**

*Prerequisites:* TH 600; TH 371, 475 or equivalent experience. Examination of child drama theories and practices, including creative drama and theatre for children.

**TH 695A-Z. Theories in Drama and Theatre (3-3-3)**

*Prerequisite:* TH 600. Development of dramatic theory and practice through selected topics, including theories in American drama and theatre, European drama and theatre, and dramatic criticism. May be repeated twice.

**TH 698. Thesis or Graduate Project (3)**

*Prerequisites:* Classified graduate status; Approval of appropriate area faculty to form a Thesis or Graduate Project Committee; Formation of an approved Thesis or Graduate Project Committee; Completion of all additional requirements for the Degree. (Credit/No Credit only)

**TH 699. Independent Study (1-3)**

*Prerequisites:* Classified graduate status; Consent of an instructor to serve as sponsor; Review by the Department Director of Graduate Studies. Maximum of 6 units may be earned.

## The Tseng College

**Dean: Joyce Feucht-Haviar**  
**Bookstore Complex (BK) 220**  
**(818) 677-2270**  
<http://tsengcollege.csun.edu>

### Mission

The mission of The Tseng College is to expand the influence of and enhance access to the distinguished scholarship and teachings of CSUN and its faculty. The Tseng College focuses on post-degree professional (graduate) education, international programs and partnerships and mid-career education for professionals and their employers. The College enrolls more than 25,000 students per year in a rich array of Degree, Certificate and other programs. The Tseng College works with University faculty and distinguished professionals to design, deliver and support Degree and Non-Degree Programs with special features that make them accessible and appropriate for adult students—whether local, regional, out of state or overseas—who are place bound, time constrained and/or at a mid- to senior-level in their careers.

### Admission Requirements

The requirements for admission to University Degree Programs offered through The Tseng College are in keeping with the overall general requirements for undergraduate and graduate admissions to the University. Because these programs are designed to serve mid-career professionals, some programs may require professional experience in addition to or in place of standard academic requirements.

### Application and Registration in The Tseng College

The Tseng College developed EasyApp to streamline the application and registration process. Each Degree, Credential, Credit Certificate and Non-Credit Certificate Program uses EasyApp, which can be accessed from the Program description found on The Tseng College website (<http://tsengcollege.csun.edu/>).

### Fees for Self-support Programs

All Tseng College offerings—credit and non-credit—are fully self-supporting. (they are not underwritten by California State General Fund tax dollars.) This policy allows the University to use its state funds to support on-campus programs and services designed to serve more traditional full- and part-time regional students. Fees for Tseng College offerings vary according to Program features and are subject to change. All Tseng College fee changes are reviewed by the campus student fee committee and approved by the University President.

### Transcripts and Permanent Academic Records

All grades earned in University courses and Programs offered through Tseng College courses (both Credit and Non-credit Programs, Degree or Non-Degree Programs) are recorded on the student's permanent University record, transcripts of which are available to the student by request from the University's Office of Admissions and Records. For information about getting a transcript, contact Admissions and Records at (818) 677-3700 or visit <http://www.csun.edu/aandr/>.

### Transfer of Academic Credit to Another College or University

Credit earned through self- and state-supported CSUN courses is transferable to other colleges and universities. Students should consult the policies of the receiving institution before planning their program of study. The transfer of credits earned at other California State Universities is done in keeping with California State University Executive Order 167. Visit <http://www.calstate.edu/EO/> for details.

### Applying Credit Earned as a Nonmatriculated Student to CSUN Degree Programs

A nonmatriculated student (a student who has not been admitted to a state- or self-supported CSUN Degree Program) may take as many credit courses as desired through the various programs open to nonmatriculated students (e.g., Open University, Winter Term). However, once a nonmatriculated student is accepted into any state- or self-supported CSUN Degree or Credential Program, he or she becomes a matriculated student and the number or credits earned as a nonmatriculated student that may be applied to the CSUN Programs are limited, as follows. The maximum number of credit units earned as a nonmatriculated student that may be applied to an Undergraduate Degree Program is 24 (including fall, winter, spring and summer courses). The maximum number of credit units earned as a nonmatriculated student that may be applied to a Credential or Graduate Degree Program is 9. *Note: Determination of which courses, if any, of those taken before matriculation are applicable to the Degree Program up to the maximums stated above rests with the Department responsible for the Program. Some Degree Programs with highly integrated cohort curricula may not accept any credits from courses taken prior to admission because the Program stands as an educational whole.*

### Degree, Credential and Credit Certificate Programs for Mid-career Professionals

Through The Tseng College, CSUN offers Bachelor's Degree-Completion, Master's Degree, Credential and Credit Certificate Programs for the mid-career professional. The Tseng College also works with employers to bring University Degree and Credit Certificate Programs to their organizational sites and/or to custom-design Program components to make them highly effective for staff education.

### The Distinctions of University Degree Programs Offered Through The Tseng College

University Degree Programs offered through The Tseng College are traditional University Degree Programs in terms of academic rigor, oversight, accreditation, student records and instructional excellence. They differ from other CSUN Degree Programs primarily in that their curricula, formats and delivery modes have been designed and developed—in collaboration with University faculty—to ensure that mid-career students achieve the specified educational objectives and graduate prepared to put their new knowledge and skills to work in the desired professional context.

University Degree Programs offered through The Tseng College are designed to be convenient and easily accessible to mid-career professionals. Courses are scheduled for evenings and weekends, and taught at various regional locations, including corporate and public agency sites. Some programs are offered fully online, making them accessible without travel or meeting-time limitations.

The Tseng College provides exceptional support services for participants in its programs to ensure that mid-career professionals are able to complete their degrees quickly and successfully. In each program, a dedicated coordinator or manager serves as a single point of contact, resolving program-related issues promptly and helping participants to access the full range of University services.

Most University Degree Programs offered through The Tseng College are structured in the cohort format, in which participants enter the program as a group and proceed through the course of instruction together. This format facilitates learning because each course builds on those that preceded. It also provides participants with a strong support network of faculty and fellow students who come to know one another well.

As a result of appropriate instructional strategies, clearly defined and assessed learning outcomes and superior student support services, University Degree Programs offered through The Tseng College Programs are highly effective for mid-career professionals, with on-time graduate rates for cohorts in Master's Degrees from 80 percent to more than 95 percent.

### Master's Degree Programs

<http://tsengcollege.csun.edu/masters.html>

#### Assistive Technology Engineering (M.S.)

An on-campus program.

<http://tsengcollege.csun.edu/asttech.html>

Contact: Jesse Knepper, (818) 677-4415.

#### Assistive Technology and Human Services (M.S.)

An on-campus program.

<http://tsengcollege.csun.edu/asttech.html>

Contact: Barbra Frye, (818) 677-6404.

#### Communication Disorders and Sciences, Speech and Language Pathology (M.S.)

An online program.

<http://tsengcollege.csun.edu/cds/>

Contact: Diana Cabral, (818) 677-2822.

#### Educational Administration (Educational Leadership and Policy Studies) (M.A.)

An online program.

<http://tsengcollege.csun.edu/elps/>

Contact: Scott Dunlap, (818) 677-7763.

#### Engineering Management (M.S.)

An online program.

<http://tsengcollege.csun.edu/masters.html>

Contact: Jennifer Kalfsbeek-Goetz, (818) 677-5943.

#### Humanities (M.A.)

An on-campus program.

<http://tsengcollege.csun.edu/humanities/humanities.html>

Contact: Barbra Frye, (818) 677-6404.

#### Knowledge Management (MKM)

An online program.

<http://tsengcollege.csun.edu/kmdl/>

Contact: Barbra Frye, (818) 677-6404.

#### Music Industry Studies (M.A.)

An on-campus program.

<http://tsengcollege.csun.edu/masters.html>

Contact: Jesse Knepper, (818) 677-4415.

#### Public Administration (MPA)

An on-campus and off-campus program.

<http://tsengcollege.csun.edu/mpa/>

Contact: on-campus—Alice Lu, (818) 677-5635 off-campus—Patti Burleson, (818) 677-3217

#### Public Policy (MPP)

An online program.

<http://tsengcollege.csun.edu/mpp/mpp.html>

Contact Scott Dunlap, (818) 677-7763.

#### Social Work (MSW)

An off-campus program.

<http://tsengcollege.csun.edu/msw/msw.html>

Contact: Hermine Tsarukian, (818) 677-7707.

#### Taxation (M.S.)

An on-campus program.

<http://tsengcollege.csun.edu/taxation/>

Contact: Jesse Knepper, (818) 677-4415.

### Bachelor's Degree-Completion Programs

<http://tsengcollege.csun.edu/bachelors.html>

This programs is designed for those who have completed at least 2 years of college and wish to earn the Bachelor's Degree often required for career advancement or expanded career alternatives. This program also serves mid-career professionals who already have a college degree but wish to earn a second degree in another field.

Public Sector Management (B.A.)

<http://tsengcollege.csun.edu/psm/psm.html>

### Post-Baccalaureate Certificates

<http://tsengcollege.csun.edu/certs-gradcred.html>

These programs are designed to serve degree-seeking students by enabling them to add another area of focus to their degree study. Many post-degree professionals also use these programs for advanced study opportunities in areas of importance to their careers.

#### Board-Certified Behavior Analyst

An on-campus University-credit program.

<http://tsengcollege.csun.edu/bcba/bcba.html>

Contact: Barbra Frye, (818) 677-6404.

#### Business Administration

An on-campus University-credit program.

<http://tsengcollege.csun.edu/fb/fb.html>

Contact: Jesse Knepper, (818) 677-4415.

#### Instructional Design and Adult Development

An online University-credit program.

<http://tsengcollege.csun.edu/idad/>

Contact: Jennifer Kalfsbeek-Goetz, (818) 677-3332.

#### Nonprofit Sector Management

An on-campus and off-campus University Certificate program.

<http://tsengcollege.csun.edu/np/np.html>

Contact: Pat Lyon, (818) 677-4607

#### Performance Measurement and Productivity

An on-campus certificate program.

<http://tsengcollege.csun.edu/certs-gradcred.html>

Contact: Ravi Roy, (818) 677-3909.

#### Reasoning, Writing and Research for Professionals

An on-campus Certificate program.

<http://tsengcollege.csun.edu/certs-gradcred.html>

Contact: Jennifer Kalfsbeek-Goetz, (818) 677-3332.

#### Urban Studies and Planning

An on-campus program.

<http://tsengcollege.csun.edu/urbs/urbs.html>

Contact: Ravi Roy, (818) 677-3909.

### Distance Learning Programs

<http://tsengcollege.csun.edu/online.html>

The Tseng College designs distance learning (DL) programs for working professionals who desire to earn Degrees or Certificates for career advancement without the geographic or logistical constraints of attending an on-campus program. Many of the Master's Degree Programs listed above are offered online:

Communication Disorders and Sciences, Speech and Language Pathology (M.S.)

Educational Administration (Educational Leadership and Policy Studies) (M.A.)

Engineering Management (M.S.)

Knowledge Management (MKM)

Public Policy (MPP)

The Tseng College also offers Certificates online, including:

**Instructional Design and Adult Development**

### Noncredit Programs for Career Change and Advancement

<http://tsengcollege.csun.edu/certs-noncred.html>

The Tseng College also offers a limited number of professional development Certificate Programs, series of courses, and training programs. Most of these Certificate Program courses earn continuing education units (CEUs) to satisfy the requirement for a CSUN Certificate in Advanced Professional Development in an area of career specialization. Training programs of fewer than 100 hours earn a CSUN Certificate of Participation. Tseng College professional development offerings are available to employers on a custom-designed, contract basis. Current Certificate Program offerings include:

**Assistive Technology Applications**

<http://tsengcollege.csun.edu/codtraining.html>

**Human Resources Management**

<http://tsengcollege.csun.edu/hr.html>

**Mediation and Conflict Resolution**

<http://tsengcollege.csun.edu/mediation/index.html>

**Speech Language Pathology Assistant (SLPA)**

<http://tsengcollege.csun.edu/slpa/slpa.html>

### International Programs and Partnerships

<http://tsengcollege.csun.edu/international.html>

Working with schools and colleges around the globe, The Tseng College can take existing programs to international sites or custom-design new programs for an international organization. In addition, The Tseng College has forged a variety of internationally-designed, collaborative partnerships to help start new colleges, improve schools or tackle larger global problems. For larger projects, The Tseng College can assemble and manage a project team that draws on the resources and expertise of many sister colleges and universities to form a broad collaboration, thus creating a valuable resource for international projects.

The Tseng College also works with nations, industry groups, trade associations or national trade councils to bring together U.S. and international businesses for an intensive program that explores trade options, regulatory issues, collaborative ventures, market need or other topics of concern. Such programs are designed and formatted to foster conversation among potential international partners and help collaborative ventures get started as one firm meets and learns to work with another across international lines.

### Intensive English and University Pathway Programs

<http://tsengcollege.csun.edu/ieup/ieup>

Through The Tseng College, CSUN's Intensive English and University Pathway Programs (IEUP) offers international students year-round English as a Second Language (ESL) instruction. Classes covering all levels of English-language skills, including speaking, writing, research and presentation skills are provided. Customized short-term programs are available upon request. Preparation classes in TOEFL and International English Language Testing System (IELTS) and free tutoring are available to students in the programs. Conditional Admission to CSUN is offered to IEUP students upon successful completion of higher-level classes. Advanced-level IEUP students may take University classes as part of their course of study. The Tseng College's Semester at CSUN program allows qualified international students to take University courses via Open University without having to be for-

mally admitted to the University. Students in the Semester at CSUN Program are permitted to take classes on a space-available basis with instructor approval and are subject to the same academic standards, rules and regulations that apply to regular University students. Send email to [iep@csun.edu](mailto:iep@csun.edu) for more information.

### Other Programs and Services offered through The Tseng College

**Winter Term/Intersession Program**

<http://tsengcollege.csun.edu/winter.html>

The Tseng College manages the Winter Term/Intersession Program. This Program is open to both matriculated and non-matriculated students. (A matriculated student is one who has been admitted to a state or self-supported Degree Program at CSUN. A non-matriculated student is one who has not been admitted to a Degree Program at CSUN.) Winter Term/Intersession offers participants a rich educational experience through a broad range of intensive study opportunities in University credit courses. Winter Term/Intersession is open to all who successfully completed high school or earned a General Educational Development credential. Students need not be regularly enrolled at CSUN to take academic-credit classes during the Winter Term/Intersession, so long as course prerequisites are met.

**Open University Program**

<http://tsengcollege.csun.edu/openuni.html>

This program is open only to non-matriculated students. (A non-matriculated student is one who has not been admitted to a Degree Program at CSUN). Members of the community are invited to enroll in CSUN undergraduate- and graduate-level University credit courses without formal application or admission to the University through the Open University Program administered by The Tseng College. Open University is offered in the Fall and Spring semesters. Those enrolled in the Open University Program attend the regular day or evening credit courses, participate side-by-side with degree-seeking students and enjoy the same intellectual challenges and rewards. Credits earned through Open University become part of a permanent academic record that may be applied to Degree work and transferred to other universities. Open University allows non-matriculated students at CSUN who meet the course prerequisites to enroll in state-supported University offerings on a space-available basis, with instructor approval.

**Summer Session Program**

<http://tsengcollege.csun.edu/>

Each year, CSUN offers a Summer Session. If Summer Session is offered through state-support, non-matriculated visiting Summer students may register for classes through The Tseng College. If Summer Session is offered through self-support, The Tseng College will manage the session. Please see our website for information.

## University Courses

### Office of Undergraduate Studies

#### UNIV 060 Supplemental Instruction

Coordinator: Karen Abramowitz

Bayramian Hall (BH) 417

(818) 677-2033

[www.csun.edu/lrc](http://www.csun.edu/lrc)

#### UNIV 061/062 Supplemental Instruction

Coordinator: Anne Kellenberger

Bayramian Hall (BH) 408

(818) 677-2033

[www.csun.edu/lrc](http://www.csun.edu/lrc)

#### UNIV 100 Freshman Seminar

Director: Cheryl Spector

Sierra Hall (SH) 437

(818) 677-3932

[www.csun.edu/univ100](http://www.csun.edu/univ100)

### Course List

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#### UNIV 060. Supplemental Instruction (1)

Supplemental Instruction is an academic-assistance program designed to help students master difficult course material in historically challenging classes. Students participate in a series of weekly peer-facilitated small-group study sessions that focus on learning strategies and problem-solving skills specific to the corresponding lecture course. Students enroll in University 60 for 1 unit, non-Baccalaureate credit.

#### UNIV 061/062. Supplemental Instruction in Writing. (1-1)

UNIV 061/062 is a mandatory corequisite for 113A/B—Approaches to University Writing. Students enrolled in AAS, CAS, CH S, ENGL, PAS or QS 113 must enroll concurrently in Supplemental Instruction, for which they will receive a maximum of 1 additional unit of non-Baccalaureate credit per semester. UNIV061/062 sessions are led by experienced peers who have been successful in writing courses.

#### UNIV 100. Freshman Seminar (3)

This course introduces first-time freshmen to the University as an institution, a culture, and an intellectual experience. Academic success is the central goal of the course. Topics include academic skills (writing, reading, note-taking, test-taking and information competence, as well as critical, analytic and creative thinking); the value of higher education; the history and culture of CSUN; lifelong learning; the discourse of higher education; ethics and responsibility; diversity in higher education; advisement; health; and self-assessment. The course includes weekly writing assignments, frequent in-class exercises and some on-campus field trips. (Available for General Education, Lifelong Learning.) (IC)

# Urban Studies and Planning

## College of Social and Behavioral Sciences

**Chair: Robert B. Kent**

**Sierra Hall (SH) 220**

**(818) 677-2904**

**[www.csun.edu/csbs/departments/urban\\_studies\\_and\\_planning](http://www.csun.edu/csbs/departments/urban_studies_and_planning)**

### *Faculty*

Kenya Covington, Robert B. Kent, Henrik Minassians, Craig Olwert, Ward Thomas, Zeynep Toket, Mintesnot Woldeamanuel

### *Emeritus Faculty*

William "Tim" Dagodag

### Programs

Undergraduate:

**B.A., Urban Studies and Planning**

Graduate:

**Graduate Certificate in Urban Studies and Planning**

### Mission Statement

The Department of Urban Studies and Planning prepares students, at both the undergraduate and graduate level, for professional careers in urban studies and planning. It provides a broad-based educational experience, set in the context of the social sciences that develops informed, thoughtful and able individuals prepared to contribute to society. The Department faculty supports the mission through teaching, research and publication, community outreach and University service.

### Department Programs

Urban Studies and Planning is an Interdisciplinary Program providing an undergraduate course of study that focuses on solutions to the major problems stemming from the complexities of contemporary urban life. The Urban Studies and Planning curriculum is designed for students who:

1. Wish to enter professional graduate schools in such fields as urban planning, urban design, environmental planning, social welfare, law and public administration, and international development;
2. Intend to begin their professional careers at the end of their Baccalaureate education through employment in various governmental agencies, private firms or non-profit organizations concerned with urban issues, regional planning, real estate development and community development; or
3. Desire a social science degree that emphasizes the study of the historical and modern city.

The Major in Urban Studies and Planning requires all students to complete a set of Lower Division introductory courses and Upper Division Core courses. This part of the curriculum is designed to provide students with a comprehensive understanding of the urban environment and training in the appropriate principles and methods of planning and urban analysis. In addition to the Lower Division and Core course requirements, students must complete a set of elective courses within 1 of 4 designated specializations.

As a complement to the course work, students are required to complete supervised field research and an internship with a public agency, a non-profit organization or a private-sector organization conducting planning-related work. These experiences help to provide students with professional experience to begin careers in planning and with the skills to find solutions to urban problems and situations.

The Department of Urban Studies and Planning supports the concept of international education and encourages students to investigate opportunities of overseas study. The Department supports campus-

wide initiatives to increase international learning opportunities and offers Independent Studies courses that entail field trips abroad. Certain courses taken at CSU International Program Study Centers in foreign countries are equivalent to courses in Urban Studies and Planning and may be used to fulfill some of the requirements for the Degree and/or General Education requirements. Students should consult with the Department of Urban Studies and Planning and the International Programs Bulletin available in the Office of International and Exchange Programs, a program advisor or the campus International Programs Advisor for information.

### Careers

Urban Studies and Planning provides professional training that prepares majors for careers in such fields as urban and regional planning, community development, environmental analysis, public administration and resource management.

### Academic Advisement

Students are required to seek advisement as early in their academic careers as possible. This is especially necessary if a student wishes to pursue a double major or prepare for specific job opportunities. Students must call the Department Office at (818) 677-2904 to make an advisement appointment.

### Student Learning Outcomes of the Undergraduate Program

At the completion of the Degree Program in Urban Studies and Planning, students will:

1. Know the key forces responsible for urban development in the U.S. and elsewhere in the world.
2. Demonstrate knowledge of current principles and practices of urban planning relevant at multiple levels of government from local to global.
3. Demonstrate the ability to work with diverse communities to advance social justice.
4. Demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research.
5. Demonstrate an ability to apply principles of sustainable development using a participatory approach to decision making.
6. Participate in various forms of civic engagement.

### Graduate Certificate in Urban Studies and Planning

The Department offers a Graduate Certificate in Urban Studies and Planning in collaboration with the Tseng College of Extended Learning. For more information, see the Certificates section in the Catalog.

### Requirements for Bachelor of Arts Degree

#### A. Core Course Requirements

All Urban Studies and Planning Majors are required to complete the Lower Division required courses and the Upper Division Core courses. Students must then choose from 1 of 4 specializations. The first 3 specializations provide students the opportunity to develop a level of expertise within a subfield of urban studies and planning. These 3 specializations are: 1) urban and regional planning; 2) housing, community and economic development; and, 3) environmental planning and sustainability. The fourth specialization provides students the opportunity to customize their own area of specialization in consultation with an advisor. Within each specialization, 9 units must consist of URBS courses and 6 units must be taken outside the Department.

#### 1. Lower Division Required Courses (6 units)

|          |                                   |
|----------|-----------------------------------|
| URBS 150 | The Urban Scene (3)               |
| URBS 250 | Planning the Multiethnic City (3) |



**2. Upper Division Required Courses (22 units)**

|           |  |
|-----------|--|
| URBS 300  | The Planning Idea (3)                            |
| URBS 310  | Growth And Sustainable Development Of Cities (3) |
| URBS 340A | Quantitative Urban Research Methods (3)          |
| URBS 340B | Qualitative Urban Research Methods (3)           |
| URBS 440  | Community-Based Urban Design (3)                 |
| URBS 450  | Urban Problems Seminar (4)                       |
| URBS 460  | Legal Foundations of Planning (3)                |

**3. Field Work and Internship (6 units)**

|           |                |
|-----------|----------------|
| URBS 490C | Field Work (3) |
| URBS 494C | Internship (3) |

**B. Specialization Requirements****1. Urban and Regional Planning (15 units)**

The objective of this Specialization is to train students to effectively design and implement plans and public policies in urban, regional and international settings. Students will study the linkages between the social, economic and political factors of urban society. Urban and regional planning career opportunities exist in city, county, regional, state and national government, private consulting firms, non-profit organizations, and research and academic institutions. This Specialization prepares graduates for positions in transportation planning, zoning administration, economic development planning and neighborhood planning.

**Choose 15 units from the following:**

|            |  |
|------------|--|
| ECON 160   | Principles of Microeconomics (3)                   |
| or 161     | Principles of Macroeconomics (3)                   |
| GEOG 305/L | Maps and Graphics and Lab (3)                      |
| GEOG 306/L | Intermediate GIS and Lab (3)                       |
| GEOG 351   | Urban Geography (3)                                |
| GEOG 452   | Urban Land-Use Planning (3)                        |
| POLS 360   | Public Administration (3)                          |
| POLS 403   | State and Local Government (3)                     |
| POLS 405   | The Process of Public Policy Formation (3)         |
| POLS 461   | Environmental Policy (3)                           |
| POLS 466   | The Politics of Public Spending (3)                |
| POLS 467   | Urban Administration (3)                           |
| POLS 469   | City Planning and Lab (3)                          |
| SOC 400    | Organizational Theory (3)                          |
| SOC 410    | Urban Sociology (3)                                |
| SOC 426    | Social Legislation and Social Policy (4)           |
| URBS 345   | The General Plan and Zoning (3)                    |
| URBS 350   | Cities of the Third World (3)                      |
| URBS 400   | Planning for the Natural and Built Environment (3) |
| URBS 408   | Policy Making for Planners (3)                     |
| URBS 430   | Planning in the Public Sector (3)                  |
| URBS 441   | Advanced Urban Design (3)                          |
| URBS 480   | Transportation Planning (3)                        |

**2. Housing, Community and Economic Development (15 units)**

This Specialization focuses on how planners and policy leaders influence the social and economic factors that shape metropolitan economies and urban neighborhoods. Housing covers the general issues of providing decent, safe and affordable housing for all members of the community. Community and economic development is concerned with the creation, preservation and revitalization of neighborhoods. This Specialization prepares graduates for positions in housing, community development, neighborhood revitalization, workforce development and center city redevelopment.

**Choose 15 units from the following:**

|          |   |
|----------|---|
| AAS 340  | Asian American Women (3)                                  |
| AAS 345  | Contemporary Issues in Asian American Studies (3)         |
| ANTH 308 | Women, Sex Roles and Culture (3)                          |
| ANTH 345 | Ethnicity in the United States (3)                        |
| ANTH 346 | Urban Anthropology (3)                                    |
| CHS 361  | Urbanization and the Chicana/o (3)                        |
| ECON 160 | Principles of Microeconomics (3)                          |
| or 161   | Principles of Macroeconomics (3)                          |
| ECON 350 | Urban Economics (3)                                       |
| FCS 315  | Issues in Housing (3)                                     |
| FCS 424  | Resource Management for the Elderly (3)                   |
| HIST 350 | History of Women (3)                                      |
| HSCI 314 | Organization and Delivery of Health Services (3)          |
| PAS 300  | Contemporary Issues in the African-American Community (3) |
| POLS 467 | Urban Administration (3)                                  |
| SOC 307  | Ethnic Diversity in America (3)                           |
| SOC 390  | Race Relations (3)  |
| SOC 401  | Class, Status and Power (3)                               |
| SOC 410  | Urban Sociology (3)                                       |
| URBS 350 | Cities of the Third World (3)                             |
| URBS 416 | Urban Housing (3)   |
| URBS 420 | Communities, Neighborhoods and Planning (3)               |
| URBS 425 | Social Policy, Environmental Justice and the City (3)     |
| URBS 435 | Planning for Community Development (3)                    |
| URBS 441 | Advanced Urban Design (3)                                 |

**3. Environmental Planning and Sustainability (15 units)**

This is an interdisciplinary Specialization designed to train planners to make decisions about the interactions between nature and society in a way that balances resources used in the present with the resource needs of the future. Environmental planning rests centrally on the notion of sustainable development. This field covers a broad range of planning issues that include urban ecology, habitat conservation, environmental justice, land use planning, transportation planning, resource and waste management, environmental health, water, energy and air quality planning, green building, smart growth and ecosystem management.

**Choose 15 units from the following:**

|            |   |
|------------|---|
| BIOL 322   | Evolutionary Biology (3)                              |
| BIOL 323   | Plants and Animals of Southern California (2)         |
| ECON 160   | Principles of Microeconomics (3)                      |
| or 161     | Principles of Macroeconomics (3)                      |
| ECON 360   | Environmental Economics (3)                           |
| GEOG 305/L | Maps and Graphics and Lab (2/1)                       |
| GEOG 306/L | Intermediate GIS and Lab (2/1)                        |
| GEOG 311/L | The Atmosphere and Lab (3)                            |
| GEOG 459   | Environmental Impact Studies (3)                      |
| POLS 461   | Environmental Policy (3)                              |
| URBS 350   | Cities of the Third World (3)                         |
| URBS 380   | Los Angeles: Past, Present, Future (3)                |
| URBS 400   | Planning for the Natural and Built Environment (3)    |
| URBS 415   | CEQA for Urban Planners (3)                           |
| URBS 420   | Communities, Neighborhoods and Planning (3)           |
| URBS 425   | Social Policy, Environmental Justice and the City (3) |
| URBS 480   | Transportation Planning (3)                           |

**4. Custom Specialization**

This Specialization is intended to give students the flexibility to synthesize across the very diverse aspects of urban studies as well as urban and regional planning, community and economic development, urban

design, environmental planning and sustainability. In close consultation with faculty advisors, students may customize a program that meets their specific interests and needs. It is particularly suited to individuals who have very broad interests and understand the value of a generalist approach to planning.

|      |           |   |
|------|-----------|---|
| AAS  | 340       | Asian American Women (3)  |
| AAS  | 345       | Contemporary Issues in Asian American Studies (3)               |
| ANTH | 308       | Women, Sex Roles and Culture (3)                                |
| ANTH | 345       | Ethnicity in the United States (3)                              |
| ANTH | 346       | Urban Anthropology (3)  |
| BIOL | 322       | Evolutionary Biology (3)  |
| BIOL | 323       | Plants and Animals of Southern California (2)                   |
| CHS  | 361       | Urbanization and the Chicana/o (3)                              |
| ECON | 160       | Principles of Microeconomics (3)                                |
|      | <i>or</i> | 161 Principles of Macroeconomics (3)                            |
| ECON | 350       | Urban Economics (3)   |
| ECON | 360       | Environmental Economics (3)                                     |
| FCS  | 315       | Issues in Housing (3)   |
| FCS  | 424       | Resource Management for the Elderly (3)                         |
| GEOG | 305/L     | Maps and Graphics and Lab (2/1)                                 |
| GEOG | 306/L     | Intermediate GIS and Lab (2/1)                                  |
| GEOG | 311/L     | The Atmosphere and Lab (3)                                      |
| GEOG | 351       | Urban Geography (3)   |
| GEOG | 452       | Urban Land-Use Planning (3)                                     |
| GEOG | 459       | Environmental Impact Studies (3)                                |
| HIST | 350       | History of Women (3)  |
| HSCI | 314       | Organization and Delivery of Health Services (3)                |
| PAS  | 300       | Contemporary Issues in the African-American Community (3)       |
| POLS | 360       | Public Administration (3)                                       |
| POLS | 403       | State and Local Government (3)                                  |
| POLS | 405       | The Process of Public Policy Formation (3)                      |
| POLS | 461       | Environmental Policy (3)  |
| POLS | 466       | The Politics of Public Spending (3)                             |
| POLS | 467       | Urban Administration (3)  |
| POLS | 469/L     | City Planning and Lab (3)                                       |
| SOC  | 307       | Ethnic Diversity in America (3)                                 |
| SOC  | 390       | Race Relations (3)  |
| SOC  | 400       | Organizational Theory (3)                                       |
| SOC  | 401       | Class, Status and Power (3)                                     |
| SOC  | 410       | Urban Sociology (3)   |
| SOC  | 426       | Social Legislation and Social Policy (4)                        |
| URBS | 345       | The General Plan and Zoning (3)                                 |
| URBS | 350       | Cities of the Third World (3)                                   |
| URBS | 380       | Los Angeles: Past, Present, Future (3)                          |
| URBS | 400       | Planning for the Built and Natural Environment (3)              |
| URBS | 405       | Advanced Research Methods (3)                                   |
| URBS | 408       | Policy Making for Planners (3)                                  |
| URBS | 412       | Grant Writing (3)   |
| URBS | 415       | The California Environmental Quality Act for Urban Planners (3) |
| URBS | 416       | Urban Housing (3)   |
| URBS | 420       | Communities, Neighborhoods and Planning (3)                     |
| URBS | 425       | Social Policy, Environmental Justice and the City (3)           |
| URBS | 430       | Planning in the Public Sector (3)                               |
| URBS | 435       | Planning for Community Development (3)                          |
| URBS | 440       | Community-Based Urban Design (3)                                |
| URBS | 441       | Advanced Urban Design (3)                                       |
| URBS | 480       | Transportation Planning (3)                                     |
| URBS | 495       | Selected Topics in Urban Planning (3)                           |

## Exceptions and Restrictions

1. Students may double-count URBS 310 as credit for a Core course requirement and a General Education requirement.
2. Students may count ECON 160 or 161 as an Upper Division elective course.

|   |            |
|---|------------|
| <b>Total Units in the major</b>                 | <b>49</b>  |
| <b>Required Courses</b>                         | <b>34</b>  |
| <b>Elective Courses</b>                         | <b>15</b>  |
| <b>General Education Units</b>                  | <b>65</b>  |
| <b>Title 5 Units</b>                            | <b>6</b>   |
| <b>Total Units Required for the B.A. Degree</b> | <b>120</b> |

## Requirements for the Minor in Urban Studies and Planning

### 1. Required Courses (13 units)

|      |           |  |
|------|-----------|--|
| URBS | 150       | The Urban Scene (3)                              |
| URBS | 310       | Growth and Sustainable Development Of Cities (3) |
|      | <i>or</i> | URBS 350 Cities of the Third World (3)           |
| URBS | 450       | Urban Problems Seminar (4)                       |
| URBS | 490C      | Field Work (3)                                   |

### 2. Electives (9 units)

#### Choose 3 of the following:

*No more than 1 course can be taken outside the Program.*

|      |      |  |
|------|------|--|
| CHS  | 360  | Political Organizations and Social Movements of the Barrio (3) |
| CHS  | 361  | Urbanization and the Chicana/o (3)                             |
| PAS  | 300  | Contemporary Issues in the African-American Community (3)      |
| URBS | 340A | Quantitative Urban Research Methods (3)                        |
| URBS | 340B | Qualitative Urban Research Methods (3)                         |
| URBS | 400  | Planning for the Natural and Built Environment (3)             |
| URBS | 420  | Communities, Neighborhoods and Planning (3)                    |
| URBS | 430  | Planning in the Public Sector (3)                              |
| URBS | 440  | Community-Based Urban Design (3)                               |
| URBS | 494C | Internship (3)   |

## Course List

### Lower Division

#### URBS 150. The Urban Scene (3)

Lecture-discussion course that includes a historic view of human settlements and cities. It emphasizes cities in the U.S. It explores urban society, including population, housing, economics, infrastructure, transportation, environment, government, land use, law, planning, growth and sustainability. (Available for General Education, Social Sciences.)

#### URBS 250. Planning the Multiethnic City (3)

Comprehensive analysis of the social, cultural and land use structure of cities in the U.S. during the 20th century. Major focus on the significant demographic changes that have influenced urban and public policy since 1975. Explores issues related to multiethnic constituencies in American cities.

### Upper Division

#### URBS 300. The Planning Idea (3)

*Prerequisite:* URBS 150. Detailed examination of the foundational ideas and issues of the urban planning profession drawn from planning history, alternative models of planning and planning ethics. Planning principles are examined in the context of case studies drawn from the Los Angeles region, the U.S. and world cities.

**URBS 310. Growth and Sustainable Development of Cities (3)**

Examination of the forces contributing to the form, structure and sustainable development of cities. Emphasis on urban areas of the U.S. (Available for General Education, Social Sciences.)

**URBS 340A Quantitative Urban Research Methods (3)**

*Prerequisite:* Upper Division standing. This course is an introduction to research methods typically used in urban studies and planning. It provides basic skills for research design and statistical techniques appropriate for quantitative analysis. The focus of the course is on the approaches to research design, data collection, analysis of survey data and the application of statistical techniques. Students will learn how and when to use descriptive and inferential statistical analyses. This is an intensive writing course: Students are required to read scholarly research papers and conduct a library literature and database search. Students will learn to use statistical analysis software to build a database to analyze their own data.

**URBS 340B Qualitative Urban Research Methods (3)**

*Prerequisites:* URBS 340A; Upper Division standing. This is an introduction to research designs and methodologies incorporating qualitative methods of data collection, such as archival research, interviews, behavior mapping, cognitive mapping, participant observation and survey instruments. The ethical treatment of research subjects also is addressed. This is an intensive writing course: Students are required to read scholarly research papers and conduct a library literature and database search. The course emphasizes student-generated research design, field work, data analysis and final project.

**URBS 345. The General Plan and Zoning (3)**

This course deals with the requirements for comprehensive planning and zoning in the state of California. Emphasis will be placed on the mandated general plan elements of land use, housing, circulation, Open space, conservation, safety and noise. Special attention will be paid to formulating a framework for a general plan, and preparation, adoption and amendment of the general plan. As the major tool for the implementation of the general plan, zoning will be addressed in terms of the enactment process and administration through the use of the variance, conditional use permits and zone changes. Students will be required to participate in a series of field-based and studio-based exercises focusing on general plan formulation and current zoning problems.

**URBS 350. Cities of the Third World (3)**

*Prerequisites:* Upper Division standing; Completion of Lower Division writing requirement. Cultural analysis of Third World urbanization and counter-urbanization, with emphasis on particular aspects of urban life and social change in Africa, Latin America, the Middle East and Southeastern Asia. (Available for General Education, Comparative Cultural Studies.)

**URBS 380. Los Angeles: Past, Present, Future (3)**

Multidisciplinary investigation of the Los Angeles urban area, its patterns of population and resources distribution; its historical, economic, social and cultural developments; and policies models designed to cope with its problems and to develop its potential as an ethnically diverse metropolis on the Pacific Rim. Application of social science methodology. Series of faculty and guest speakers, weekly discussion sessions and field trips. (Cross listed with HIST and POLS 380.) (Available for General Education, Social Sciences.)

**URBS 400. Planning for the Natural and Built Environment (3)**

*Prerequisites:* ECON 160 or 161 or 300; Completion of the Lower Division writing requirement. Relationships between people and technology in the city, and the application of resources to supply such urban needs as transportation, waste disposal, water and communication. Technological change and forecasting.

**URBS 405. Advanced Research Methods for Planning (3)**

*Prerequisites:* URBS 340A, 340B. Focuses on key urban planning concepts, theories and research methods. Emphasis placed on the application of research methods to tasks normally assigned to professional planners and the completion of a class project that focuses on a specific urban planning problem defined by a local, community-based organization (CBO). Working with a CBO, students prepare a proposal consisting of a problem statement and a research protocol, gather quantitative and qualitative data, perform analysis, and write a final report that includes recommendations to the community-based organization.

**URBS 408. Policy Making for Urban Planners (3)**

The course will comprehensively address the complex arena of public policy in relation to city planning, land-use issues and urban policy. This will incorporate how a society based on pluralist democracy balances the demands of a range of interest groups, including planners, city bureaucracies, politicians, community groups, private-sector economic interests, the non-profit sector, state and federal agencies and the general public. The focus will be on issues related to the built environment and the controversial nature of constant transformation of land uses in cities. In addition, the course will address the interrelationship between local government implementation strategies and federal urban program laws and regulations. The course is designed to provide students with a comprehensive understanding of the linkages between urban social policy, distributional equity in local and federal programs, and environmental considerations within the arena of governmental decision making systems.

**URBS 412. Grant Writing (3)**

*Prerequisites:* URBS 340A and 340B; Upper Division standing. This course is intended to provide students with basic knowledge in the research, writing and planning skills involved in preparing grant proposals. The presumption is that students possess no substantive prior knowledge of grant writing. Students will learn the basic phases of writing a grant proposal, how to search for sources of grant funding and the process of submitting grant proposals to public and private agencies and foundations. Students also will learn how to use the internet to search for grant opportunities. Emphasis will be placed on non-profit organizations that deal with human service needs. The course will address how to manage the implementation of a grant proposal and how to measure the impact a particular service has on a community.

**URBS 415. The California Environmental Quality Act for Urban Planners (3)**

This course deals with California's statutory requirements for environmental planning and policy. The focus of the course will be on the California Environmental Quality Act (CEQA) process that addresses issuance of Negative Declarations, preparation of draft and final environmental impact reports (EIRs), litigation, decision making and the requirements of professional consulting. A special emphasis will be placed on understanding the environmental implications of typical projects that occur in an urban setting.

**URBS 416. Urban Housing (3)**

*Prerequisites:* Upper Division standing; Completion of Lower Division writing requirements. This course is designed to help students explore the complexity of housing and housing-related issues from a planning perspective. Students will develop a basic understanding of the housing market, its relationship to community development and its importance to communities and the U.S. economy. A wide variety of topics will be discussed, including the use and meaning of housing, the development of federal, state and local housing policy, the changing dynamics of housing policy, the housing market, housing finance, the challenge of providing affordable housing and the relationship of housing to com-

munity development/neighborhood transformation. Considerable emphasis will be placed on housing issues in the Los Angeles metropolitan area. Class time will be devoted to lectures, guest lectures, class discussions and group discussions.

**URBS 420. Communities, Neighborhoods and Planning (3)**

*Prerequisites: Upper Division standing; Completion of the Lower Division writing requirement.* Study of human behavior as it is affected by basic human needs and urban environmental conditions, and an examination of alternative strategies for restructuring social institutions and social behavior.

**URBS 425. Social Policy, Environmental Justice and the City (3)**

Addresses the linkages between urban social policy, distributional equity in local and federal programs, and environmental movements initiated as a response to regressive land use and/or planning strategies. Specific areas of social policy that are analyzed in this course are housing policies and programs, economic development and revitalization, transportation, urban recreation and cultural projects, and local governmental implementation strategies.

**URBS 430. Planning in the Public Sector (3)**

*Prerequisites: Upper Division standing; Completion of the Lower Division writing requirement.* Analysis of public and private institutions through which modern urban society functions, with emphasis on the structure and functions of cities from the perspective of their organizational life.

**URBS 435. Planning for Community Development (3)**

*Prerequisite: URBS 310.* Examination of the theories of local economic development and how each theory informs real-world policy and practice. Implementation and implications of alternative strategies are illustrated by specific case studies.

**URBS 440. Community-Based Urban Design (3)**

*Prerequisite: URBS 340A, 340B or other equivalent research methods courses.* Study of current urban design techniques and policies and their application to local communities and neighborhoods.

**URBS 441. Advanced Urban Design (3)**

*Prerequisites: URBS 440 or instructor consent.* This second, advanced course in the urban design series examines selected aspects of urban design and development in further depth, typically involving sites in Southern California through a practice-oriented studio experience that requires civic engagement and community partnership. The design project selected will vary by semester as will the urban design topics selected for emphasis, which might include advanced problem-solving methodologies; the utilization of computer simulation techniques; methods for community participation; research in planning, environment and behavior; environmental sustainability; or real estate development practices. Emphasis will be placed on developing physical designs and/or implementation strategies to create livable, sustainable and “smart” communities that balance economic prosperity and social equity with environmental protection.

**URBS 450. Urban Problems Seminar (4)**

*Prerequisites: Senior standing; Completion of the Lower Division writing requirement.* Advanced seminar on problems and issues in urban and environmental studies. Interdisciplinary symposia and opportunities for critical appraisal and exchange of ideas on special studies developed in or stemming from field work. Emphasis on case studies and other problem approaches.

**URBS 460. Legal Foundations of Planning (3)**

*Prerequisites: Upper Division standing; Completion of the Lower Division writing requirement.* This course is a general introduction to land use planning law in the U.S. It looks primarily at the state, regional and municipal levels, with an emphasis on practices and procedures to manage land use and growth in California. The course covers 4 broad areas: Introduction to Law and the U.S. Legal System, State and Local Planning Law; Managing Urban Land Use: Conflicts and Quality of Life; and Managing Growth.

**URBS 480. Urban Transportation Planning (3)**

*Prerequisites: URBS 150 or 250; or instructor consent.* This course is a general introduction to the interrelated systems of urban transportation and urban land use and their effects on the growth, development and future of human settlements. The course will provide entry-level competence for students seeking employment in transportation planning in the public or private sectors. 4 broad areas are covered: transportation planning history; transportation and land use theory; transportation planning process and techniques; and urban transportation policy.

**URBS 490A-C. Field Work (1-3)**

*Prerequisites: URBS 340A, 340B.* Introduction to urban field analysis and interview techniques through supervised field work and individual projects.

**URBS 494A-C. Internship (1-3)**

*Prerequisite: Senior standing.* Upon prior approval by the Internship Coordinator, students may earn up to 6 units for professional experience in a planning department, social service agency or other public or private organization dealing with urban problems. (Credit/No Credit only)

**URBS 495A-Z. Selected Topics in Urban Planning (3)**

*Prerequisites: URBS 340A, 340B.* Deals with a wide range of topics and specializations that are customarily dealt with by professional urban planners.

**URBS 496A-Z. Experimental Topics Courses in Urban Studies and Planning (1-3)**

*Prerequisite: Upper Division standing.* Selected topics in urban studies and planning, with course content to be determined.

**URBS 499ABC. Independent Study (1-3)**

## Graduate

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### **URBS 610. Contemporary Urban Planning in the United States and California (3)**

Provides an overview of urban planning as practiced in the U.S. The course assumes some familiarity with urban planning and builds on common issues and problems in the field utilizing a topical approach. Such critical issues as transportation, housing, social and environmental justice, citizen participation, urban design, urban sprawl, sustainable development and New Urbanism will be examined in detail.

### **URBS 620. Seminar in Comprehensive Planning (3)**

This course provides a comprehensive introduction to the general plan and zoning process in the U.S. and California. Special emphasis will be placed on the plan elements dealing with land use, housing, circulation, open space, conservation, safety and noise. Zoning will be addressed in terms of the structure and content of zoning ordinances and the administration process. Other topics include administrative aspects of planning, and negotiation skills for planners in implementing the comprehensive plan. Supporting field trips and discussions with planners and project managers are planned.

### **URBS 630. Sustainable Development and Environmental Impact Analysis (3)**

This course deals with approaches to planning for sustainable development and the requirements for environmental planning and policy associated with the California Environmental Quality Act (CEQA). This act and regulatory guidelines can serve as a model for impact analysis in any global setting. A special emphasis will be placed on understanding the implications of sustainable development for typical projects that occur in urban settings and the techniques used to assess impacts. Supporting field trips and discussions with planners and project managers are planned.

### **URBS 640. Seminar in Planning for Communities and Local Economic Development (3)**

This course focuses on the study of human behavior as it is affected by basic human needs and urban conditions. Special attention will be given to: 1) the manner in which local neighborhoods and communities are integrated into the planning process and how needs are articulated; and 2) the manner in which local economic development can be affected by the planning process and by the integration of community participation. Supporting field trips and discussions with planners and project managers are planned.

### **URBS 690. Field Project in Urban Planning (3)**

This course will serve as the Capstone course for the Certificate Program. Field projects will be defined and approved prior to the student's completion of the 4 preceding courses. The course will focus on application of Certificate course content to a specific urban-environmental planning problem at the local level in a local city. Students will be required to be in contact with the professor as the project evolves.

## Appendices

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- A-3. Academic Leave (Leave of Absence)
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### A-1. Intrasystem and Intersystem Enrollment Programs

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

There are 2 programs for enrollment within the CSU and 1 for enrollment between CSU and the University of California or California community colleges. Additional information about these programs is available from Admissions and Records at (818) 677-3700.

**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 in the transfer credits on the student's transcript at the home campus.

**CSU Visitor Enrollment:** Matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for 1 term. Credit earned at the host campus is reported at the student's request to the home campus to be included in the transfer credits on the student's transcript at the home campus.

**Intersystem Cross Enrollment:** Matriculated CSU, University of California or community college students may enroll on a "space-available" basis for 1 course per term at another CSU, UC or community college and request that a transcript of record be sent to the home campus.

### A-2. Open University at CSUN Through The Tseng College— Fall, Spring and "Summer for Visiting Students" Terms

Open University is a registration status that allows nonmatriculated students (i.e., those who have not been admitted to a state- or self-supported CSUN Degree Program) to enroll in undergraduate and graduate courses on the CSUN campus on a space-available basis with the permission of the instructor. Open University registration is through CSUN's Tseng College. The following Open University policies and procedures apply for Open University in the Fall, Spring and Summer terms:

1. Each academic Department will decide whether to participate in Open University enrollment and which courses are appropriate for Open University enrollment. This is done by permitting Open University students to enroll in classes only when instruction begins (during late registration) and only with the instructor's permission. Before that and during earlier nonrestrictive (open) registration, a note displays in Class Search and on the SOLAR registration database indicating that Open University enrollment is not available.
2. Even when a Department has approved a course for Open University enrollment in a given term, an individual instructor retains the right to decline an Open University enrollment request. Instructors indicate their acceptance of Open University students by giving each student a permission number that will enable the student to register online or in person with The Tseng College Registration Office.
3. Open University enrollment normally will not be accepted in a class that has reached the maximum enrollment.
4. Students seeking Open University enrollment in classes with prerequisites are responsible for furnishing the instructors with evidence of having met the academic requirements for the course. The instructor will determine whether a student is academically qualified before issuing a permission number.
5. Prospective Open University students need to obtain permission to attend the course of their choice from the instructor. This is done by

attending the first class meeting and requesting a permission number, which then can be used to enroll online.

6. In general, Open University students will not constitute more than 50 percent of the scheduled maximum enrollment for the course.
7. Open University students enrolled in CSUN courses receive the same academic credit as other students in the course. The grade earned for the course becomes part of the Open University student's long-term academic record at CSUN and appears on the regular University transcript.
8. Nonmatriculated students may take any number of courses over time through Open University. However, if a nonmatriculated student is later admitted to a CSUN state-funded or self-support Degree Program (i.e., becomes a matriculated student), a maximum of only 24 credit units taken before matriculation can be applied to an Undergraduate Degree and a maximum of 9 credit units taken before matriculation can be applied to a Graduate Degree, Graduate Credit Certificate Program or Credential Program.
9. Determination of which courses, if any, of those taken before matriculation are applicable to the Degree Program up to the maximums stated above rests with the Department responsible for the program. Some Degree Programs with highly integrated curricula may not accept any credits from courses taken prior to admission because the Program stands as an educational whole.
10. Enrollment in CSUN courses through Open University does not constitute admission to the University nor does it entitle Open University students to student services available to matriculated students (i.e., students enrolled in Degree, Credit Certificate Program or Credential Program). Open University students do, however, have library privileges. For more information about Open University, including fee information, visit <http://tsengcollege.csun.edu/programs/openuniversity> or call (818) 677-2504.

### Winter Term Registration Options For Matriculated and Nonmatriculated Students

CSUN generally offers a 3- to 4-week Winter term (Intersession) program in January. Courses are taught in intensive formats with many holding daily class meetings. Winter term courses are open to both matriculated students in self- and state-supported Degree Programs and nonmatriculated students (those not admitted to a CSUN Degree Program). Winter term registration is through CSUN's Tseng College. Students may enroll in no more than 1 course in Winter term unless they receive permission to enroll in an additional course from The Tseng College's director of client services at (818) 677-2504. For more information, including fee information, visit <http://tsengcollege.csun.edu/programs/winterterm>.

### A-3. Academic Leave (Leave of Absence)

To encourage continuing students with satisfactory scholastic performance to return to CSUN following an absence, the University will automatically place qualified resident and non-resident students on a Leave of Absence if they:

1. Were matriculated students in the semester immediately prior to the beginning of the leave;
2. Were not disqualified at the close of the semester; and
3. Did not receive an Undergraduate Degree at the end of the preceding regular or Summer term at CSUN.

Eligible students who do not enroll in classes or who officially withdraw from all their classes within the first 20 days of instruction are placed on leave for that semester. If they do not register in the following semester, they are granted an additional semester of leave. Foreign students with J or F visas are eligible for leave, but must request the prior approval of their International Student Advisor and apply for a leave of absence.

Classified graduate students in Degree Programs should contact their Departments before the end of their last semester of attendance.

Continuing students who do not enroll in the third semester after the 2 semesters of leave must reapply for admission. New and returning students are not placed on any leave of absence and must file a new application during the next available application filing period.

#### A-4. Transcripts of CSUN Courses

Official transcripts of courses taken at CSUN are issued only with the written request of the student concerned. Transcripts of work taken at other institutions will not be issued. The University reserves the right to withhold issuing the transcript of any student not in good financial standing with the University. For details, see How to Obtain a Transcript at [www.csun.edu/anr/degreeprogress/transcripts.html](http://www.csun.edu/anr/degreeprogress/transcripts.html).

#### A-5. Grade Reporting

Grades are available through the myNorthridge Portal and the SOLAR Student Center approximately 1 week after the final exam period. Any discrepancies should be reported to Admissions and Records so that they may be promptly investigated. The grade report reflects cumulative units earned, including units that may not be applicable to Degree requirements. Cumulative Baccalaureate-level Degree units earned are provided on the Degree Progress Report (DPR) and when a graduation evaluation is completed. In some cases it may be necessary to contact individual instructors to resolve grade-reporting errors. With the exception of a removal of an Incomplete grade within the prescribed period, no changes to the student record will be made after a Degree has been awarded.

#### A-6. Catalog Requirements (Catalog Rights)

An undergraduate student remaining in attendance in regular sessions at any California community college, at any CSU campus or any combination of California community colleges and campuses of the CSU system may meet the requirements in effect at the campus from which the student will graduate either (1) at the time the student began such attendance, (2) at the time of entrance to the campus or (3) at the time of graduation, except that substitutions for discontinued courses may be authorized or required by the proper CSUN authorities. This applies only to graduation requirements and not to procedures or other regulations. Students changing their major or any minor field of study and students changing from undeclared or undecided majors to declared majors should be aware that they may be required to complete the major or minor requirements in effect at the time of change, at the discretion of the Departments or Programs. They will be allowed, however, to continue with previously established non-major requirements, such as the General Education requirements. Attendance is defined for purposes of this regulation as at least 1 semester or 2 quarters in each calendar year. Attendance will not be considered interrupted by absence, not to exceed 2 years, related to an approved educational leave or for attendance at any accredited institution of higher learning.

#### A-7. Student Responsibility for Catalog Information

The Catalog represents the intention of the University at the time of its publication to present certain academic Programs and requirements to its students. With the passing of time, modifications may be made—the addition of some offerings and the deletion of others—in which case some opportunities for students may be eliminated or other opportunities may be presented. The University reserves the right to make such additions, deletions and modifications as circumstances may dictate. Some sections of the current Catalog, such as Registration and Student Conduct Code, pertain to all students, irrespective of when they entered

the University. Some sections pertain only to certain categories of students, such as Credit/No Credit grading (for undergraduate rather than graduate students) and good standing (with different averages applying for undergraduate and graduate students). In cases of doubt, it is the student's responsibility to obtain clarification from the appropriate Department Chair or Dean as to whether or not a particular regulation or requirement applies.

#### A-8. Credit by Challenge Examination Taken at CSUN

Students may challenge courses by taking examinations developed at CSUN. Credit will be awarded to those who pass them successfully. Currently enrolled undergraduate students not on probation who are especially qualified through experience or private instruction may petition to earn credit by challenge examination in selected courses designated by each Department. A challenge examination provides for the awarding of academic credit through successful completion of an examination of a specific Catalog-listed course. Selected laboratory and activity courses in which student participation is an integral part of the learning experience will not be subject to challenge. Each Department will have the sole responsibility for designating which courses may be challenged by examination. Challenge examinations are given under the following guidelines:

1. A student may not petition for Challenge Examination in a course if he or she does not have the prerequisites.
2. A student may not petition for more than 1 course in 1 Department during a given semester.
3. An approval of an application for Challenge Examination will expire if the examination has not been completed by the end of the semester.
4. Students may attempt the Challenge Examination in a given course only once.
5. Approval for Challenge Examination will not be given for a course if the student has already received credit for a similar but more advanced course.
6. Challenge Examinations may not be used to meet any provisions of the Repeat Course Policy.
7. A student electing the Credit/No Credit grading option on enrollment for Challenge Examination will be assigned a Credit grade for work equivalent to A, A-, B+, B, B-, C+ or C grades; "No Credit" will be assigned for work equivalent to C-, D+, D, D- or F grades. CR/NC grades are not included in the calculation of the GPA.
8. The determination of eligibility for Challenge Examination rests ultimately with the Department involved, including exceptions to the guidelines.

Procedures: Before the registration period begins, a student wishing to challenge a course by examination should consult with the Chair of the Department offering the course. If the Chair approves the request, the student will be given a 5-digit Class Number and a permission number to enroll in the "Credit by Challenge Exam" course. The student can then register online for the Challenge Exam course during regular registration periods. All required tuition and other fees must be paid according to the Fee Payment Schedule on the University Cash Service website at [www-admn.csun.edu/ucs/](http://www-admn.csun.edu/ucs/).

#### A-9. Standardized Breaks in Classes

Continuous lecture classes that last 2 or more hours should incorporate a break at a predetermined time based on any number of criteria, such as content of the lecture, length of the class and physical demand placed upon support service personnel for deaf and disabled students. Laboratory classes or classes in which the student traditionally works independently may or may not require a break, depending on the judgment of the faculty. Depending on the uniqueness of each class and the demands placed upon students (and support personnel), professors determine scheduled breaks by utilizing their own solution or 1 of the following options:



1. Courses meeting 2 hours: 1 break of 10 minutes between the first and second hours.
2. Courses meeting 2 ½ hours: 1 break of 15 minutes during the middle of the class or 2 breaks of 10 minutes.
3. Courses meeting 3 hours: 1 break of 15 minutes during the middle of the class or 2 breaks of 10 minutes.
4. Courses in excess of 3 hours: 1 break of 10 minutes for each hour of class time or 15 minutes for each 1 ½ hour.

#### A-10. Full-Time Enrollment (Undergraduate and Graduate)

Full-time enrollment for undergraduate students is considered to be 15 units (12 units for financial aid and certain external legal requirements). Graduate students who need to be considered full-time must be enrolled in a minimum of 8 units. Students are responsible for ensuring that their own academic Programs are accurate. Students are urged to act immediately to correct any enrollment discrepancies. Any enrollment discrepancies should be brought in person to the Office of Admissions and Records for correction. Failure to correct an academic program discrepancy or to drop a class officially may result in a grade of WU (Withdrawal Unauthorized) in courses never attended.

#### A-11. Student Photo I.D. Card

All new CSUN students must purchase a Student Photo I.D. card. This card is required to obtain campus services from the library, the Student Services Center, the Student Health Center, the University Student Union and many other campus units. Moreover, it is required to vote in Associated Student elections, to obtain tickets from the Associated Student Ticket Office at reduced rates and to attend CSUN athletic events free of charge.

#### A-12. Registration Unit Limits (Academic Load Regulations)

The University may impose limits on the number of units for which a student can register during each registration period. To learn about these Academic Load Regulations, visit [www.csun.edu/anr/soc/academicpolicies.html](http://www.csun.edu/anr/soc/academicpolicies.html).

Students wishing to exceed the maximum unit load after the Registration-by-Appointment period must complete and file an Extra Unit Authorization form with Admissions and Records. There also are restrictions for students based on their academic status. Students on academic probation and undergraduates readmitted under Academic Performance Agreement are limited to 13 units.

#### A-13. Academic Internship Policy

Internships that allow students to earn academic credit must meet credit-hour and faculty-workload standards ([www.csun.edu/epc/documents/Course\\_Classification.pdf](http://www.csun.edu/epc/documents/Course_Classification.pdf)) related to required hours and additional pedagogical and risk-management standards required by the California State University system and CSUN. Each College is responsible for maintaining data that will assure compliance with current academic standards, risk-management and audit policies (<http://blogs.csun.edu/ugs/>).

##### I. Definitions

- A. For the purposes of this policy Academic Internship refers to undergraduate academic internships.
- B. Academic Internships are one category of classes in which experience is the predominant teaching-learning mode and includes applied and practical experiences that are linked to students' academic study and professional preparation. This faculty-approved and -facilitated experience will normally be in organizations other than the academic Departments offering the courses. These courses will include significant involvement of students and faculty in planning, processing and evaluating the learning resulting from these experiences. Normally, Academic Internship courses will be at the Upper Division-level.

- C. For the purpose of hours and unit requirement related to this policy, Academic Internships will not include supervised student teaching, required work in credential pathways, or clinical experiences (the specific nomenclature of that is determined by the accrediting or licensing agency which regulates the profession). Programs excluded through this provision must comply with credit-hour standards, risk-management and audit policy.

##### II. Course Elements

- A. Academic Internships will include the following elements:
  1. Identified relationship to the academic discipline(s) offering the course.
  2. Screening or selection procedures for students seeking to enroll in these courses, which will be designated as restricted.
  3. An orientation to experiential learning concepts.
  4. In addition to a syllabus, a written learning agreement or contract accepted by the student, faculty member and on-site supervisor describing the rules and regulations, activities, learning processes, and evaluation methods used in the course.
  5. At minimum, student performance will be evaluated by the instructor at the middle and end of the semester. Input from the on-site supervisor is advisable.
  6. Students will be required to evaluate the quality of the field experiences.
  7. Facilitation of student learning by the CSUN instructor during the on-going experience.
  8. Compliance with all risk-management requirements.

##### III. Credit and Grading

- A. Academic credit will be granted upon the faculty member's determination of student learning. This process for final determination of academic credit will be defined in the learning agreement and may include contributions by the student and on-site supervisor.
- B. Normally, students' performances in Academic Internships will be evaluated on a Credit/No Credit basis. For new courses, upon justification by the academic Department and approval by Educational Policies Committee (EPC), a different basis of grading may be added.
- C. Academic Internship credit will not be granted after the fact or for prior life experience.

##### IV. Internship Hours and Units (See I C for exemptions)

- A. A minimum of 12 hours of contact with CSUN faculty is required per course.
- B. 45 student hours per unit per semester is expected and may not be exceeded without approval of EPC.
- C. A maximum of 3 units of internship credit is normally permitted per semester.
- D. Normally, a student may count no more than 6 units of Academic Internship course credit toward an Undergraduate Major. However, upon justification by the Department, EPC may allow up to a total of 12 units. A student may count no more than 12 units of Academic Internship course credit toward a Baccalaureate Degree.

##### V. Course Designation

Departments may not offer Academic Internships under a 499 designation as Independent Study. Departments seeking new internship courses for the first time should use the 494 designation, if available.

##### VI. Non-Discrimination

The University and the participating organizations will adhere to all current CSUN and CSU system non-discrimination policies.

**B-1. Fees**

Tuition (formerly known as State University Fee) is charged to all students. The per unit non-resident fee is charged only to students who are not classified as legal residents of California. Fees are subject to change by the Trustees of the California State University without advance notice.

Tuition versus Fees: Tuition is not charged to legal residents of California. However, legal residents are subject to the fees as stated below. Non-resident tuition must be paid by all students classified as non-residents. Fees are subject to change by the Trustees of The California State University without advance notice.

**B-2. Schedule of Tuition Fees, 2012-2013**

The CSU system makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

The following reflects applicable System-Wide Fees and non-resident tuition for both semester and quarter campuses.

**All Students:** Application Fee (non-refundable), payable by check or money order at time application is made: \$55.

**2012-13 Tuition Fee**

All campuses, except California State University, Stanislaus:

| Units                                  | Per Semester | Per Quarter | Per Academic Year |
|--|--------------|-------------|-------------------|
| <b>Undergraduate</b>                   |              |             |                   |
| 6.1 or more                            | \$2,985      | \$1,990     | \$5,970           |
| 0 to 6.0                               | \$1,731      | \$1,154     | \$3,462           |
| <b>Credential Program Participants</b> |              |             |                   |
| 6.1 or more                            | \$ 3,465     | \$ 2,310    | \$ 6,930          |
| 0 to 6.0                               | \$ 2,010     | \$ 1,340    | \$ 4,020          |
| <b>Graduate</b>                        |              |             |                   |
| 6.1 or more                            | \$ 3,678     | \$ 2,452    | \$ 7,356          |
| 0.0 to 6.0                             | \$ 2,133     | \$ 1,422    | \$ 4,266          |

**2012-13 Academic Year Education Doctorate Tuition Fee\***

| Units               | Per Semester | Per Quarter | Per Academic Year |
|---------------------|--------------|-------------|-------------------|
| <b>All Students</b> | \$5,559      | \$3,706     | \$11,118          |

**Doctor of Physical Therapy Tuition Fee**

**All Students** \$8,074

**Doctor of Nursing Practice**

**All Students** \$7,170

*\*Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees (Summer Term fee rate is \$5,559 for Education Doctorate, \$8,074 for Doctor of Physical Therapy, \$7,170 for Doctor of Nursing Practice).*

**2012-13 Graduate Business Professional Fee**

|                 | Semester | Quarter |
|-----------------|----------|---------|
| Charge Per Unit | \$278    | \$185   |

The Graduate Business Professional Fee is paid on a per unit basis in addition to the Tuition Fees and Campus Fees for the following Graduate Business Programs:

Master of Business Administration (M.B.A.)

Master of Science (M.S.) Programs in Accountancy

Master of Science (M.S.) Programs in Business Administration

Master of Science (M.S.) Programs in Taxation

**Non-Resident Students (U.S. and Foreign) Non-Resident Tuition (in addition to other fees charged all students) for all campuses:**

|                 | Semester | Quarter |
|-----------------|----------|---------|
| Charge per unit | \$372    | \$248   |

The total Non-Resident Tuition Fees paid per term will be determined by the number of units taken.

Mandatory System-Wide Fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers). Students are charged Campus Fees in addition to System-Wide Fees. Information on Campus Fees can be found by contacting the individual campus(es).

**Credit Cards**

Please see UCS website at [www-admn.csun.edu/ucs/](http://www-admn.csun.edu/ucs/) under section "Student Financial Matters," then select "How To Pay Your Fees." Only debit cards, cash and checks are accepted at the counter.

Online credit card payments can be made using American Express, Discover, and MasterCard (Visa is not accepted). There is a 2.9% service fee charged to the card holder.

**Other Fees**

For all other fees, please visit the University Cash Services website at [www-admn.csun.edu/ucs/](http://www-admn.csun.edu/ucs/).

**B-3. Policy on Prosecution for Theft and Bad Checks**

It is the policy of CSUN to prosecute individuals for theft, such as shoplifting, and the issuance of worthless documents, such as bad checks, wherever occurring on campus. All persons committing such acts are subject to prosecution by civil authorities under the California Penal Code. In addition to the penalties possible under the Penal Code, a student may be disciplined under Section 41301 of Title V, California Code of Regulations, and may be expelled, suspended, placed on probation and/or have his/her records encumbered. University employees committing such acts also may be subject to disciplinary action under Section 89535 of the California Education Code.

Every act of theft or the issuance of a worthless document is a burden that falls on the whole community, if in no other way by imposing an expense to the general public. This burden is magnified in the educational community where every additional expense is a real sacrifice to those involved in education. Moreover, such actions are an antithesis to what is expected of a campus community. Since it would be less than realistic to assume that these acts would not occur on campus, it is necessary that the educational community adopt those practices that society has developed to protect itself.

CSUN will employ those measures available to it under California laws and University policies to prosecute for theft and the issuance of worthless documents. Such measures include the utilization of Section 1719 of the California Civil Code (AB 1226) that permits the recipient of a bad check to recover the amount owing upon such check plus 3 times its face value, up to a limit of \$500 in a court of competent jurisdiction. In addition, Title V, California Code of Regulations, includes Auxiliary Organizations as an integral part of the campus. To provide an overall shield against the previously described acts, compatible policies and procedures will be utilized by each Auxiliary Organization in cooperation with the University.

Policies and procedures developed in accord with this statement will be filed with and available for inspection in the Office of the Special Assistant to the President.

#### B-4. Refund of Tuition Fees Including Nonresident Tuition

Regulations governing the refund of Mandatory Fees, including Non-Resident Tuition, for students enrolling in the California State University system are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, Mandatory Fees are defined as those System-Wide Fees and Campus Fees that are required to be paid in order to enroll in state-supported academic Programs at CSU. 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 Non-Resident Tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available at [www.csun.edu/anr/soc/adsched.html](http://www.csun.edu/anr/soc/adsched.html).

For state-supported semesters, quarters and non-standard terms or courses of 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 Non-Resident Tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any Mandatory Fees or Non-Resident Tuition.

For state-supported semesters, quarters and non-standard terms or courses of less than 4 weeks, no refunds of Mandatory Fees and Non-Resident 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 also will receive a refund of Mandatory Fees, including Non-Resident Tuition, under the following circumstances:

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

Students who are not entitled to a refund as described above may petition the University for a refund demonstrating exceptional circumstances, and the Chief Financial Officer of the University or designee may authorize a refund if he or she determines that the Fees and Tuition were not earned by the University.

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

#### B-5. 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 and to use facilities for which a fee is authorized to be charged, or to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381).

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

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing Fees or another debt to the institution. The institu-

tion also may report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact Student Accounting at (818) 677-8000 option 2 or send email to [sfservices@csun.edu](mailto:sfservices@csun.edu). Student Accounting or another office on campus to which the Business Office may refer the person, will review all pertinent information provided by the person and available to the campus, and will advise the person of its conclusions.

#### B-6. Fee Waivers

The California Education Code includes provisions for the waiver of mandatory System-Wide Fees as follows:

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

**Section 68075 (a)** – An undergraduate student who is a member of the Armed Forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of Tuition and Fees.

**(b)** A student seeking a Graduate Degree who is a member of the Armed Forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, will be entitled to resident classification only for the purpose of determining the amount of Tuition and Fees for no more than 2 academic years, and will thereafter be subject to Article 5 (commencing with Section 68060).

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

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

Students who may qualify for these benefits should contact the Admissions/Registrar's Office or visit [www.csun.edu/anr/soc/moneymatters.html#waivers](http://www.csun.edu/anr/soc/moneymatters.html#waivers) for further information and/or an eligibility determination.

**Section 38130.5**—Qualifying non-resident students exempt from paying Non-Resident Tuition, such as nonresident students with: high school attendance in California for 3 or more years; graduation from a California high school or attainment of equivalent; registration as an entering student or current enrollment at an accredited institution of higher education in California not earlier than the Fall semester or quarter of the 2001-2002 academic year; or, in the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status or will file an application as soon as he or she is eligible to do so.

### **B-7. Procedure for the Establishment or Abolishment of a Student Body Fee**

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

The process to establish and adjust other campus-based Mandatory Fees requires consideration by the Campus Fee Advisory Committee and a student referendum. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the Fee Committee Review are advisory to the campus President. The President may adjust campus-based Mandatory Fees but must request the CSU Chancellor to establish a new Mandatory Fee. The President will provide to the Fee Advisory Committee a report of all campus-based Mandatory Fees. The campus will report annually to the Chancellor a complete inventory of all campus-based Mandatory Fees.

The Student Body Fee was established at CSUN by student referendum. For more information or questions, contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

## **Appendix C: Privacy and Student Information**

### **C-1. Privacy Rights of Students in Education Records**

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the University. The statute and regulations govern access to certain student records maintained by the University and the release of such records. The law provides that the University must give students access to most records directly related to the student, and also must provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The University 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 the Vice President for Student Affairs or at [www-admn.csun.edu/vp/policies/750\\_stu\\_affairs/650\\_30.pdf](http://www-admn.csun.edu/vp/policies/750_stu_affairs/650_30.pdf). Among the types of information included in the University statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the U.S. Department of Education. The U.S. 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 University is authorized under the Act to release "directory information" concerning students. At CSUN, "directory information" includes the student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in official University activities and sports, weight and height of athletic team members, degrees, honors and awards received and most recent educational institution attended. For student employees, directory information also will include the Department where employed and employee status (e.g., graduate assistant, instructional student assistant, teaching associate). The above-designated information is subject to release by the University at any time unless the University has received prior written objection from the student specifying what information the student requests not be released. Written objections should be sent to the Office of Admissions and Records.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the University's academic, administrative or service functions, and have reason for accessing student records associated with their University or other related academic responsibilities. Student records also may be disclosed to other persons or organizations under certain conditions (e.g., as part of accreditation or Program evaluation, in response to a court order or subpoena, in connection with financial aid or to other academic institutions to which the student is transferring).

### **C-2. Use of Social Security Number**

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

### **C-3. Career Placement**

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

## **Appendix D. Nondiscrimination Policy**

### **D-1. Nondiscrimination Policies**

CSUN is comprised of individuals from diverse backgrounds. The University takes pride in being a culturally pluralistic campus that promotes equal opportunity. It is essential that the entire University community recognize the need for an awareness of, sensitivity to and respect for the cultural heritage, gender and sexual orientation of others. Individual(s) or group(s) actions or activities that promote degrading or demeaning social stereotypes based on age, disability, ethnicity, gender, gender expression, gender identity, national origin, race, religion, sexual orientation or veteran status will not be tolerated. Students who behave abusively toward members of the University community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of discrimination, harassment or retaliation manifested by acts or threats of physical abuse, verbal abuse and/or hazing activities may be subject to suspension or expulsion from the University.

### **D-2. Title IX Notice of Non-Discrimination**

In accordance with Title IX of the Education Amendments of 1972, CSUN prohibits discrimination on the basis of sex in all academic and extracurricular programs and activities, including intercollegiate athletic activities. Title IX protects all people, regardless of gender or gender identity, from sexual harassment and violence (sexual assault, sexual battery, rape), which are forms of sex discrimination.

The University has designated the Director of the Office of Equity and Diversity as the Title IX Coordinator to oversee the implementation of Title IX, including the administrative responsibility of reviewing Title IX complaints. Inquiries concerning the application of Title IX to University-operated programs and activities should be referred to the Director of the Office of Equity and Diversity, located at University Hall, room 285, (818) 677-2077. For more information, visit the Office of Equity and Diversity website at [www-admn.csun.edu/eqtydiv/](http://www-admn.csun.edu/eqtydiv/).

## Appendix E. Student Conduct

### E-1. Student Conduct Code

#### (a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon the University, to be civil to one another and to others in the campus community and contribute positively to student and University life.

#### (b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are the grounds upon which student discipline is based:

- (1) Dishonesty, including:
  - (A) Cheating, plagiarism or other forms of academic dishonesty that are intended to gain unfair academic advantage.
  - (B) Furnishing false information to a University official, faculty member or campus office.
  - (C) Forgery, alteration or misuse of a University document, key or identification instrument.
  - (D) Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of or misuse of University property.
- (3) Willful, material and substantial disruption or obstruction of a University-related activity or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic on or leading to campus property or an off-campus University-related activity.
- (6) Disorderly, lewd, indecent or obscene behavior at a University related activity or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment or sexual misconduct.
- (8) Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury to any former, current or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm to any former, current or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school-sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
- (9) Use, possession, manufacture or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University-related activity.
- (11) Theft of property or services from the University community or misappropriation of University resources.
- (12) Unauthorized destruction or damage to University property or other property in the University community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University-related activity.
- (14) Unauthorized recording, dissemination or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources, including:
  - (A) Unauthorized entry into a file, for any purpose.
  - (B) Unauthorized transfer of a file.
  - (C) Use of another's identification or password.
  - (D) Use of computing facilities, campus network or other resources to interfere with the work of another member of the University community.
  - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
  - (F) Use of computing facilities and resources to interfere with normal University operations.
  - (G) Use of computing facilities and resources in violation of copyright laws.
  - (H) Violation of a campus computer-use policy.
- (16) Violation of any published University policy, rule, regulation or Presidential order.
- (17) Failure to comply with directions or interference with any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community or to property within the University community or poses a significant threat of disruption or interference with University operations.
- (19) Violation of the Student Conduct Procedures, including:
  - (A) Falsification, distortion or misrepresentation of information related to a student discipline matter.
  - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
  - (C) Initiation of a student discipline proceeding in bad faith.
  - (D) Attempting to discourage another from participating in the student discipline matter.
  - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
  - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
  - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting or assisting another to do any act that could subject him or her to discipline.

**(c) Procedures for Enforcing This Code**

The Chancellor will adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

**(d) Application of This Code**

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting Degrees and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

*Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030, 89030.1 and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code; and Section 245.6, Penal Code.*

**E-2. Academic Dishonesty**

The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic Program at a CUS campus is listed in Section 41301, Title V, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's Programs. Such dishonesty includes:

**Cheating**

Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Comments:

1. Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises, as well as the use before examinations of shared study aids, examination files and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, pagers, cell phones/cameras, PDAs, other electronic devices, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This includes but is not limited to the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit in more than 1 course without authorization.

**Fabrication**

Intentional falsification or invention of any information or citation in an academic exercise. Comments:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

**Facilitating Academic Dishonesty**

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Comments: For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

**Plagiarism**

Intentionally or knowingly representing the words, ideas or work of another as one's own in any academic exercise. Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, by appropriate indentation or by other means of identification and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the "MLA Style Sheet" or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research that is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Materials that contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from 1 source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

**E-3. Faculty Policy on Academic Dishonesty**

Evaluation of student performance is the exclusive province of the faculty. The faculty have the responsibility to make reasonable efforts to guarantee that work is done by the student who is to receive credit for its completion. More specifically, examinations should be appropriately proctored or monitored to prevent students from copying or exchanging information. Examinations and answers to examination questions should be secured in a way that students cannot have prior access to them. The authenticity of quotations and references should be reviewed to assure the faculty member that proper credit is given for ideas and information taken from other sources. Having carried out these responsibilities, if, in the faculty member's opinion, there is evidence of academic dishonesty on the part of a student, it is the faculty member's responsibility to take action against the student as described in the options below.

Even if a faculty member does not request disciplinary action against a student, he/she is encouraged to report acts of academic dishonesty to the Office of the Vice President for Student Affairs because a student may engage in such behavior in other classes, Departments or Colleges. If reports of alleged academic dishonesty do not reach 1 central office, repeated acts may go undetected and recidivism will be difficult or impossible to monitor. Communication with the Office of the Vice President for Student Affairs also may assist the faculty member in

determining which option or combination of options to exercise.

Depending upon the severity of the offense and the student's disciplinary history as it relates to acts of academic dishonesty, the faculty member may elect to exercise the following options:

1. Assign a lower or failing grade to an assignment, examination or the entire course. In cases in which the faculty member elects to exercise the grade-penalty option, the faculty member must inform the student in a timely manner that academic dishonesty was a factor in the evaluation. In cases where the sanction for an act of academic dishonesty has been the assignment of a grade penalty without a simultaneous request for formal disciplinary action and in which the student wishes to challenge the grade penalty assigned, the student may file an appeal with the Academic Grievance and Grade Appeals Board.
2. Request that the Office of the Vice President for Student Affairs notify the student that information related to the student's alleged act of academic dishonesty within that particular class has been forwarded to the Office of the Vice President for Student Affairs. Such notifications are in the form of an admonitory letter and serve to inform the student that the Office of the Vice President for Student Affairs is aware of the alleged incident and that formal disciplinary action will not be taken. The admonitory letter also apprises the student of the Student Conduct Code and of sanctions that would be levied for violations of that code, and affords the student an opportunity to meet with the Student Conduct Coordinator to discuss the matter. The admonitory letter will not be released for any purpose and will not become part of the student's permanent record.
3. Request disciplinary action against the student. Student discipline is exclusively the province of the Office of the Vice President for Student Affairs. In such cases, the faculty member, through the Department Chair and College Dean, should submit a formal written report of the incident to the Associate Vice President for Student Affairs and request formal disciplinary action. Associate Vice President for Student Affairs is empowered to investigate all instances of academic dishonesty. The cases are resolved either through an appropriate action accepted by the student or through a disciplinary hearing. The faculty member, Department Chair and College Dean will be notified of the final disposition of the case. In cases where the faculty member chooses both to impose a grade penalty and requests formal student disciplinary action against the student and the student wishes to challenge the grade penalty, the student may file an appeal with the Academic Grievance and Grade Appeals Board only after the student disciplinary case has been fully adjudicated by the Associate Vice President for Student Affairs.

*Note: The information in this section was adapted with permission from the University of Maryland [1980] and is also taken from the Academic Dishonesty Policy approved by the CSUN Faculty Senate, May 13, 1982.*

#### E-4. Penalties for Academic Dishonesty

Pursuant to CSU Executive Order 969, all actions taken by faculty based on student academic dishonesty, including the imposition of a grade penalty, must be reported to the Office of the Vice President for Student Affairs.

Disciplinary records of any action of academic dishonesty are retained in the Office of the Vice President for Student Affairs. These records may be available to prospective employers and other educational institutions, in accordance with federal and state regulations. In short, a student committing any act of academic dishonesty will run a serious risk of harming his or her future educational or employment opportunities.

Students wishing to report an act of academic dishonesty should call (818) 677-2391 and ask for the Associate Vice President for Student Affairs/Dean of Students, who will investigate such reports. Information may be provided anonymously. Disciplinary action, however, cannot be taken on the basis of anonymous reports alone.

#### E-5. Grade Correction Procedure

The University considers all grades reported at the end of each semester to be final. Students are responsible for reviewing their grades for accuracy before the end of the subsequent semester. Students who believe they have received a grade in error should promptly ask the instructor to verify and, if appropriate, correct the grade.

Grades received for the semester of graduation will be considered sealed 60 days after the official date of graduation. However, the deadline to request a grade correction is the end of the semester following that in which the grade was assigned. If the instructor is absent from campus during the subsequent semester, students should promptly consult with the Department Chair about the grade in question. If the Department Chair is unable to contact the instructor, he/she will notify the Associate Dean of the College in writing that an extension of the grade correction deadline, up to 1 year, has been granted.

#### E-6. Retention of Student Work Policy

A. Document Retention Time Frames: Faculty will retain the final examination and other materials, including materials in an electronic form, that contribute to the student's final grade and that are not returned to the student or otherwise not made available in class to the student, in accordance with the following time frames:

1. Spring semester: Materials from the Spring semester will be retained until the end of the first week of the following Spring semester.
2. Summer term: Materials from the Summer term will be retained until the end of the first week of the following Spring semester.
3. Fall semester: Materials from the Fall semester will be retained until the end of the first week of the following Fall semester.
4. Winter intersession: Materials from the Winter intersession will be retained until the end of the first week of the following Fall semester.

When a faculty member has received notice as to the filing of an academic grievance or grade appeal from the Office of the Vice President for Student Affairs, all related course materials, including materials in an electronic form, will be retained until the case is resolved.

B. Student's Responsibility: It is the student's responsibility to pick up from the faculty materials that have been made available to students in class.

C. Departing Faculty: Departments are encouraged to collect from departing faculty all materials as specified above, including materials in an electronic form that contribute to the student's final grade and retain such materials for a period consistent with the time frames provided above.



### E-7 Academic Grievances and Grade Appeals

The University provides procedures for the orderly processing of grievances by students against members of the faculty and for the appeal of assigned grades. Established by the Faculty Senate, these procedures are contained in the Academic Grievance and Grade Appeals Board Bylaws. The Board is empowered to act on grievances and appeals that are properly filed.

Academic grievances may be filed when a student feels aggrieved in (non-grade) matters concerning an academic decision, action or judgment by a faculty member. A grade appeal may be filed when a student believes a grade is based on error, violation of University rule or policy, refusal by the instructor to report a grade, discrimination or other improper conduct toward the student. Grade appeals based wholly or in part on a subjective or qualitative judgment of an instructor will not be considered by the Board.

Students should attempt to resolve matters informally with the faculty member prior to filing an academic grievance or grade appeal. Students also should seek the review of the appropriate Department Chair and College Dean or designee. If the matter cannot be resolved in this manner, the student may file a formal grievance or grade appeal. The grievance or appeal must be presented in writing before the end of the semester following the semester in which the matter occurred or the grade was assigned.

Information and forms for filing an academic grievance or grade appeal may be obtained online at [www.csun.edu/studentaffairs/forms](http://www.csun.edu/studentaffairs/forms) or by calling Office of the Vice President for Student Affairs at (818) 677-2391.

### E-8. University Policy on Alcohol and Illicit Drugs

The University policy regarding the possession, use and/or sale of alcoholic beverages or illicit drugs on campus is governed by state and municipal law and further governed by the Student Conduct Code, Title V, California Code of Regulations. Other University regulations are found in the campus policy on the use of alcohol and illicit drugs, which is available online at [www-admn.csun.edu/vp/policies/900\\_oversight/900-06-policy.pdf](http://www-admn.csun.edu/vp/policies/900_oversight/900-06-policy.pdf). The University expects that individuals and groups will conduct themselves and operate within the scope of these laws and University policies and regulations. Proven violations of these laws, policies, and regulations will lead to serious consequences and may include criminal prosecution and disciplinary action. For more information contact the Klotz Student Health Center at (818) 677-3685 or the Office of the Vice President for Student Affairs at (818) 677-2391.

### E-9. University Policy on Smoking

It is the policy of CSUN to promote a smoke-free environment for our employees, students and visitors, and to encourage non-smoking lifestyles. Smoking is prohibited in all University buildings and leased space (including space within buildings shared with others). This prohibition also will apply to any area enclosed by the perimeter (outermost) walls of the building, including restrooms, warehouse and storage space. Atriums, balconies, stairwells and other similar building features are to be considered "within a building."

- Smoking is prohibited in state/University-owned vehicles. This prohibition includes passenger vehicles and all other state-owned mobile equipment, including powered carts, light and heavy-duty trucks, cargo and passenger vans, buses, and any other mobile equipment with an enclosed or enclosable driver/passenger compartment.
- Smoking is prohibited within 25 feet of building entrances and exits, operable windows and ground-level air-intake structures.
- Smoking is prohibited within stadium seating areas, tennis courts and other recreational facilities.
- Smoking is prohibited in outdoor dining areas posted as Smoke-Free. These regulations are set forth in the University Policy on Smoking which can be found at [www-admn.csun.edu/vp/policies/125\\_admn\\_fin/350/350-50.pdf](http://www-admn.csun.edu/vp/policies/125_admn_fin/350/350-50.pdf).

### E-10. Violence in the Workplace

CSUN is committed to creating and maintaining a working and learning environment free from violence for its students and employees. Respect throughout the University for the dignity and rights of others is intrinsic to an environment free from violence.

The University has a zero-tolerance policy for violence against members of the University community. The University prohibits acts of unlawful violence or threats or unlawful violence. The University may seek injunctive relief in the event of violence or threats of violence against any individual in and on the University community or campus facility.

Existing California State University disciplinary, grievance or other complaint procedures, as appropriate, may serve as the mechanism for resolving acts of violence or threats of violence. Each allegation of an act of violence or a threat of violence will be taken seriously. Where there is reason to believe that University regulations prohibiting violence have been broken, the University may pursue disciplinary action. Such disciplinary action could include demotion, suspension or expulsion from the University for students.

## Appendix F Admission Procedures and Policies

### F-1. Importance of Filing Complete, Accurate and Authentic Application Documents

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

Requirements for admission to CSUN are in accordance with Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Complete information is available at [www.csumentor.edu/planning/](http://www.csumentor.edu/planning/).

### F-2. Undergraduate Application Procedures

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

Applying online via [www.csumentor.edu](http://www.csumentor.edu) is expected unless electronic submission is impossible. An acknowledgment will be sent when online applications have been submitted. Application in “hard copy” form may be obtained online via [www.csumentor.edu](http://www.csumentor.edu) as a portable data format (PDF). Application forms (in PDF) also may be downloaded from [www.calstate.edu/sas/publications](http://www.calstate.edu/sas/publications).

### F-3. 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 2 years of foreign language study. Consult with your school counselor or any CSU Campus Admission or Relations with Schools Office for more information.

### F-4. Subject Requirement Substitution for Students with Disabilities

Applicants with disabilities are strongly encouraged to complete college preparatory course requirements if at all possible. If an applicant 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 applicant’s academic advisor or guidance counselor in consultation with the Director of a CSU Students with Disabilities Services Program. Although the distribution may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held to 15 units of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For more information and substitution forms, call the Director of the Students with Disabilities Services Program at your nearest CSU campus.

### F-5. Other Undergraduate Applicants

Applicants not admissible under the established provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll at CSUN. Permission is granted only by special action.

### F-6. Graduate and Post-Baccalaureate Admission Requirements

All Graduate and Post-Baccalaureate applicants (e.g., Ed.D., joint Ph.D. applicants, Master’s Degree applicants, those seeking educational Credentials or Certificates, and where permitted, holders of Baccalaureate Degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the Graduate and Post-Baccalaureate admission materials at [www.csumentor.edu](http://www.csumentor.edu). Applicants seeking a second Bachelor’s Degree should submit the undergraduate application for admission unless specifically requested to do otherwise. Applicants who completed Undergraduate Degree requirements and graduated the preceding term are required to also complete and submit an application and submit the \$55 non-refundable application fee.

Since applicants for Post-Baccalaureate Programs may be limited to the choice of a single campus on each application, rerouting to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than 1 campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of [www.csumentor.edu](http://www.csumentor.edu) are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available online at [www.csumentor.edu](http://www.csumentor.edu).

### F-7. Admission to Graduate Study with CSUN Bachelor’s Degree

CSUN Bachelor’s Degree graduates who plan to continue enrollment at Northridge the semester following their graduation must submit the appropriate application forms to the Office of Admissions and Records during the final semester of their undergraduate work. Determination of eligibility to continue in graduate enrollment is made by the major Department and/or the Credentials Office in conjunction with the Office of Graduate Studies.

## F-8. Impacted Programs

The CSU system designates Programs as “impacted” when more applications from CSU regularly eligible students are received in the initial filing period (October and November for Fall terms, June for Winter terms, August for Spring terms, and February for Summer terms) than can be accommodated. Some Programs are “impacted” at every campus where they are offered; others are “impacted” only at some CSU campuses. Candidates for admission must meet supplementary admission criteria if applying to an “impacted” Program or campus.

CSU will announce during the Fall filing period those Programs that are “impacted.” Detailed information on campus and Programs that are “impacted” will be available at the following websites: [www.csu-mentor.edu](http://www.csu-mentor.edu), [www.calstate.edu/impactioninfo.shtml](http://www.calstate.edu/impactioninfo.shtml) and [www.calstate.edu/sas/impaction-campus-info.shtml](http://www.calstate.edu/sas/impaction-campus-info.shtml). Campuses will communicate supplementary admission criteria for all “impacted” Programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information also will be made available online at [www.calstate.edu](http://www.calstate.edu) and published at the CSU campus individual website. For CSUN criteria, see [www.csun.edu/anr/](http://www.csun.edu/anr/).

Applicants must file applications for admission to an “impacted” Program during the initial filing period. Applicants who wish to be considered in “impacted” Programs at more than 1 campus should file an application at each campus for which they seek admissions consideration.

### Supplementary Admission Criteria

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

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the *CSU Review* and are made available by the campuses to all applicants seeking admission to an “impacted” Program. Details regarding the supplemental admissions criteria also are provided at [www.calstate.edu/sas/impactioninfo.shtml](http://www.calstate.edu/sas/impactioninfo.shtml).

## F-9. Hardship Petitions

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

## F-10. Determination of Residence for Non-Resident Tuition Purposes

University requirements for establishing residency are independent from those of other types of residency, such as for tax purposes or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or non-resident of California, but rather to determine whether a student should pay University fees on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68090, 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).

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

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least 1 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 residency for tuition purposes. A minor normally derives residency from the parent(s) they reside with or most recently resided with.

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

Non-resident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial dependence on parents or others who do not meet University requirements for classification as residents for tuition purposes. Financial independence is required, along with physical presence and intent, to be eligible for reclassification.

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

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68084 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 3 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 CSUN nor CSU Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. They are:

**Quarter-Term Campuses**      **Semester-Term Campuses**

Fall quarter, Sept. 20      Fall semester, Sept. 20

Winter quarter, Jan. 5

Spring quarter, April 1      Spring semester, Jan. 25

Summer quarter, July 1      Summer term, June 1

CalStateTEACH operates on a trimester system.

**The residency determination dates for CalStateTEACH are as follows:**

Fall semester, Sept. 20

Spring semester, Jan. 5

Summer semester, June 1

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

**The California State University**

**Office of General Counsel**

**401 Golden Shore, 4th Floor**

**Long Beach, CA 90802-4210**

The Office of General Counsel can either decide the appeal or send the matter back to the University for further review. Students incorrectly classified as residents or incorrectly granted an exception from Non-Resident Tuition are subject to reclassification as non-residents and payment of Non-Resident Tuition in arrears. If incorrect classification results from false or concealed facts, the student also is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become non-residents or who no longer meet the criteria for an exception must immediately notify the Admissions Office. Changes may have been made in the rate of Non-Resident Tuition and in the statutes and regulations governing residency for tuition purposes in California between the time this information is published and the relevant residency determination date. Students are urged to review the statutes and regulations stated above.

## F-11. Average Support Cost Per Full-Time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2011-2012 budget amounts were \$2,141,273,000 from state General Fund (GF) appropriations (not including capital outlay funding) and minus \$38.5 million CalPERS retirement adjustment, \$1,530,946,000 from Tuition Fee revenue net of financial aid (foregone revenue), and \$340,440,000 from other Fee revenues, for a total of \$4,012,659,000. The number of 2011-2012 budgeted FTES is 331,716 resident and 13,572 non-resident students. The GF appropriation is applicable to resident students only whereas Fee revenues are collected from resident and non-resident students. FTES 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 2011-2012 average support cost per FTES based on GF appropriation and net Tuition Fee revenue only is \$10,889, and when including all sources as indicated below is \$11,875. Of this amount, the average net Tuition Fee revenue and other income per FTES is \$5,420, which includes all Fee revenue in the CSU Operating Fund (e.g., Tuition Fees, Application Fees and other Vampus Mandatory Fees).

**Average Cost**

2011-2012 Amount per FTES Percentage

|  |                 |          |      |
|--|-----------------|----------|------|
| Total Support Cost                     | \$4,012,659,000 | \$11,875 | 100% |
| • State Appropriation <sup>1</sup>     | \$2,141,273,000 | \$6,455  | 55%  |
| • Net Tuition Fee Revenue <sup>2</sup> | \$1,530,946,000 | \$4,434  | 37%  |
| • Other Fees Revenue <sup>2</sup>      | \$340,440,000   | \$986    | 8%   |

<sup>1</sup> Represents state GF appropriation in the Budget Act of 2011-2012; GF is divisible by resident students only (331,317FTES).

<sup>2</sup> Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of foregone revenue) submitted in campus 2011-2012 final budgets. Revenues are divisible by resident and nonresident students (345,288 FTES).

The average CSU 2011-2012 academic year, resident undergraduate student basic Tuition Fee and other Mandatory Fees required to apply to, enroll in or attend the University is \$6,519 (\$5,472 Tuition Fee plus \$1,047 average Campus Fees). However, the costs paid by individual students will vary depending on campus, program and whether a student is part-time, full-time, resident or non-resident.

| <b>Application Filing Periods</b><br>(Not all CSU campuses/Programs are open for admission to every term.) |                                    |                              |
|--|------------------------------------|------------------------------|
| <b>Terms in 2011-12</b>  | <b>Applications First Accepted</b> | <b>Initial Filing Period</b> |
| Summer semester or quarter 2011<br>(Some campuses do not admit students to Summer term)                    | Feb. 1, 2011                       | Feb. 1-28, 2011              |
| Fall semester or quarter 2011  | Oct. 1, 2010                       | Oct. 1-Nov. 30, 2010         |
| Winter quarter 2012  | June 1, 2011                       | June 1-30, 2011              |
| Spring semester or quarter 2012  | Aug. 1, 2011                       | Aug. 1-31, 2011              |

**Filing Period Duration**

Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information. Similar information is conveniently available at [www.csumentor.edu/filing\\_status](http://www.csumentor.edu/filing_status). For CSUN application filing periods, see [www.csun.edu/anr/AdmissionStatus.html](http://www.csun.edu/anr/AdmissionStatus.html).

**Application Acknowledgment**

On-time applicants may expect to receive an acknowledgment from the CSU campuses to which they have applied within 2 to 4 weeks of filing the application. The notice also may include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements and in the case of admission impaction, campus requirements for admission to an "impacted" Program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

## F-12. International (Foreign) Student Admission Requirements

### Undegraduate/Graduate

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

The CSU system uses separate requirements and application filing dates in the admission of “foreign students.” Verification of English proficiency (see the section on the English Language Requirement for undergraduate and graduate applicants), financial resources and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file for the first term (see the document submission deadlines published on the CSUN Office of International Admissions website at [www.csun.edu/anr/intl/apply/](http://www.csun.edu/anr/intl/apply/)), and, if not in English, must be accompanied by certified English translations.

**Application Forms and Deadlines:** The University has established deadlines to insure the timely processing of all application materials, receipt of academic records, test scores, financial affidavit and other documents so that there will be adequate time for the admitted applicant to make the necessary passport, visa and travel arrangements to reach the U.S. and the campus prior to the start of each semester.

Each applicant must have a declared educational objective (major) when the application is filed. The acceptability of any foreign work will be determined by the University. The U.S. Immigration Service requires F-1 and J-1 visa students to enroll full-time, defined as a minimum of 12 semester units for undergraduate students and 8 semester units for graduate students. International students must comply with all University and U.S. Immigration Service regulations.

### Academic Records, International Students

**Undergraduate Applicants:** Either official, original documents or certified photocopies of original documents of previous international school records are acceptable. Transfer students from U.S. institutions should request that official transcripts be mailed directly to the CSUN Office of International Admissions. Students with foreign academic work are required to submit official copies of academic records in their original language of issue, along with a certified English translation. Please do not fax academic records or translations.

Academic records should include all final and official:

- 1) Secondary school records;
- 2) Yearly records from each Post-Secondary college or university attended (if any), indicating the number of hours per semester or per year devoted to each course and the grades received; and
- 3) Official documents that confirm awarding of the Degree, Certificate or Diploma with the title and date. The Office of International Admissions will examine all records to determine if they are adequate and will inform applicants if additional records are required.

The evaluation of all documents is made in the Office of International Admissions to determine that applicants have had an education comparable to that required of California high school graduates or students transferring to the University from other institutions of higher education in the U.S.

**Graduate/Post-Baccalaureate Applicants:** Post-Baccalaureate or graduate applicants must furnish the same materials as those required of undergraduate applicants described above. Admission of foreign graduate students will involve consultation with the graduate advisor from the Department or College to which the student is applying for study. Scholastically eligible foreign graduate students may be admitted, dependent upon the preparation of the student as assessed by the Office of International Admissions and the graduate advisor of the appropriate College or Department. For further information, consult the Office of International Admissions, the website [www.csun.edu/anr/intl/](http://www.csun.edu/anr/intl/) and the “Graduate Programs” section of the Catalog.

**English Language Proficiency:** All undergraduate international applicants, regardless of citizenship, whose native language is not English and who have not attended schools at the secondary level or above for at least w years full-time where English is the principal language of instruction must present a score of 61 or above on the Internet-based Test of English as a Foreign Language (TOEFL). Applicants taking the computer-based Test of English as a Foreign Language must present a score of 173 or above. Some majors may require a higher score.

All graduate and Post-Baccalaureate international applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a Bachelor’s Degree from a Post-Secondary institution where English is the principal language of instruction must receive a minimum score of 79/80 on the Internet-based Test of English as a Foreign Language (TOEFL) or a score of 213 or above on the computer-based TOEFL. Some Departments or Programs require a higher score for admission.

Some CSU campuses also may use alternative methods of assessing English proficiency, including the Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS) and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests accepted and when to submit scores.

CSU minimum TOEFL standards are:

|               | <b>Internet</b> | <b>Paper</b> |
|---------------|-----------------|--------------|
| Undergraduate | 61              | 500          |
| Graduate      | 80              | 550          |

For alternative tests of English proficiency accepted by CSUN, see the International Admissions webpage “I Want to Apply” at [www.csun.edu/anr/intl/apply/](http://www.csun.edu/anr/intl/apply/).

**Finances, International Students:** CSUN has no financial aid for international students. For this reason, foreign students must detail precisely how they intend to finance their studies. If an applicant expects to receive financial support from his/her government or other sponsoring agencies, he/she is required to fully document these facts by completing the Financial Statement and Affidavit available online at [www.csun.edu/anr/forms/affidavit.pdf](http://www.csun.edu/anr/forms/affidavit.pdf).

Part-time employment opportunities, although not plentiful, are available on campus. International visa students may receive on-campus work clearance in the Office of International and Exchange Student Center at the start of their first semester of study. U.S. Citizenship and Immigration Services regulations prohibit off-campus employment of international students in the U.S. without prior permission.

### F-13. 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 system may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

Information concerning the regulation these requirements are available from:

**International and Exchange Student Center**  
**University Student Union, Building C**  
**18111 Nordhoff St.**  
**Northridge, CA 91351**  
**(818) 677-3053**

### F-14. Appeal of Admission Decision

Section 89030.7 of the California Education Code requires the CSU system to establish specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing decisions to deny an applicant admission to the University. Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of 1 appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted and must be published on the campus website. For the CSUN admissions appeals process, see [www.csun.edu/anr/appeals.html](http://www.csun.edu/anr/appeals.html).

### F-15. Reservation

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

### F-16. Systemwide Placement Test Requirements: ELM and EPT

The CSU system requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate Programs and activities prior to and/or during the first term of their enrollment. Students will be placed in appropriate courses by their academic advisor in either English and/or mathematics and must complete all course work in their first year of enrollment. Failure to complete this course work by the end of the first year may result in denial of enrollment for future terms. Students are to register for the EPT and/or ELM on the ETS website at [www.ets.org/csu](http://www.ets.org/csu). For more information about the tests, test dates and online registration, contact the CSUN Testing Center, Bayramian Hall, room 190, (818) 677-2369, [www.csun.edu/testing/placement/](http://www.csun.edu/testing/placement/).

An ELM score of 32 or below will require students to take 2 developmental mathematics courses at CSUN. A score of 34 or above but below 50 will require students to take 1 developmental mathematics course at CSUN.

An EPT score of 141 or below will require students to enroll in Stretch Composition 113A and 113B and corresponding mandatory Supplemental Instruction (SI) labs.

### F-17. Upper-Division Writing Proficiency Exam (UDWPE)

All students must demonstrate competency in writing skills as a requirement for graduation. Information on how to meet this requirement may be obtained at [www.csun.edu/udwpe](http://www.csun.edu/udwpe) and [www.csun.edu/testing/upper/](http://www.csun.edu/testing/upper/).

At CSUN, all students who have met the Lower Division writing requirements, completed 56 units or more, and intend to graduate with a Baccalaureate or Master's Degree are required to pass an essay examination as a demonstration of their proficiency in writing.

Undergraduate students are required to take the UDWPE no later than the semester in which they complete 75 units. Transfer students entering the University who will have completed 75 units by the end of their first semester must attempt the examination during their first semester at CSUN. Students who have not taken the UDWPE by the completion of 75 units will have a registration hold placed on their subsequent registration.

See [www.csun.edu/testing/upper](http://www.csun.edu/testing/upper) for test dates, test fee and registration information. The website also describes the type of payment accepted, identification requirements, other regulations that must be followed for the exam, essay scoring and how to obtain your scores. All registrations, including accommodation requests, must be submitted prior to reaching exam capacity. Scores are available through the student's myNorthridge Portal approximately 4 to 6 weeks after test administration.

### F-18. Mathematics Placement Test (MPT)

The Mathematics Placement Test (MPT) is a CSUN Department exam used to determine eligibility for enrollment in MATH 102, 103, 104, 105, 150A and 255A. The MPT must be taken within 2 semesters preceding enrollment in the courses. It can be taken only once in a 4-week period. The MPT does not replace the ELM requirement, but is used in addition to the ELM to determine eligibility for enrollment.

The test consists of 2 parts: Part I and Part II. MPT Part I is 75 minutes long and consists of 45 multiple-choice questions on intermediate algebra. The MPT Part II is 75 minutes long and consists of 40 multiple-choice questions based on trigonometry and advanced topics from intermediate algebra.

Students must register online for the Mathematics Placement Test at least 1 week prior to the test date. Space is limited. Registration will close when capacity has been met. See [www.csun.edu/testing/deptexams/mpt.htm](http://www.csun.edu/testing/deptexams/mpt.htm) for test dates, test fee and registration information. The website also describes the type of payment accepted, identification required, other regulations that must be followed for the test, the qualifying scores required for specific CSUN Math classes and how to obtain your scores.

Students are advised to visit the Mathematics Diagnostic Placement Testing website (<http://mdtp.ucsd.edu/OnLineTests.shtml>) and take the free online sample tests to help prepare for the CSUN MPT. The MR test is similar to the MPT Part I, and the CR test is similar to the MPT Part II.

### F-19. Chemistry Placement Test (CPT)

The Chemistry Placement Test (CPT) is a CSUN Department exam used to determine eligibility for enrollment in CHEM 101. Students planning to enroll in CHEM 101 must satisfy 1 of the following requirements prior to registration:

- Satisfactory score of 40 or higher on the CSUN CPT;
- Score of 3, 4, or 5 on the College Board Advanced Placement Test in Chemistry;
- Score of 50 or higher on the General Chemistry Exam of the College Level Examination Program (CLEP); or
- Grade of “C” or higher (“C-” is unacceptable) in CHEM 100\* taken at CSUN.

*\*Successful completion of the ELM requirement is a prerequisite for enrollment in CHEM 100.*

The CPT is a 55-minute, 3-part test. PART I (20 points) covers elementary algebra, including exponential notation. PART II (20 points) deals with general chemical knowledge. PART III (20 points) deals with specific chemical knowledge. The CPT can be taken only once in a 4-week period. Students who earn a CPT score below 40 should not retake the test, but instead enroll in CHEM 100 to prepare for CHEM 101 the following semester.

Students must register online for the CPT at least 1 week prior to the test date. Space is limited. Registration will close when capacity has been met. See [www.csun.edu/testing/deptexams/cpt.htm](http://www.csun.edu/testing/deptexams/cpt.htm) for test dates, test fee and registration information. The website also describes the type of payment accepted, identification requirements, other regulations that must be followed for the test and how to obtain your scores.

### F-20. Health Screening (CSU Immunization Requirements)

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

**Measles and Rubella:** All new and readmitted students born after Jan. 1, 1957, must provide proof of full immunization against measles and rubella prior to enrollment.

**Hepatitis B:** All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of 3 timed doses of vaccine over a minimum period of 4 to 6 months. If you need further details or have special circumstances, consult the Student Health Center.

**Meningococcal Disease Information:** Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease, and indicating whether or not the student has chosen to receive the vaccination.

The above are not admission requirements, but are required of students as conditions of enrollment at any CSU campus.

### F-21. Degree Progress Report (DPR)

The Office of Admissions and Records evaluates previous college work in relation to Degree requirements at CSUN. Entering transfer students who have submitted all final official transcripts and test scores have access to a Degree Progress Report (DPR). The DPR indicates how incoming transferable course work completes the Baccalaureate Degree requirements at the University. The DPR Report will convert quarter units of credit transferred to the University to semester units by multiplying quarter-unit totals by two-thirds.

The DPR also displays remaining requirements needed for completion of the Degree based on the student's major at entrance. During their studies at the University, students can track their progress toward graduation by logging into the myNorthridge Portal to view and/or print their DPR at any time. Students should consult an advisor in their major Department who will assist them in the selection of courses. Students who have yet to declare a major should seek advisement in the Advising Resource Center/EOP.

### F-22. Credit for Work Taken at Community Colleges

Credit earned in accredited community colleges will be evaluated by the Office of Admissions and Records in accordance with the following provisions:

1. Community college credit is allowed up to a maximum of 70 semester units. Credits and grades earned after the student has the maximum allowable may only satisfy subject and GPA requirements but cannot apply toward the total units required for graduation from the University.
2. No Upper Division credit may be earned for community college work.
3. No credit may be allowed for professional courses in education taken in a community college, other than an introduction to education course. The University publishes a series of articulation agreements with local California community colleges outlining how course work at the community college applies to CSUN requirements, both in the major and in General Education. These are available online at the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website at [www.assist.org](http://www.assist.org). ASSIST is the official repository of articulation for California's public colleges and universities.

Students who transfer to CSUN from a California community college may have up to 39 semester units of their General Education Program certified. Such certification will be recognized within the limits published by the CSU Chancellor. General Education certified students need to complete General Education residence and Upper Division General Education requirements (see Undergraduate Programs, General Education).

Transfer students from California community colleges are urged to consult their community college counselors for assistance in determining the extent to which they meet that college's General Education certification program and should send a final transcript to CSUN showing Certification. That certification will then be reflected on the Degree Progress Report.

### F-23. Credit/No Credit Work

A maximum of 18 semester units with restrictions may be applied toward the Bachelor's Degree for CSUN "Credit/No Credit" graded courses. If 18 or more semester "Credit/No Credit" graded units are accepted in transfer from other institutions, no additional "Credit/No Credit" graded CSUN courses may be used to satisfy Degree requirements.

### F-24 CSU English Equivalency Examination

The English Equivalency Examination is an examination offered by the CSU system. It is administered each Spring on various campuses to prospective freshmen. Students who pass both the objective and essay portions of the examination are exempted from the English Placement Test (EPT) and granted 6 semester units of University credit equivalent to English 155 and 255. Some students do not receive unit credit for the English Equivalency Examination, but score well enough to be exempted from the English Placement Test.

### F-25. Restrictions on Exam Credit

No credit for any of the foregoing examinations will be awarded to a student who has: 1) taken the examination previously within the past term; 2) earned equivalent credit through regular course work, credit by another examination or other instructional processes, such as correspondence; and/or 3) earned credit previously at a level more advanced than that represented by the examination in question.

Credit will not be awarded for examinations that overlap other examinations or college-level courses. Where partial overlap exists, the amount of examination credit will be reduced accordingly.

The total amount of credit earned on the basis of externally developed tests that may be applied to a Baccalaureate Degree cannot exceed 30 semester units, exclusive of credit for Advanced Placement Examinations. In no case will credit so awarded count toward residence credit.

### F-26. Other Credit

Credit for Extension and Correspondence Courses:

The maximum amount of credit through correspondence courses and/or extension courses allowed toward the Bachelor's Degree is 24 units. The maximum allowed toward the Master's Degree is 9 units. Extension course credit does not apply toward the residence requirement at CSUN. Extension courses numbered 800 do not carry any credit toward CSUN graduation or Credential requirements.

Extension courses from other accredited educational institutions must have been acceptable for credit at the parent institution for the Baccalaureate Degree. The nature of the credit for the Degree at CSUN will be determined by the appropriate academic Departments.

Credit for Prior Learning: Credit for Prior Experiential Learning is recognized on an individual course -quivalency basis at CSUN and appropriate credit is provided through the Departmentally administered Credit by Challenge Examination policies and procedures. (Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU system.)

Non-Collegiate Sponsored Courses of Instruction: CSUN grants Undergraduate Degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the Baccalaureate Degree 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 Military Service: CSUN grants elective undergraduate credit to veterans who have completed basic training in the U.S. Armed Forces. A maximum of 24 extension course units may be allowed for Baccalaureate-level course credit certified by the Defense Activities in Nontraditional Education Support (DANTES). Courses taken in service schools may be given credit on the basis of an evaluation that determines they are of university-level and recommended for credit by the Center for Adult Learning and Educational Credentials of the American Council on Education. Records verifying such experience must be filed with the Office of Admissions and Records.

### F-27. Availability of Institutional and Financial Assistance Information

Colleges and universities are required to provide current and prospective students with various disclosures and notifications concerning specific campus policies and programs. CSUN maintains a University Disclosures website at [www.csun.edu/anr/disclosures](http://www.csun.edu/anr/disclosures) through which students and the general public can easily access this important information. Paper copies are available upon request.

The following information concerning student financial assistance may be obtained from the Financial Aid and Scholarship Department online at [www.csun.edu/financialaid/](http://www.csun.edu/financialaid/) or by calling (818) 677-4085:

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

Information concerning the cost of attending CSUN is available from the Financial Aid and Scholarship Department website at [www.csun.edu/financialaid/basics/cost.php](http://www.csun.edu/financialaid/basics/cost.php) or by calling (818) 677-4085, and includes tuition and other fees; the estimated costs of books and supplies; estimates of typical student room, board and transportation costs; and, if requested, additional costs for specific Programs. Information concerning the refund policies of CSUN for the return of unearned Tuition and Fees or other refundable portions of institutional charges is available from University Cash Services at <http://www-admn.csun.edu/ucs> or by calling (818) 677-3000, Option 3.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the Financial Aid Office at [www.csun.edu/financialaid/basics/affects\\_withdrawal.php](http://www.csun.edu/financialaid/basics/affects_withdrawal.php) or phone (818) 677-4085.

Information regarding special facilities and services available to students with disabilities may be obtained from Disability Resources and Education Services, Bayramian Hall (BH), room 110, (818) 677-2684, [www.csun.edu/dres/](http://www.csun.edu/dres/).

Criminal actions and other emergencies occurring on campus should be reported immediately to the Department of Police Services by calling (818) 677-2111, dialing 911 from campus phones, using "blue light" emergency telephones or yellow TTY enabled emergency call boxes, in person at the University Police Department located at the corner of Darby Avenue and Prairie Street or by contacting a Police



Officer on patrol. A confidential “We Tip” line also is available at (818) 677-TIPS (8477). Additionally, for certain crimes, you may file a police report online 24 hours a day, 7 days a week. More information about filing a report online can be found at [www-admn.csun.edu/police/onlinereport/start-report.html](http://www-admn.csun.edu/police/onlinereport/start-report.html)

Information concerning the CSUN Annual Security and Fire Safety Report (Clery Act) may be obtained from the Department of Police Services, (818) 677-3224. This report contains statistics for the previous 3 years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by CSUN; and on public property within or immediately adjacent to and accessible from the campus. This report is available to the CSUN community both online at [www-admn.csun.edu/police/clery-report.pdf](http://www-admn.csun.edu/police/clery-report.pdf) and in person. If you would like to receive a hard copy of the report, stop by the Department of Police Services at the corner of Darby Avenue and Prairie Street, or you can request that a copy be mailed to you by calling the Records Unit at (818) 677-5343 or sending email to [erika.plummer@csun.edu](mailto:erika.plummer@csun.edu).

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from Klotz Student Health Center, (818) 677-3685, [www.csun.edu/~shcenter/education/drugs.htm](http://www.csun.edu/~shcenter/education/drugs.htm). Information regarding student retention and graduation rates at CSUN and, if available, the number and percentage of students completing the Program in which the student is enrolled or has expressed interest may be obtained from the Office of Institutional Research, (818) 677-3277, [www.collegeportraits.org/CA/CSUN/](http://www.collegeportraits.org/CA/CSUN/).

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSUN dedicates to its men’s and women’s teams may be obtained from Office of Intercollegiate Athletics, (818) 677-3208, [www.gomatadors.com/landing/](http://www.gomatadors.com/landing/).

Information concerning Teacher Preparation Programs at CSUN may be obtained from the Michael D. Eisner College of Education, (818) 677-2594, [www.csun.edu/education/](http://www.csun.edu/education/).

Information concerning grievance procedures for students who feel aggrieved in their relationships with the University; its policies, practices and procedures; or its faculty and staff may be obtained from the Office of the Vice President for Student Affairs, (818) 677-2391, [www.csun.edu/studentaffairs/students/appeals.htm](http://www.csun.edu/studentaffairs/students/appeals.htm).

The federal Military Selective Service Act (the “Act”) requires most males residing in the United States to present themselves for registration with the Selective Service System within 30 days of their 18<sup>th</sup> birthday. Most males between the ages of 18 and 25 must be registered. Males born after Dec. 31, 1959, may be required to submit a statement of compliance with the Act and regulations 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 also are ineligible to receive any need-based student grants funded by the state or a public Post-Secondary 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 also can request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at [www.sss.gov](http://www.sss.gov).

## Appendix G. University Regulations

### G-1. Appeal of Undergraduate University Regulations

Undergraduate students seeking to appeal regulations other than course requirements in their Major or Minor should obtain the DPR Review Request form online at the CSUN Admissions and Records website or from the Office of Admissions and Records, and return the completed form to Admissions and Records for review and consideration by appropriate campus officials. Seniors who have applied for graduation and are requesting substitution or waiver of requirements in their Major or Minor should discuss the possible substitution or waiver with their Department Chair. The Department Chair will send the form to the student’s graduation evaluator in Admissions and Records. Many regulations are not subject to appeal or amendment because of provisions of Title V of the California Code of Regulations. Examples of regulations that are not subject to modification by the University include limitations on extension and community college credit and the “C” GPA required for graduation.

### G-2. Changes in Rules and Policies

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

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

### G-3. Catalog Production

The University Catalog is prepared by the Office of Undergraduate Studies. It is available at the University Library for reference and at [www.csun.edu/catalog](http://www.csun.edu/catalog) for downloading.

|                     |  |
|---------------------|--|
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Additional photographs appear courtesy of The College of Arts, Media and Communication, the Office of Marketing and Communications and the Center for Visual Communication (VISCOM).

## Appendix H. Other Policies

### H-1. Second Bachelor's Degree Requirements

A Post-Baccalaureate student who holds a recognized Bachelor's Degree from an accredited institution may pursue a Program leading to a second Bachelor's Degree in approved majors. The major may not be the same as the previously awarded Degree. All students are urged to consult with a Department advisor to determine whether a second Bachelor's Degree or a Graduate Program best meets their needs. For second Bachelor's Degree admission requirements, see [www.csun.edu/anr](http://www.csun.edu/anr), locate "I Want to Apply" and select "Second B.A. or B.S. Students."

#### CSUN Graduates:

Students seeking a second Bachelor's Degree from CSUN, after having received a Baccalaureate Degree from the University, must:

1. Complete a minimum of 24 Upper Division units in residence at CSUN since completion of the most recent Degree, of which at least 12 Upper Division units in residence must be in the major. Completion of the major may require more than 12 units;
2. Complete the Upper Division writing proficiency requirement. *Note: Second Bachelor's students in the Nursing Major do not need to complete the Upper Division writing proficiency requirement;*
3. Complete all units required in the major. Graduate-level courses (600-level) may not be applied toward second Bachelor's Degree requirements, nor can course work taken to meet the second Bachelor's Degree apply toward a Master's Degree;
4. Maintain a minimum GPA of 2.0 in the major and 2.0 in all units attempted at CSUN since the awarding of the last Degree; and
5. File an undergraduate application for graduation and diploma.

#### Transfer Graduates:

Students seeking a second Bachelor's Degree from CSUN, after having received a Baccalaureate degree from another accredited institution, must:

1. Complete at least 30 units in residence at CSUN since completion of the first Bachelor's Degree, including 24 Upper Division units in residence and at least 12 Upper Division units in residence in the major. Completion of the major may require more than 12 units;
2. Complete the Upper Division writing proficiency requirement. *Note: Second Bachelor's students in the Nursing Major do not need to complete the Upper Division Writing Proficiency requirement;*
3. Complete all units required in the major. Graduate-level courses (600-level) may not be applied toward second Bachelor's Degree requirements, nor can course work taken to meet the second Bachelor's Degree apply toward a Master's Degree;
4. Maintain a minimum GPA of 2.0 in the major and 2.0 in all units attempted at CSUN since the awarding of the last Degree; and
5. File an undergraduate application for graduation and diploma.

### H-2. Applying for Your Second Bachelor's Degree

Your application for the Bachelor's Degree and diploma initiates the graduation process, participation in commencement, and receipt of your diploma.

#### Follow these steps:

1. Print and complete the Application for Bachelor's Degree and Diploma form located at [www.csun.edu/anr/forms/applba.pdf](http://www.csun.edu/anr/forms/applba.pdf).
2. Schedule an appointment with a major advisor. Bring your Application for Bachelor's Degree and Diploma to your advising session to discuss the major curriculum, major Catalog year and your anticipated graduation date (3 official graduation dates: Fall, Spring or Summer). If you plan to graduate with a minor, include the additional minor and the Catalog year on the application. Secure the advisor's signatures for the major and/or minor on the application.
3. Submit your completed Application for Bachelor's Degree and Diploma, a Department evaluation from the major and/or minor Department and the appropriate fee to the Office Admissions and Records at the Student Services Center in Bayramian Hall.

Deadline dates for filing Application for Bachelor's Degree and Diploma forms are published each semester on the Graduation Services website at [www.csun.edu/anr/grad](http://www.csun.edu/anr/grad). If you apply after the published deadline, there will be a late fee of an additional \$10. Paying the late fee does not guarantee you will receive your graduation evaluation prior to your last semester.

*Note: Applying after the filing period deadline may delay receipt of your graduation evaluation and your graduating senior status priority registration appointment time. Commencement participation could be affected.*

### H-3. Second Bachelor's Honors at Graduation

To receive Honors at graduation, a second Bachelor's student must:

1. Complete a minimum of 45 units of work in letter-graded courses at CSUN;
2. Earn a GPA of 3.50 or above in all work taken at CSUN; and
3. Earn the following GPA in all undergraduate and Post-Baccalaureate courses, including transfer work.

Summa Cum Laude            GPA of 3.90 or above

Magna Cum Laude        GPA of 3.75 to 3.89

Cum Laude                GPA of 3.50 to 3.74

For questions about Honors at Graduation, visit the Office of Admissions and Records-Undergraduate Degree Services in Bayramian Hall (BH), room 150, or call (818) 677-3781.

**H-4. International Baccalaureate (IB)**

International Baccalaureate (IB) courses designated as Honors Courses on the UC/CSU “A-G” college preparatory subjects list are awarded extra grade points for computation of the high school GPA. To be awarded advanced standing credit for successful performance, the IB test must be higher level (HL) and have a score of 4 or higher. IB tests with standard level (SL) or any other designator are not acceptable as college-level. Transcripts, certificates or diplomas with IB test results should be sent to Admissions and Records.

**H-5. International Baccalaureate (IB) Exam Credit**

| <b>IB Exam</b>                           | <b>Score</b> | <b>Semester Units Allowed</b> | <b>CSUN Course Equivalent</b>     | <b>General Education Plan R Application</b>               |
|--|--------------|-------------------------------|-----------------------------------|---|
| Art/Design HL                            | 4,5          | 6 units                       | No equivalency                    | 6 units GE Arts and Humanities                            |
| Biology HL                               | 4,5          | 6 units                       | No equivalency                    | 6 units GE Natural Science with Lab                       |
| Business and Management HL               | 4,5          | 6 units                       | No equivalency                    | Elective (No GE placement)                                |
| Chemistry HL                             | 4,5          | 6 units                       | No equivalency                    | 6 units GE Natural Science with Lab                       |
| Economic HL                              | 4,5          | 6 units                       | ECON 160 and 161                  | 6 GE Social Science                                       |
| English A1 HL                            | 4,5          | 6 units                       | and 255 3 units GE Basic Subjects | Written Comp/<br>3 units GE Arts and Humanities           |
| English A2 HL                            | 4,5          | 6 units                       | No equivalency                    | 6 units GE Basic Subjects Written Composition             |
| Geography HL                             | 4,5          | 6 units                       | No Equivalency                    | 6 units GE Social Science                                 |
| Language A1 HL<br>(any Foreign Language) | 4,5          | 6 units                       | No equivalency                    | 6 units GE Comparative Cultural Studies                   |
| Language A2 HL<br>(any Foreign Language) | 4,5          | 6 units                       | No equivalency                    | 6 units GE Comparative Cultural Studies                   |
| Film HL                                  | 4,5          | 6 units                       | No equivalency                    | 6 units GE Arts and Humanities                            |
| Language B HL<br>(any Foreign Language)  | 4,5          | 6 units                       | No equivalency                    | 6 units GE Comparative Cultural Studies                   |
| History Americas HL                      | 4,5          | 6 units                       | No equivalency                    | 6 units GE Social Science or U.S. History                 |
| History Asia/OCE HL                      | 4,5          | 6 units                       | No equivalency                    | 6 units GE Social Science or Comparative Cultural Studies |
| History of Europe HL                     | 4,5          | 6 units                       | No equivalency                    | 6 units GE Social Science or Comparative Cultural Studies |
| Mathematics HL                           | 4,5          | 6 units                       | No equivalency                    | 6 units GE Basic Skills Mathematics                       |
| Music HL                                 | 4,5          | 6 units                       | No equivalency                    | 6 units GE Arts and Humanities                            |
| Philosophy HL                            | 4,5          | 6 units                       | PHIL 150                          | 6 units GE Arts and Humanities                            |
| Physics HL                               | 4,5          | 6 units                       | No equivalency                    | 6 units GE Natural Science                                |
| Psychology HL                            | 4,5          | 6 units                       | No equivalency                    | 6 units GE Social Science                                 |
| Sociology HL                             | 4,5          | 6 units                       | No equivalency                    | 6 units GE Social Science                                 |
| Theatre HL                               | 4,5          | 6 units                       | No equivalency                    | 6 units GE Arts and Humanities                            |
| Visual Arts HL                           | 4,5          | 6 units                       | No equivalency                    | 6 units GE Arts and Humanities                            |

Additional courses at appropriate level and score may be accepted upon review. Contact the Office of International Admissions and Evaluations for more information at (818) 677-3760.

### H-5. Academic Renewal

The Trustees of The California State University system have established a program of Academic Renewal whereby students who are having difficulty meeting graduation requirements due to a GPA deficiency may petition to have up to 2 semesters or 3 quarters of previous college work discounted from all considerations associated with meeting requirements for the Baccalaureate Degree. Academic Renewal is intended only to facilitate graduation from CSUN and is not applicable for individuals who already possess a Baccalaureate Degree or who meet graduation requirements without the approval of a petition for Academic Renewal. Conditions: In order to qualify for Academic Renewal all of the following conditions established by the Trustees must be met:

1. Students must present evidence in the petition that the course work to be disregarded was standard and not representative of their present scholastic ability and level of performance due to extenuating circumstances.
2. Students must present evidence that if the petition is denied it would be necessary for them to enroll in additional course work involving 1 or more additional terms in order to qualify for graduation. Students should include the specific course work or requirements involved. Normally, students should have completed 90 units prior to filing the petition.
3. 5 years must have elapsed since the term or terms to be disregarded were completed. Terms taken at any institution may be disregarded.
4. Since completion of the term(s) to be disregarded, students must have completed coursework at CSUN with at least one of the following:
  - a. 15 semester units with at least a 3.0 GPA;
  - b. 30 semester units with at least a 2.5 GPA; or
  - c. 45 semester units with at least a 2.0 GPA.

If and when the petition is granted, the student's permanent academic record will be annotated so that it is readily evident to all users of the record that no work taken during the disregarded term(s), even if satisfactory, will apply toward Baccalaureate graduation requirements. However, all work will remain legible on the record to insure a true and complete academic history.

A final decision on the petition will be made by the Academic Renewal Review Committee. The Committee will review petitions only if all of the basic requirements (indicated above) have been met. Normally, students will be notified of the decision within 60 days after the completed petition is submitted.

Petition Procedures: Students must take the following steps to petition for Academic Renewal:

1. Obtain Departmental approval on the Application for Graduation and Diploma available at the Bayramian Hall Student Services Center or online at [www.csun.edu/anr/forms](http://www.csun.edu/anr/forms) for a precise evaluation of graduation requirements;
2. Obtain an Undergraduate Petition form, available at the Bayramian Hall Student Services Center or online at [www.csun.edu/anr/forms](http://www.csun.edu/anr/forms); and
3. Complete the petition, indicating the specific terms that are requested to be discounted. In the "reason" section of the petition students must write a specific statement concerning each of the 4 conditions listed above.

### H-6. Student Outcomes Assessment Policy

Students may be included in outcomes assessment projects. Among the types of assessment methods that might be used are portfolios, capstone seminars, certification examinations, senior papers, juried performances, productions, recitals and art shows, research projects or supervised field experiences. Departments may have other assessment projects of this kind that are unique to their particular subject(s).

- The project must have curricular value and must be meaningful in the context of the major.
- Preferably, the project will be adapted from or included in an existing Program requirement or course.
- Students will have a high stake in the outcome of the project that can be, at the initiative of the Department and if necessary at the approval of the Educational Policies Committee, a graduation requirement or part of a required course.
- The project will evaluate competence in the major and relevant basic skills.
- To the extent feasible, the project should be organized to give Programs and the University visibility in the community and professional world. Therefore, Departments and Programs are encouraged to actively seek sources outside the University, including alumni and employees, for involvement in all stages of assessment.
- Results of assessment activities should reflect on the Program or Department, rather than on individual faculty.
- Results of the assessment should be reported as part of the Program review and should be considered in other curricular reform projects. They can be shared with the public through appropriate media.

### H-7. Credit Hour

As of July 1, 2011, federal law (600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU Degree Programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out-of-class student work each week for approximately 15 weeks for 1 semester or trimester hour of credit; or 10 to 12 weeks for 1 quarter hour of credit; or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

### H-8. Class Levels (Class Standing)

Undergraduate students are classified according to the number of units completed, calculated as follows:

| Status    | Units Completed |
|-----------|-----------------|
| Freshman  | 0-29            |
| Sophomore | 30-59           |
| Junior    | 60-89           |
| Senior    | 90-plus         |

**H-9 CLEP Examination**

| CLEP Examination Score                 | Credit | CSUN Equivalent                         | General Education Application   |
|--|--------|---|---|
| American Government                    | 50     | 3 units Consult Political Science Chair | 2 units Title 5 U.S. Constitution requirement (Take POLS 490CA to satisfy California Govt req.) |
| American Literature                    | 50     | 3 units No Equivalency                  | 3 units in Arts and Humanities  |
| Analyzing and Interpreting Literature  | 50     | 3 units No Equivalency                  | 3 units in Arts and Humanities  |
| Biology                                | 50     | 3 units BIOL 101                        | 3 units in Natural Sciences (does not meet Lab req.)  |
| Calculus                               | 50     | 3 units No Equivalency                  | 3 units in Basic Skills, Mathematics. Allows for exemption from Entry-Level Math (ELM) test.    |
| Chemistry                              | 50     | 3 units CHEM 100                        | 3 units in Natural Sciences (does not meet Lab req.)  |
| College Algebra                        | 50     | 3 units No Equivalency                  | 3 units in Basic Skills, Mathematics. Allows for exemption from Entry-Level Math (ELM) test     |
| College Algebra/<br>Trigonometry       | 50     | 3 units No Equivalency                  | 3 units in Basic Skills, Mathematics. Allows for exemption from Entry-Level Math (ELM) test     |
| English Literature                     | 50     | 3 units No Equivalency                  | 3 units in Arts and Humanities  |
| Financial Accounting                   | 50     | 3 units No Equivalency                  | No GE Application   |
| French Level I *                       | 50     | 6 units FREN 101                        | 4 units in Comparative Cultural Studies   |
| French Level II *                      | 59     | 12 units FREN 102                       | 4 units in Comparative Cultural Studies   |
| German Level I *                       | 50     | 6 units GERM 101                        | 4 units in Comparative Cultural Studies   |
| German Level II *                      | 60     | 12 units GERM 102                       | 4 units in Comparative Cultural Studies   |
| History, United States I               | 50     | 3 units No Equivalency                  | 3 units in Social Sciences <i>or</i> Title 5, U.S. History                                      |
| History, United States II              | 50     | 3 units No Equivalency                  | 3 units in Social Sciences <i>or</i> Title 5, U.S. History                                      |
| Human Growth and Development           | 50     | 3 units PSY 200                         | 3 units in Social Sciences  |
| Humanities                             | 50     | 3 units HUM 101                         | 3 units in Arts and Humanities  |
| Information Systems                    |        |   |   |
| Computer Appls                         | 50     | 3 units No Equivalency                  | 3 units in Lifelong Learning  |
| Introduction to Educational Psychology | 50     | 3 units No Equivalency                  | No GE Application   |
| Introductory Business Law              | 50     | 3 units BLAW 108                        | 3 units in Lifelong Learning  |
| Introductory Psychology                | 50     | 3 units PSY 150                         | 3 units in Social Sciences  |
| Introductory Sociology                 | 50     | 3 units No Equivalency                  | 3 units in Social Sciences  |
| Natural Sciences                       | 50     | 3 units No Equivalency                  | 3 units in Natural Sciences (does not meet Lab req.)  |
| Pre-Calculus                           | 50     | 3 units No Equivalency                  | 3 units in Basic Skills. Allows for exemption from Entry-Level Math (ELM) test                  |
| Principles of Accounting               | 50     | 3 units No Equivalency                  | No GE Application   |
| Principles of Macroeconomics           | 50     | 3 units ECON 161                        | 3 units in Social Sciences (not ECON majors)  |
| Principles of Management               | 50     | 3 units No Equivalency                  | No GE Application   |
| Principles of Marketing                | 50     | 3 units No Equivalency                  | No GE Application   |
| Principles of Microeconomics           | 50     | 3 units ECON 160                        | 3 units in Social Sciences (Not ECON majors)  |
| Spanish Level I *                      | 50     | 6 units SPAN 101                        | 4 units in Comparative Cultural Studies   |
| Spanish Level II *                     | 63     | 12 units SPAN 102                       | 4 units in Comparative Cultural Studies   |
| Trigonometry                           | 50     | 3 units No Equivalency                  | 3 units in Basic Skills, Mathematics<br>Allows for exemption from Entry-Level Math (ELM) test   |
| Western Civilization I                 | 50     | 3 units No Equivalency                  | 3 units in Arts and Humanities <i>or</i> Social Sciences  |
| Western Civilization II                | 50     | 3 units No Equivalency                  | 3 units in Arts and Humanities <i>or</i> Social Sciences  |

*\*If a student passes more than one CLEP test in the same language other than English (e.g., 2 exams in French), then only 1 examination may be applied to the Baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns 6 units of Baccalaureate credit. The higher score listed for each test is considered "Level II" and earns additional units of credit.*

## H-10. Advanced Placement (AP) Credit

| EXAMINATION                                    | SCORE | UNITS ALLOWED (Do NOT enroll in these courses) | CSUN COURSE EQUIVALENT   | GENERAL EDUCATION PLAN R APPLICATION IN GE OR TITLE 5   |
|--|-------|--|--|---|
| Art: History                                   | 3,4,5 | 6 units  | ART 110  | 6 units in Arts and Humanities (not ART majors)   |
| Art: Studio Drawing                            | 3,4,5 | 3 units  | No Equivalency   | 3 units in Arts and Humanities  |
| Art: 2D Design Portfolio                       | 3,4,5 | 3 units  | No Equivalency   | 3 units in Arts and Humanities  |
| Art: 3D Design Portfolio                       | 3,4,5 | 3 units  | ART 141  | 3 units in Arts and Humanities (not ART majors)   |
| Biology  | 3,4,5 | 6 units  | BIOL 106 and 107   | 6 units in Natural Sciences (not BIOL majors)<br>(does not meet Lab rqmt.)  |
| Chemistry                                      | 3     | 6 units  | CHEM 100   | 3 units Natural Sciences (includes CHEM majors)<br>(does not meet Lab rqmt.)  |
|  | 4,5   | 6 units  | CHEM 101/101L  | 5 units Natural Sciences with lab<br>(includes CHEM majors)   |
| Chinese  | 3,4,5 | 6 units  | CHIN 201 and 202   | 6 units Comparative Cultural Studies  |
| Computer Science A <sup>1</sup>                | 3     | 6 units  | Consult Computer Science Chair   | 3 units in Lifelong Learning  |
| Computer Science A <sup>1</sup>                | 4,5   | 6 units  | COMP 110/110L  | 3 units in Lifelong Learning<br>(includes COMP majors)  |
| Computer Science AB <sup>1</sup>               | 3     | 6 units  | COMP 110/110L  | 3 units in Lifelong Learning<br>(includes COMP majors)  |
| Computer Science AB <sup>1</sup>               | 4,5   | 6 units  | COMP 110/110L and 182/182L   | 3 units in Lifelong Learning<br>(includes COMP majors)  |
| Economics, Macro                               | 3,4,5 | 3 units  | ECON 161   | 3 units in Social Sciences (not ECON majors)  |
| Economics, Micro                               | 3,4,5 | 3 units  | ECON 160   | 3 units in Social Sciences (not ECON majors)  |
| English Language and Comp                      | 3,4,5 | 6 units  | ENGL 115   | 3 units Basic Skills –Written Composition; Exempt from EPT and Lower Division writing skills rqmt.  |
| English Literature and Comp <sup>2</sup>       | 3,4,5 | 6 units  | ENGL 255   | 3 units Basic Skills Written Composition and<br>3 units Arts and Humanities (includes ENGL majors); Exempt from EPT and Lower Division writing skills rqmt. |
| Environmental Science                          | 3,4,5 | 4 units  | No equivalency   | 4 units in Natural Sciences, with Lab   |
| European History                               | 3,4,5 | 6 units  | HIST 150 and 151   | 6 units Arts and Humanities Science<br>(not HIST majors)  |
| French Language                                | 3,4,5 | 6 units  | Consult MCLL Chair   | 6 units Comparative Cultural Studies<br>(includes FREN majors)  |
| French Literature                              | 3,4,5 | 6 units  | Consult MCLL Chair   | 6 units Comparative Cultural Studies (includes FREN majors)   |
| German Language                                | 3,4,5 | 6 units  | Consult MCLL Chair   | 6 units Comparative Cultural Studies  |
| Geography                                      | 3,4,5 | 3 units  | GEOG 107   | 3 units Social Sciences (includes GEOG majors)  |
| Italian Language and Culture                   | 3,4,5 | 6 units  | Consult MCLL Chair   | 6 units Comparative Cultural Studies  |
| Japanese Language and Culture                  | 3,4,5 | 6 units  | JAPN 201 and 202   | 6 units Comparative Cultural Studies  |
| Latin: Vergil                                  | 3,4,5 | 3 units  | Consult MCLL Chair   | 3 units Comparative Cultural Studies  |
| Latin: Literature                              | 3,4,5 | 6 units  | Consult MCLL Chair   | 3 units Comparative Cultural Studies  |
| Government and Politics: United States         | 3,4,5 | 6 units  | Consult Political Science Chair  | 2 units Title 5 U.S. Constitution requirement. (Take POLS 490CA to satisfy California govt. rqmt.)  |
| Government and Politics: Comparative           | 3,4,5 | 6 units  | POLS 156   | 3 units Social Sciences (not POLS majors)   |
| Math: Calculus AB <sup>3</sup>                 | 3     | 3 units  | MATH 103 or Consult Math Dept. if another course is required in major    | 3 units Basic Skills A.3; Exempt from ELM exam  |
| Math: Calculus AB <sup>3</sup>                 | 4,5   | 5 units  | MATH 150A  | 5 units Basic Skills A.3; Exempt from ELM exam  |
| Math: Calculus AB+BC <sup>3</sup>              | 4,5   | 10 units                                       | MATH 150A and 150B   | 5 units Basic Skills A.3; Exempt from ELM exam  |
| Math: Calculus BC <sup>3</sup>                 | 3,4,5 | 6 units  | MATH 150A  | 5 units Basic Skills A.3; Exempt from ELM exam  |
| Math: Calculus BC/<br>AB Subscore <sup>3</sup> | 3     | 3 units  | MATH 103 or Consult Math Dept. if other course work is required in major | 3 units Basic Skills A.3; exempt from ELM exam  |

| EXAMINATION                                    | SCORE | UNITS ALLOWED (Do NOT enroll in these courses) | CSUN COURSE EQUIVALENT            | GENERAL EDUCATION PLAN R APPLICATION IN GE OR TITLE 5                                |
|--|-------|--|-----------------------------------|--|
| Math: Calculus BC/<br>AB Subscore <sup>3</sup> | 4,5   | 5 units  | MATH 150A                         | 5 units Basic Skills A.3; Exempt from ELM exam                                       |
| Music: Theory                                  | 3,4,5 | 6 units  | No equivalency                    | 6 units Arts and Humanities (includes MUS majors)                                    |
| Physics B <sup>4</sup>                         | 3,4,5 | 8 units  | PHYS 100A/100AL and<br>100B/100BL | 8 units Natural Sciences (includes PHYS majors)                                      |
| Physics C: Mechanics <sup>4</sup>              | 3,4,5 | 4 units  | PHYS 220A/220AL                   | 4 units Natural Sciences (includes PHYS majors)                                      |
| Physics C: Elec and Mag <sup>4</sup>           | 3,4,5 | 4 units  | PHYS 220B/220BL                   | 4 units Natural Sciences (includes PHYS majors)                                      |
| Psychology                                     | 3,4,5 | 3 units  | PSY 150                           | 3 units Social Sciences (includes PSY majors)  |
| Spanish Language                               | 3,4,5 | 6 units  | Consult MCLL Chair                | 6 units Comparative Cultural Studies (includes SPAN majors)                          |
| Spanish Literature                             | 3,4,5 | 6 units  | Consult MCLL Chair                | 6 units Comparative Cultural Studies (includes SPAN majors)                          |
| Statistics                                     | 3,4,5 | 4 units  | MATH 140                          | 4 units Basic Skills A3; Exempt from ELM exam (includes MATH majors)                 |
| U.S. History                                   | 3,4,5 | 6 units  | HIST 270 and 271                  | 3 units Title 5, U.S. History requirement (includes HIST majors for HIST 270 or 271) |
| World History                                  | 3,4,5 | 6 units  | HIST 110 and 111                  | 6 units Social Sciences (not HIST majors)  |

<sup>1</sup>Maximum of 6 units allowed for completion of both Computer Science A and Computer Science AB examinations.

<sup>2</sup>Students with credit for AP English Literature and Comp should not take ENGL 115 or equivalent course.

<sup>3</sup>Maximum of 10 units allowed for completion of both Mathematics Calculus AB and BC examinations.

<sup>4</sup>Maximum of 8 units allowed for completion of both Physics B and C examinations.

## Faculty and Administration

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