



## **INTRODUCTION**

The Department of Radio-TV-Film offers a comprehensive and active learning environment to prepare students for meaningful and rewarding careers in radio, television and film. Additionally, the program prepares students for graduate study in the broader area of media and communication. The faculty and staff emphasize current theory, practice, research and creative activities, challenging students to engage in intellectual inquiry to expand their knowledge while laying a solid foundation to continue as critical life-long learners and content creators in our media-savvy society. Cal State Fullerton is located in the technologically rich and culturally vibrant Los Angeles basin, so the department aspires to facilitate student learning with an emphasis on contributing ethically, intellectually and economically to the media industry.

## **PROGRAM GOALS**

The goals of the Department of Radio-TV-Film, which are derived from the university's goals, are to:

- Ensure the preeminence of learning by providing a curriculum that integrates both conceptual and experiential learning.
- Provide high quality programs that meet the evolving needs of our students, community and region by facilitating students' learning so they compete successfully for substantive careers in radio, television and film.
- Enhance scholarly and creative activity by seeking funding for, and coordinating, faculty, staff and student work for publication, exhibition, conference presentation, competition entry and the like.
- Make collaboration integral to our activities by encouraging faculty, staff and students to take worthwhile advantage of the many services and departmental offerings on campus.
- Create an environment where all students have the opportunity to succeed by offering orientation and regular advising; by encouraging co-curricular participation; and by maintaining equipment and facilities that are as current as the budget allows.
- Increase external support by working with advancement, foundation, development and grant/contract personnel concerning corporate and individual sponsorship and other opportunities.
- Expand connections and partnerships within our region by encouraging internships and community-based service learning; by pro-actively maintaining relations with alumni and media practitioners; and by recruiting students in area high schools and community colleges.
- Strengthen institutional effectiveness, collegial governance and our sense of community by recruiting and retaining highly qualified, diverse faculty, staff and students; by encouraging participation in governance opportunities; and by working with other faculty, staff and students on ad hoc tasks.

## **DEPARTMENT CHAIR**

Edward Fink

## **DEPARTMENT OFFICE**

College Park 460-16

## **DEPARTMENT WEBSITE**

[http://communications.fullerton.edu/  
radio.tv.film](http://communications.fullerton.edu/radio.tv.film)

## **PROGRAMS OFFERED**

Bachelor of Arts in Radio-TV-Film

Minor in Radio-TV-Film

## **FACULTY**

Robert Davis, Edward Fink, Jacqueline Frost, Lynne Gross, Shelley Jenkins, Philippe Perebinossoff, Larry Ward

## **BACHELOR OF ARTS IN RADIO-TV-FILM**

The Bachelor of Arts degree in Radio-TV-Film requires a minimum of 120 units, including courses for the major, General Education, all University requirements and free electives. The 48-unit major includes four required core courses in RTVF, eight elective courses in RTVF, and four courses either within RTVF or from an approved list of courses in other departments.

### Required Core Courses (12 units)

- RTVF 100 Intro to Radio-TV-Film (3)
- RTVF 200 Intro to Production (3)
- RTVF 350 Story Structure (3)\*
- RTVF 495 Internship in RTVF (3)

### RTVF Electives (24 units minimum)

- RTVF 210 Audio Production (3)
- RTVF 225 Field Video Production (3)
- RTVF 300 Language of Film (3)
- RTVF 330 Film Production 1 (3)
- RTVF 360 Radio and TV Programming (3)
- RTVF 365 Children's TV (3)
- RTVF 370 World Cinema (3)
- RTVF 375 Documentary Film and TV (3)
- RTVF 425 Advanced Video Production (3)
- RTVF 430 Film Production 2 (3)



- RTVF 435 Directing Film & TV (3)
- RTVF 455 Screenwriting (3)\*
- RTVF 480 Management in RTVF (3)
- RTVF 496 Tutorial in RTVF (1-3)
- RTVF 499 Independent Study in RTVF (1-3)

Additional electives may be available. Please check with the department office.

### Other Electives (12 units)

Other electives may be chosen from RTVF courses or courses from other departments. An approved list of courses from other departments is available in the department office and can also be accessed on the department website. Students should choose their electives in consultation with a faculty adviser. Advisers will ensure a balance of courses that includes varying perspectives in the field.

### MINOR IN RADIO-TV-FILM

The minor in Radio-TV-Film requires 21 units.

#### RTVF Core Courses (9 units)

- RTVF 100 Intro to Radio-TV-Film (3)
- RTVF 200 Intro to Production (3)
- RTVF 350 Story Structure (3)

\*Meets Upper-Division Writing Requirement for Radio-TV-Film majors.

### RTVF Electives (12 units)

Students choose four courses from the RTVF elective list shown above for the major. Students should choose their electives in consultation with a department adviser.

### RADIO-TV-FILM COURSES

Courses are designated as RTVF in the class schedule.

#### 100 Intro to Radio-TV-Film (3)

Overview of the history, structure and function of the radio, TV and film industry. Includes current issues, relevance to society, employment options and other topics.

#### 200 Intro to Production (3)

Fundamental elements of creating audio, video and film projects. Includes the production process, sound recording and mixing concepts, shooting composition and aesthetics principles, and editing theory. Elements are applied in a hands-on lab. (1 hour lecture, 6 hours laboratory)

#### 210 Introduction to Audio Production (3)

Introduction to the theory and practice of audio production as it pertains to radio, TV and film. Covers broadcasting, designated recording, editing and mixing. Emphasizes aesthetics and techniques to ensure high quality sound. Uses a digital lab. (2 hours lecture, 3 hours laboratory)

#### 220 TV Studio Production (3)

Prerequisite: RTVF 200. Introduction to multiple-camera, live-on-tape, studio production. Theory and practice of producing "live" programs. Students crew all positions, including writer, producer, director, assistant director, lighting director, floor manager, camera operator, video switcher, audio engineer, video engineer, recording engineer and graphics operator. (9 hours laboratory)

#### 225 Field Video Production (3)

Prerequisite: RTVF 200. Introduction to single-camera, field video production. Theory and practice of producing projects on location. Preproduction, production and post-production using digital cameras and nonlinear editing. Students crew productions, including writer, producer, director, videographer, sound recordist and editor. (2 hours lecture, 3 hours laboratory)

#### 300 Language of Film (3)

Prerequisite: completion of General Education category I.C. Visual and syntactic components of the motion picture. Detailed analysis of frame, line, space, shape, image size, movement, tone, color and structuring of visual images.

#### 330 Film Production 1 (3)

Prerequisite: RTVF 300. Introduction to theory and practice of motion picture photography and film production. Students create short, film-style projects. (1 hour lecture, 6 hours laboratory)

### **349 Philosophy, Literature and Cinema (3)**

(Same as Philosophy 349)

### **350 Story Structure (3)**

Prerequisites: English 101 and junior standing. Analysis and development of script structure and viable, narrative story elements. Covers acts, scenes, premises, conflict, plots, characters, action, and so on. Students write critical analyses of professional scripts and author their own treatments. Meets upper-division writing requirement for RTVF majors.

### **360 Radio and TV Programming (3)**

Prerequisite: RTVF 100. Purposes, philosophies and methods of obtaining, developing, launching, scheduling and evaluating programming for electronic media. Covers commercial radio and TV networks and stations, cable TV, public radio and TV, direct broadcast satellite and the Internet.

### **365 Children's TV (3)**

Prerequisite: Completion of General Education Category III.C.1. Research and literature on effects of television on children. Examines historical and contemporary aspects of children's TV issues, including advertising, violence, stereotyping and education. Analyzes how children's TV producers use concepts related to children to design material for them.

### **370 World Cinema (3)**

Prerequisite: completion of General Education Category III.B.1 or III.B.2. Global influence of motion pictures. Examines various directors, film movements, national cinemas and the increasing internationalization of the world film industry.

### **375 Documentary Film & TV (3)**

Prerequisite: completion of General Education Category III.B.1 or III.B.2. Documentary form in film and television. Includes development, purpose and current trends. Examines requirements to write and produce non-fiction films for the mass media, business, education and government.

### **425 Advanced Video Production (3)**

Prerequisite: RTVF 225 or 330. Advanced theory and practice of video production. Includes advanced shooting and editing techniques. Students produce projects that may be aired and/or entered in competitions. (2 hours lecture, 3 hours laboratory)

### **430 Film Production 2 (3)**

Prerequisite: RTVF 330. Preproduction and shooting of a large-crew, sync-sound film. Includes planning, scouting, breakdown, budgeting,

scheduling, casting, rehearsing and shooting. (1 hour lecture, 6 hours laboratory)

### **435 Directing Film & TV**

Prerequisite: RTVF 225 or 330. Directing for narrative film and single-camera TV. Scene breakdowns, blocking for the camera, mise-en-scene, directing, shooting and editing short sequences.

### **455 Screenwriting (3)**

Prerequisite: RTVF 350. Scripts for feature films, movies-of-the-week and mini-series. Three-act and seven-act structures. Students apply concepts from RTVF 350 and advanced writing concepts to develop full-length screenplays. Meets upper-division writing requirement for RTVF majors.

### **480 Management in RTVF (3)**

Prerequisite: RTVF 100. Management structure and issues in the RTVF industry. Includes audience measurement, distribution, finance, personnel, programming, regulation and sales. May include applied experience with college media activities.

### **495 Internship in Radio-TV-Film (3)**

Prerequisites: RTVF 100, 200, 350 and senior standing. Supervised fieldwork at a radio, TV or film organization. Skill development and understanding of industry operation through hands-on experience and networking. Must submit an application one semester prior to taking through the RTVF Internship Office website at <https://commsec.fullerton.edu/internship>.

### **496 Student-to-Student Tutorial (1-3)**

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The student-to-student tutorial encourages students to learn through teaching. Work may include contact hours with tutees, tutorial preparations, consulting with instructors, reporting-analysis-evaluation of tutorial experiences, participation in university programs for tutors. Does not count toward major or minor units. Grade or CR/NC.

### **499 Independent Study (1-3)**

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The Independent Study shall be of a research or creative nature and shall culminate in a paper, project, comprehensive exam and/or performance. The student shall prepare a proposal including a statement of the basis for the final



**SCHOOL OF EDUCATION**  
**ASSOCIATE DEAN**

L.Y. (Mickey) Hollis (Acting)

**READING DEPARTMENT**

Ashley Bishop

**DEPARTMENT OFFICE**

Education Classroom 531

**DEPARTMENT WEBSITE**

[hdc@fullerton.edu/Reading/reading.htm](mailto:hdc@fullerton.edu/Reading/reading.htm)

**PROGRAMS OFFERED**

Master of Science in Education

Concentration in Reading

California Reading Certificate

Reading/Language Arts Specialist  
Credential

**FACULTY**

Katherine Bartle-Angus, Ashley Bishop,  
Penelope Chiappe, JoAnn Carter-Wells,  
JoAnne Greenbaum, Rosario Ordonez-Jasis,  
Anthony Manzo, Ula Manzo

**UNDERGRADUATE READING DEVELOPMENT COURSES**

Lower-division courses in reading (Reading 201, 202, and 290) are designed to assist students in developing and utilizing a problem solving approach in the critical and creative reading and thinking processes required for efficient university learning.

**CALIFORNIA READING CERTIFICATE**

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer course work to meet requirements for the California Reading Certificate. Persons wishing to earn this reading certificate must make formal application to the university and meet the following requirements:

1. Have completed a bachelor's degree;
2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and
4. Have successfully taught in a classroom setting, for a minimum of three years, in any grade preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit.

Advisement is available to any student seeking a California Reading Certificate. New students will be assigned an adviser upon acceptance in the program.

For further information, please contact the department office, Education Classroom Building, Room 351.

**READING/LANGUAGE ARTS SPECIALIST CREDENTIAL**

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer courses to meet requirements for the Reading/Language Arts Specialist Credential Program.

Persons wishing to earn an advanced Reading/Language Arts Specialist Credential must make formal application to the university indicating the specific specialist credential program desired. In addition, applicants must meet the following requirements:

1. Have completed a bachelor's degree;
2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and
4. Have successfully taught in a classroom setting, for a minimum of three years, in any grades from preschool through adult. This experience cannot include student teaching, intern teaching, or teaching while holding an emergency credential or permit.

Advisement is available to any student seeking a Reading/Language Arts Specialist Credential. New students will be assigned an adviser upon acceptance in the program. Prior to their first semester in the program students should meet with an adviser to develop a credential study plan.

For further information, please contact the department office, Education Classroom Building, Room 531.

## **MASTER OF SCIENCE IN EDUCATION (READING)**

The program is designed to help qualified individuals gain the technical knowledge and scholarship requisite to becoming reading/language arts specialists. This professional program is based on and combined with sound preparation in the liberal arts and sciences. The curriculum proposes an interdisciplinary approach to the preparation of the professional specialist in reading/language arts.

### **Application Deadlines**

Applications need to be postmarked no later than March 1st for fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate/>.

### **Admission to Graduate Standing: Conditionally Classified**

University requirements include: a baccalaureate from an accredited institution and a grade-point average of 3.0 in the last 60 semester units attempted (see "Graduate Admissions" section of this catalog for complete statement and procedures). In addition, an applicant must have an approved major, and confer with the graduate program adviser to discuss the prerequisites for attaining classified standing.

### **Graduate Standing: Classified**

A student who meets the admission requirements and the following requirements may be granted classified graduate standing upon the development of an approved study plan: successful teaching experience or other approved experience; a grade-point average of 3.0 or better in academic and related work; sufficient background in reading; a satisfactory interview; and four references from school administrators, school supervisors or professors.

### **Study Plan**

The final adviser-approved program of course work for the degree must include:

#### *Core Courses (10 units)*

Ed Elm 511 Survey of Educational Research (3)

Ed Elm 536 Curriculum Theory and Development (3)

Reading 516 Testing and Evaluation of Reading Performance (4)

#### *Concentration Courses (19 units)*

Reading 501 Assessment of Professional Competencies (1)

Reading 507 Reading and Thinking in the Content Area (3)

Reading 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

Reading 514 Linguistics and Reading (3)

Reading 520 Computers in Reading (2)

Reading 560 Cross-Cultural Approaches to Teaching Reading/Language Arts (3)

Reading 581 Remediation of Reading Difficulties (4)

*Culminating Experience (1)*

Reading 595 Advanced Studies (includes comprehensive examination) (1)

OR Reading 597 Project (1)

OR Reading 598 Thesis (1)

For advisement and further information, consult the program graduate adviser.

## **READING COURSES**

Courses are designated as READ in the class schedule.

### **201 Academic Reading: Analyses and Strategies (3)**

Analysis of reading and learning processes, reading interpretation and critical thinking strategies as applied to all types of academic reading, emphasis on integration and synthesis of academic information.

### **202 Vocabulary Cognition and Reading Comprehension (3)**

Study and analysis of general and academic vocabularies and their influence on reading comprehension and communication. Emphasis on language knowledge and the development of contextual analysis and word association processes in reading communication.

### **290 Critical Reading as Critical Thinking (3)**

Relationship of critical reading to critical thinking. Emphasis on the development of critical thinking skills with application in the interpretation, analysis, criticism and advocacy of ideas encountered in academic readings.

### **340 Fostering Language Growth for Reading Readiness (3)**

Prerequisites: Child Development 312, Psychology 361 or equivalent or consent of instructor. Explores function of receptive and expressive language development as they relate to reading readiness in young children.

### **480 The Teaching of Reading (4)**

Curriculum and methods in the teaching of reading and language arts in the elementary and secondary schools. Teachers' manuals and guides are introduced and studied. A major focus will be the preparation of reading lessons for classroom settings.

### **501 Assessment of Professional Competencies (1)**

Assessment of professional competencies of students entering the Reading Program in preparation for obtaining the Reading/Language Arts Specialist Credential. Meets graduate writing requirement for master's degree.

### **507 Reading and Thinking in the Content Areas (3)**

This course examines the teaching of reading and thinking in the subject area disciplines, including instructional methodology, assessment, materials and program design.

### **508 Teaching Reading/Language Arts in Today's Elementary Schools (3)**

Current trends in the teaching of elementary reading/language arts. The role of the teacher as a decision-maker in the elementary reading/language arts program.

### 514 Linguistics and Reading (3)

A study of linguistics and its influence on reading materials and instruction. An analysis of trends in linguistics as they relate to the teaching of reading.

### 516 Diagnostic-Prescriptive Teaching of Reading (4)

Prerequisites: Reading 507 or 508. A case-based study of various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. The course includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read, and reading to learn.

### 520 Technology in Reading (2)

Prerequisites: Reading 507, 508 or equivalent. Understanding of the need for technological literacy in reading/language arts. Investigation of the strengths and limitations of technology and computer applications (software/internet) for the development of classroom curriculum for reading/language arts. Includes designing a lesson plan for the integration of technology into today's literacy classroom as well as introduction to web page design utilizing existing free services.



### 560 Cross-Cultural Approaches to Teaching Reading/ Language Arts (3)

Prerequisite: Reading 507 or 508, or consent of instructor or graduate adviser. Theory and research in teaching reading/language arts to students of diverse cultural and linguistic backgrounds. Understanding issues and concepts of various approaches. Using appropriate materials and strategies for teaching literacy skills to diverse groups.

### 570 Leadership in Reading/Language Arts Program Development (2)

Recommended Prerequisites: English 433 and/or 434 or the equivalent. Content includes long-term planning, designing effective programs, developing leadership skills, and integrating literature and skill-based instruction.

### 581 Remediation of Reading Difficulties (4)

Prerequisite: Reading 507, 508, 514, 516 or consent of instructor. Analysis and diagnosis of reading/language arts difficulties. Techniques and methods of prevention and treatment. Individual remediation of student. Primary through secondary.

### 585 Professional Development in Reading/Language Arts (3)

Prerequisite: seminar in development and evaluation of reading/language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants, and administrators. Includes writing for publication, grant proposal writing, and other professional responsibilities.

### 595 Advanced Studies (1-3)

Prerequisite: consent of instructor or graduate adviser. Graduate seminars designed to develop competencies in such areas as behavior, teaching strategies, educational technology, program development, communication theory and interpersonal relations related to reading/language arts.

### 597 Project (1-3)

Prerequisite: consent of instructor or graduate adviser. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

### 598 Thesis (1-3)

Prerequisite: consent of instructor or graduate adviser. Individual research with conferences with the instructor, culminating in a thesis.

### 599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor or graduate adviser. Independent inquiry for qualified graduate students.



#### **PROGRAM DIRECTOR**

Richard M. Lodyga

#### **PROGRAM OFFICE**

McCarthy Hall 527

#### **PROGRAM WEBSITE**

<http://nsm.fullerton.edu/scied/>

#### **PROGRAMS OFFERED**

Master of Arts in Teaching Science (MAT-S)

Subject Matter Preparation Program for  
the Single Subject Credential in  
Science (K-12)

#### **FACULTY**

Gaylen Carlson (Geological Sciences),  
H. Eric Streitberger (Chemistry and  
Biochemistry Emeritus), Barry Thomas  
(Biological Science), Nancy Pelaez (Biological  
Science), Barbara Gonzalez (Chemistry and  
Biochemistry)

#### **ADVISERS**

MAT-S: Gaylen Carlson

Secondary Teaching Certification:

Gaylen Carlson, H. Eric Streitberger  
(Emeritus), Barry Thomas, Nancy  
Pelaez, Barbara Gonzalez

Coordinator for Secondary Science  
Education Credentialing: Douglas  
Stone

#### **INTRODUCTION**

Science Education is a specialized area of learning and instruction related to the pre-service and in-service education of science teachers.

The Science Education Program prepares students to teach science at the elementary and secondary levels; provides guidance for new, as well as, experienced teachers in the study and use of educational practices developed for the teaching of sciences; and helps teachers develop original ideas in their areas of specialization.

The offerings of this program include basic professional training courses required for teaching – certification in the physical and life sciences, advanced course work in science education, and certain academic content offerings designed especially for teacher preparation.

The program teaches scientific content, scientific processes and curriculum for prospective and practicing elementary teachers. These courses are in the physical sciences and the biological sciences.

The program offers courses for prospective and practicing secondary teachers in the methods of teaching science and in the processes of science and is responsible for the supervision of teachers in student teaching assignments. The courses and experiences provide prospective secondary teachers with the skills necessary to teach the scientific content of their particular science certification.

*PLEASE NOTE:* Because changes may occur in the course number and/or titles throughout the next two years due to State mandated requirement revision for the preliminary credential, you may find discrepancies between what is written below and what is listed in the catalog or on-line. If you have any concerns, please call Douglas Stone, Credentialing Coordinator for Secondary Science Education (714) 278-5637.

#### **TEACHING CREDENTIALS**

Candidates for the Single Subject Credential in Science (K-12) are required to take professional courses, breadth courses, and a concentration in Biology, Chemistry, Geology, or Physics.

##### **Professional Courses**

Science Ed 442 Teaching Science in the Secondary School (3)  
Science Ed 449E Externship in Secondary Teaching (3)  
Science Ed 449I Internship in Secondary Teaching (10)  
Science Ed 449S Seminar in Secondary Teaching (3)

The student should take Science Ed 442 concurrently with Science Ed 449E (5 weeks of student teaching at the end of the semester). Science Ed 449I (full-time student teaching) and Science Ed 449S are taken concurrently in the following semester. Science Ed 412 is a prerequisite for Science Ed 449I and must be included in the student's study plan. It can be taken concurrently with 442 and 449E.

##### **Breadth of Study in Science (28-36 units)**

Biology 172 Cellular Basis of Life (5)  
Chemistry 120A,B General Chemistry (5,5)  
Geological Sci 101 Physical Geology (3)  
Geological Sci 101L Physical Geology Lab (1)  
Geological Sci 420 Earth Science for Teachers (4)



Physics 211, 212 Elementary Physics (6)\*

Physics 211L, 212L Elementary Physics Lab (2)\*

Science Ed 412 Processes in Science (3)

### Concentrations in Science

These classes are normally associated with a major or a concentration in one of the following as described below: Biological Science (22-24 units), Chemistry and/or Biochemistry (20-26 units), Geological Sciences (22 units), or Physics (27 units). Students should meet with a science education adviser to discuss required selected courses and prerequisites, approved equivalent or substitutions of courses.

### BIOLOGY SUBJECT MATTER CONCENTRATION (22-24 UNITS)

Chem 301 A,B; 302; and Math 130, 150A, or 337; Biol 241 Botany (4); and Biol 261 Zoology (4)

#### I. Molecular and Cellular Biology

Biology 172 Cellular Basis of Life (5)

Biol 273 Genetics and Molecular Biology (5)

#### II. Functional Biology of Organisms

##### A. Biology of Plants and Animals (select one):

Biol 317 Field Marine Biology (3)

Biol 340 Field Botany (3)

Biol 419 Marine Ecology (3)

Biol 442 Pollination Biology (3)

Biol 443 Plant Ecology (3)

Biol 446 Marine Phycology (4)

Biol 466 Animal Behavior (3)

Biol 467 Entomology (4)

Biol 474 Natural History of Vertebrates (4)

Biol 475 Ichthyology (4)

Biol 476 Herpetology (4)

Biol 478 Mammology (4)

Biol 479 Ornithology (4)

##### B. Physiology of Plants and Animals (select one):

Biol 362 Mammalian Physiology (4)

Biol 444 Plant Physiology Ecology (4)

Biol 468 Comparative Animal Physiology (4)

Biol 470 Cellular Neurobiology (4)

#### III. Ecology

Biol 274 Principles of Physiology and Ecology (4)

#### IV. Evolution Concepts, Mechanisms and Patterns (select one):

Biol 344 Survey of the Land Plants (4)

Biol 401 Biogeography (3)

Biol 404 Evolution (3)

Biol 441 Plant Taxonomy (4)

Biol 450 Conservation Biology (3)

Biol 461 Marine Invertebrate Zoology (4)

### CHEMISTRY AND/OR BIOCHEMISTRY SUBJECT MATTER CONCENTRATION (20-26 UNITS)

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Chem 301A Organic Chemistry (3)

Chem 301B Organic Chemistry (3)

Chem 302 Organic Chemistry Laboratory (3)

Chem 315 Theory of Quantitative Chemistry (3)

Chem 316 Quantitative Chemistry Lab (1)

Chem 361A Introduction to Physical Chemistry (3)

Chem 361B Introduction to Physical Chemistry (3)

Select two classes of the following:

Chem 325 Inorganic Chemistry (3)

Chem 423A General Biochemistry (3)

Chem 423B General Biochemistry (3)

Chem 431 Advanced Organic Chemistry (3)

Chem 435 Chemistry of Hazardous Materials (2)

Chem 437 Environment Water Chemistry (2)

### GEOLOGICAL SCIENCES SUBJECT MATTER CONCENTRATION (22 UNITS)

Math 150A,B Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Geol 201 Earth History (4)

Geol 303A Minerology and Introduction to Petrology (4)

Geol 303B Minerology and Introduction to Petrology (4)

Geol 333 General Oceanography (3)

Geol 340 General Meteorology (3)

Physics 120 Introduction to Astronomy (4)

### PHYSICS SUBJECT MATTER CONCENTRATION (27 UNITS)

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Phys 225 Fundamental Physics: Mechanics (3)

Phys 225L Fundamental Physics: Mechanics Lab (1)

Phys 226 Electricity and Magnetism (3)

Phys 227 Waves, Optics and Modern Physics (3)

Phys 227L Waves, Optics and Modern Physics Lab (1)

Phys 310 Thermodynamics, Kinetics, and Stat Physics (3)

Phys 320 Classical Mechanics (4)

Phys 330 Electromagnetic Theory (4)

Phys 340 Modern Physics (4)

\*Not for majors in the subject matter area.



## **MULTIPLE SUBJECT MATTER PROGRAMS: CHILD AND ADOLESCENT DEVELOPMENT AND LIBERAL STUDIES**

Selections from the following courses may be used to meet degree requirements for the Child and Adolescent Development major or the Liberal Studies major:

Science Ed 410 Physical Science Concepts (3)

Science Ed 453 Life Science Concepts (3)

In recognition of the need for education in nature interpretation and conservation, the Science Education Program offers course work and internships in these disciplines. Much of this course work takes place at the Tucker Wildlife Sanctuary in the Santa Ana Mountains.

## **MASTER OF ARTS IN TEACHING SCIENCE**

The primary objectives of the Master of Arts in Teaching Science are to provide advanced course work in science curriculum designs appropriate to the professional responsibilities of science educators; to provide research and seminar opportunities in contemporary issues in science education; and to enable teachers to become more proficient in science disciplines appropriate to their academic teaching assignments. A secondary track and an elementary track are available.

Fifteen units of course work is selected from the departments of Biological Science, Chemistry and Biochemistry, Computer Science, Geological Sciences, Physics, or Science Education (if elementary track). Nine units of course work is required from the Science Education Program. The graduate work culminates with the student completing a project or thesis in an area of science education which is applicable to the student's teaching. Faculty from the program and other departments form the committee which guides and evaluates each graduate student.

### **Admission Requirements**

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admission for complete statement and procedures). In addition to the University requirements for admission, acceptance in the MAT-S program is contingent upon the following:

1. Candidates must submit two applications, the "California State University Graduate Application for Admission," and one to the Science Education Program. The Science Education Program application for the MAT-S must include:
  - (a) two signed letters of recommendation;
  - (b) a personal resume;
  - (c) documentation of a teaching credential; and
  - (d) a Statement of Purpose of 1-2 pages with information about the candidate's science area of interest.
2. A teaching credential is normally required for classified standing. In special circumstances, a MAT-S faculty adviser may agree to work with a student who has not completed a teaching credential program. For example, an applicant who teaches in a private school or works in a museum may complete the MAT-S without a teaching credential. In these cases, a MAT-S faculty adviser will write a letter waiving the credential requirement for classified standing.

3. Completion of course work equivalent to a baccalaureate degree in one of the sciences. (For the elementary track, the baccalaureate degree is not normally in the sciences, but the application must provide evidence of in-depth work within the sciences beyond the minimum requirements for a multiple subject teaching credential.)
4. Acceptance by a faculty project/thesis adviser.
5. The admission decision will be made only after the application file is complete.

### **Application Deadlines**

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information: <http://www.fullerton.edu/graduate/>.

### **Advancement to Candidacy**

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the MAT-S faculty adviser and the MAT-S graduate program adviser on the Grad Check Review Form. This form is mailed by to students by the University Graduate Studies Office.

### **Classified Standing**

Students should achieve classified standing as soon as they are eligible. A student who meets the admission standards needs to develop a study plan in consultation with the MAT-S faculty adviser and MAT-S graduate program adviser before nine units of degree coursework has been completed. Classified standing will be granted once the study plan has been reviewed and approved by the MAT-S faculty and the Associate Vice President, Academic Programs.

Students will be notified by the Graduate Studies Office when the study plan is approved and classified standing is granted. Once the study plan is approved, changes can be made only with the approval of the MAT-S faculty adviser and the MAT-S graduate program adviser.

### **Study Plan**

The degree program consists of 30 units of upper-division or graduate course work of which at least half must be 500-level, and which must be completed with a grade-point average of 3.0 or better.

1. (Secondary Track) 15 units will be in the sciences, in upper-division and graduate courses. At least nine units will be taken in one of the following: biology, chemistry, computer science, geological sciences or physics. (Elementary Track) 15 units in upper-division and graduate courses. Electives will be chosen from biology, chemistry, computer science, geological sciences, physics or science education.
2. 15 units will be in science education with the following requirements:

### **Core Courses**

- Science Ed 550 Theoretical Designs in Science Education (3)  
Science Ed 552 Review of Research in Science Education (3)\*  
Science Ed 554 Issues in Science Education (3)

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\* Meets the Graduate Level Writing Requirement.

### **Culminating Experience**

Science Ed 598 Thesis (6)

OR Science Ed 597 Project (3) and Science Ed 599 Independent Graduate Research (3)

For further information and advisement, consult the graduate program adviser or Director of the Science Education Program.

### **SCIENCE EDUCATION COURSES**

Courses are designated as SCED in the class schedule.

#### **410 Physical Science Concepts (3)**

Prerequisite: completion of general education natural science requirements or consent of instructor. For elementary school teachers. Major concepts in the physical sciences. Observing, classifying, recognizing space-time relations, measuring, inferring, formulating hypotheses, controlling variables and interpreting data. (2 hours lecture, 2 hours activity)

#### **412 Processes of Science (3)**

Prerequisite: junior or senior standing in a science major or admission to the MAT-Science graduate program. Methodologies (action research), logical procedures and explanatory systems that characterize the various natural sciences. The role of science and technology in society. (2 hours lecture, 1 hour activity, 1 hour to be arranged)

#### **442 Teaching Science in the Secondary School (3)**

Prerequisite: appropriate education and science education course work for credential. Curricular objectives, methods, and materials including audiovisual instruction for teaching science. Required before student teaching for candidates for the single subject teaching credential in either the life sciences or the physical sciences. (2 hours lecture, 2 hours activity)

#### **449E Externship in Secondary Teaching (3)**

Prerequisite: Science Education 412 (may be taken concurrently)  
(See description under Secondary Education)

#### **449I Internship in Secondary Teaching (10)**

(See description under Secondary Education)

#### **449S Seminar in Secondary Teaching (3)**

(See description under Secondary Education)

#### **453 Life Science Concepts (3)**

Prerequisite: completion of general education requirements or consent of instructor. Biological principles using science processes appropriate for elementary teachers. (2 hours lecture, 2 hours activity)

#### **495A Naturalist Internship (3)**

Prerequisite: consent of instructor. Supervised in-service training at the Tucker Wildlife Sanctuary. For the prospective biological science teacher, communications major and others interested.

#### **495B Naturalist Internship (3)**

Prerequisite: consent of instructor. Supervised in-service training at the Tucker Wildlife Sanctuary. For the prospective biological science teacher, communications major and others interested.

#### **499 Independent Study (1-3)**

Special topics in science education, selected by consultation and completed under the supervision of the instructor. May be repeated for credit.

#### **550 Theoretical Designs in Science Education (3)**

Review of major directions, designs and assumptions of science education reform such as the nature of science and scientific inquiry, scientific literacy, the National Science Education Standards, state curricular frameworks, standards, and international and national science assessment. Emphasis will be placed on how reform affects curriculum, major curricular projects and curricular evaluation. (3 hour lecture)

#### **552 Review of Research in Science Education (3)**

Prerequisite: graduate standing. A review of relevant literature which provides the foundation for modern reform in science education. Analyses of research design and execution of appropriate experimental or observational procedures to test hypotheses concerning problems in science education. (3 hour lecture)

#### **554 Issues in Science Education (3)**

Prerequisite: graduate standing. Major contemporary issues in science education. (3 hours lecture)

#### **597 Project (1-3)**

Prerequisites: advancement to candidacy and an appointed thesis committee. Co-requisite: Science Ed 599 (3 units). The selection, investigation and written presentation of a project in science education.

#### **598 Thesis (1-6)**

Prerequisites: advancement to candidacy and an appointed thesis committee. The selection, investigation and written presentation of an experimental problem in science education.

#### **599 Independent Graduate Research (1-3)**

Graduate student research in a specific area of science education. May be repeated for credit.



# Secondary Education

College of Human Development and Community Service

## **SCHOOL OF EDUCATION ASSOCIATE DEAN**

L. Y. Mickey Hollis (Acting)

## **SECONDARY EDUCATION DEPARTMENT CHAIR**

Victoria Brookhart Costa

## **DEPARTMENT OFFICE**

Education Classroom 190

## **DEPARTMENT WEBSITE**

<http://hdcs.fullerton.edu/SecEd/>  
CSUFSecondary.html

## **PROGRAMS OFFERED**

Master of Science in Education

Concentration in Secondary Education

Emphasis in Middle School Mathematics

Single Subject Credential

Art

Business Education

English (English, Theater)

Foreign Languages (see Modern  
Languages Department for  
specific languages)

Health (beginning Fall 2004)

Mathematics

Music

Physical Education

Science

Social Science

Single Subject CLAD Certificate

## **FACULTY**

Debra Ambrosetti, Dawn Anderson, Grace  
Cho, Duane Clizbe, Victoria Brookhart Costa,  
Ellen Kottler, Juan Sanchez Munoz, Ron Pahl,  
Fred Ramirez, Lynda Randall, Chris Street,  
Helen Parcell Taylor

## **SINGLE SUBJECT CREDENTIAL LEVEL I PROGRAM**

Based on the department's philosophy, the program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation. The program is articulated with the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, the California Standards for the Teaching Profession, and the California Teaching Performance Expectations (TPEs).

The CSU Fullerton Single Subject Credential (Level I) Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow students to move between theoretical knowledge provided in course work and the practical experience gained in secondary classrooms. During the program, candidates develop philosophical and methodological perspectives that are tested in practical experience. Field experiences complement course work, enabling students to deepen their understanding of the complex influences shaping our schools. Candidates develop a Teaching Portfolio over the course of the program that facilitates their development as reflective practitioners in alignment with the Teaching Performance Expectations.

The program is a three-semester process. First, prospective teachers are introduced to teaching through twelve units of prerequisite undergraduate coursework. Course work includes a 40-hour early field experience and the development of knowledge and skills in teaching adolescents, diverse student populations, and special populations. A special course focuses on literacy development of adolescents; the adolescence course also includes information on health issues. During this prerequisite coursework, candidates are introduced to and assessed on the Teaching Performance Expectations. They are also introduced to the Teaching Performance Assessment (TPA) and practice several tasks as they learn course content and begin to develop skills.

Second, candidates complete a first semester of 240 hours of classroom observations and co-teaching in which they are gradually inducted into the full-time student teaching experience in an environment of collegiality and support. This semester allows them to become familiar with their Master Teachers and the particular characteristics, programs, and cultures of their schools. During this semester, candidates are referred to as Externs. First semester credential students attend a weekly seminar class that includes presentations by university faculty and staff as well as district faculty, staff, and administrators. During the seminar, candidates learn about the district, schools, and classrooms in which they will complete their student teaching. They learn about state, district, and local policies on education; instructional strategies; curriculum design, development, and implementation; classroom management; assessing students; and the realities of day-to-day teaching. In addition, candidates complete a subject matter specific methods course in which they extend lesson and unit planning skills with a focus on the California K-12 content standards and standardized assessments. Finally, they complete a course in teaching English learners. During this semester, candidates are again assessed on the TPEs and continue practicing tasks of the TPA.

In the second semester of the program, each student teacher takes full control of three classes per day and has a conference and preparation period. They are responsible for all discipline, managerial, institutional, and instructional tasks. During this semester, candidates are referred to as Student Teachers and attend a weekly student teaching seminar led by the university supervisor. In addition, candidates complete a seminar on the Teaching Performance Assessment Preparation to complete all tasks and document their achievement of the TPEs.

### Prerequisites (12 units, 40 hours fieldwork)

Ed Sec 310 The Teaching Experience (3)

Ed Sec 320 Adolescence (3)

Ed Sec 330 Developing Literacy in Secondary Schools (3)

Ed Sec 340 Diversity in Secondary Schools (3)

### Required of All First Semester Internship Candidates

Ed Sec 400 Instructional Methods for Secondary Internship Candidates (3)

### First Semester (18 units, 240 hours fieldwork)

Ed Sec 404 Personal Proficiency in Educational Technologies for Secondary Teachers (3)

Ed Sec 410 Teaching English Language Learners in Secondary Schools (3)

Ed Sec 440S General Pedagogy of Secondary School Teaching (4)

Ed Sec 440F Supervised Fieldwork in Secondary Schools (2)

\*Ed Sec 442 Teaching in the Secondary School (3)

\*Ed Sec 449E Externship in Secondary Teaching (3)

### Second Semester (16 units, 270 hours fieldwork)

Ed Sec 449S Seminar in Secondary Teaching (3)

\*Ed Sec 449I Internship in Secondary Teaching (10)

Course in Teaching Performance Assessment Preparation (3)

With the exception of Social Studies and Business Education, courses marked with an asterisk (\*) are taken in the academic departments.

### PROFESSIONAL DEVELOPMENT DISTRICT MODEL

Reflecting the complex contexts of the secondary classroom and modeling a learning community where learning is interactive and dynamic, Single Subject candidates are divided into "Professional Development Districts," in which four major strategies are emphasized: preparing prospective teachers; providing professional growth opportunities for secondary school educators and university faculty; and enhancing learning opportunities for 7-12 grade students. This comprehensive structure of collaboration and cooperation between multiple levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.



Currently, we enjoy PDD collaborations with Anaheim Union High School District, Fullerton Joint Union High School District, Placentia/Yorba Linda Unified School District, Orange Unified School District, and Corona/Norco Unified School District.

### REQUIREMENTS FOR ADMISSION TO THE SINGLE SUBJECT CREDENTIAL (LEVEL I) PROGRAM

Applicants to the Single Subject Credential (Level I) Program are required to apply to the University as well as Admission to Teacher Education. Filing deadlines are February 28 (to begin the program the following fall) and September 30 (to begin the program the following spring). An additional fee is required with the application.

Applications for admission into the Single Subject Credential (Level I) Program are evaluated according to the following criteria: subject matter competence, breadth of understanding, professional aptitude and manner; physical and mental fitness, fundamental skills, and personality and character. Evidence in relation to criteria is submitted at the time of application and includes the following:

- Overall grade-point average appropriate to the individual academic department.
- Passage of California Basic Educational Skills Test (CBEST)
- Successful completion of Ed Sec 310, Ed Sec 320 (386), Ed Sec 330 (440R), and Ed Sec 340 (440M).
- A minimum of 80% completion of Single Subject Preparation Program in your content area or the CSET/Praxis/SSAT exam results if approved by your Single Subject Department Advisor. See your advisor.
- Proficiency in oral and written English.
- Recommendations from academic faculty and school personnel.
- Documented field experience in 7-12 classroom or equivalent.
- TB Test and MMR (measles, mumps, rubella) certification. Both tests may be done at CSUF Health Center. Call (714) 278-2813.
- CPR Training – Candidates must complete CPR Training offered by the American Heart Association (Heart Saver) or the American Red Cross. Training must cover infant, child, and adult. Evidence of CPR training must be current (within 2 years) and a copy of the CPR certificate must be submitted with the credential application.
- The Certificate of Clearance form is completed after notification of acceptance by department and prior to entering the Single Subject Credential Program. This is a special fingerprint form to be completed as specified by the California Commission on Teacher Credentialing in Sacramento.

### INTERNSHIP PROGRAM

Students who meet requirements set by the California Commission on Teacher Credentialing and Single Subject Internship Credential Program may enter the Professional Development Track. These students receive an internship credential, which entitles them to teach in a public school while taking their coursework at CSUF in the late afternoons, evenings, or on the weekends. The curriculum of the Internship Program is a multi-semester experience including prerequisites, preservice course work, fieldwork, and student teaching. Students in the Internship Program progress through Ed Sec 400 (Instructional Methods for Secondary Interns) and their first full-time teaching semester of the program as a cohort group, a structure that provides peer support and enhancing opportunity for success. In the second full-time teaching semester as an Intern in the program, they are in cohort groups by subject area.

Internship candidates must complete Ed Sec 400 (Methods for Internship Candidates) prior to enrollment as an Internship candidate in the first semester. This course provides candidates with early instruction on classroom management, lesson planning, and instruction and assessment strategies. This course is only offered during summer and January intersession, and requires candidates to collect numerous materials from their school site and district, including school and district emergency procedures, district content and performance standards, a district testing schedule and academic year calendar, and textbooks. In Ed Sec 400, candidates prepare a Classroom Management Plan and Letter to Parents, first week lesson plans, a semester plan for instruction, bulletin board materials, and an assessment plan.

Internship credential candidates meet as a cohort group in Ed Sec 440S (Foundations of the Secondary School Teaching) and are supervised by the University in Ed Sec 440F (Supervised Fieldwork in Secondary Schools). The two classes are integrated so students realize the interrelationship of pedagogical theory and practice through collaboration with their internship teaching.

The Ed Sec 440S/F experience for candidates in the Professional Track/Internship program differs from that of the traditional Ed Sec 440F/S experience because Internship candidates have all completed the Ed Sec 400. The Ed Sec 440S seminar is held on Monday afternoons instead of Friday mornings. Other differences include a weekly seminar discussion that focuses on successes and challenges interns currently experience; the use of different textbooks; assignments that are more tightly focused on teaching; and visits by fieldwork coordinators during the first ten weeks of the semester.

Candidates who become interns in their second semester are required to have completed all of the entrance requirements and four prerequisites above plus 15-18 units of secondary course work. (Ed Sec 400 is only required for those individuals beginning an Internship immediately—students who become interns in their second semester have a general and subject-specific methods course their first semester in the program— Ed Sec 440S and 442). The application requires master teachers, University supervisors, and principals to certify that they have observed these candidates in classroom teaching and evaluate them as professionally mature and developmentally ready to handle a teaching position with full classroom and school responsibilities. Additionally, the University Subject Matter Program Advisor must recommend the candidate. These evaluations help the University to determine whether candidates' prior experiences and qualifications are likely to provide for the candidate's success.

#### **Internship Credential Program Eligibility Requirements**

To be eligible for participation in the first semester University Intern Program credential candidates must have the following items: earned Bachelor's Degree from a regionally accredited college or university; passed the basic skills' proficiency test (CBEST), passed the subject matter competence exam (PRAXIS/SSAT) or completed 80% of a commission-approved Subject Matter Preparation Program (SMPP), completed character and identification clearance (fingerprints), demonstrated knowledge of the United States Constitution, and obtained a University Internship Intern Credential. CSU Fullerton uses the recommendation forms and the autobiography to assess how the candidate's prior experiences and attitudes toward children and schools may affect the candidate's performance in the classroom. Additionally, during prerequisite courses candidates, are required to write their

educational philosophy and to participate 40 plus hours of fieldwork in single subject. These requirements provide excellent information related to the candidate's prior experiences and attitudes toward children and schooling.

Before entering the program each candidate participates in an interview designed to ask about prior experiences and attitudes toward children. All Intern applicant decisions are made in collaboration with the employing school district. CSU Fullerton will not issue an Intern credential without written approval from the district and bargaining unit.

#### **SINGLE SUBJECT CLAD CERTIFICATE**

The Single Subject CLAD (Cross-Cultural Language and Academic Development) Certificate is designed for credentialed secondary (7-12 grade) teachers wishing to develop expertise in meeting the needs of linguistically and culturally diverse students. The program is state-approved and does not require taking the California CLAD examinations. The Single Subject CLAD Certificate requires 12-semester units consisting of four courses that must be completed sequentially. A foreign language requirement is also necessary to complete the certificate.

*Please note: With the new Single Subject Credential (Level I), CLAD is no longer applicable. Only those candidates who received their credential prior to January 2004 will need to meet CLAD Certificate requirements.*

Ed Sec 330 Developing Literacy in Secondary Schools (previously Ed Sec 440R)

Ed Sec 340 Diversity in Secondary Schools (previously Ed Sec 440M)

Ed Sec 410 Teaching English Language Learners in Secondary Schools (previously Ed Sec 540C)

Ed Sec 540D Teaching Strategies for Developing Academic Competence Across the Curriculum

#### **SINGLE SUBJECT CREDENTIAL (LEVEL II)**

As of Fall 2003, all candidates are required to complete a Professional Teacher Induction Program through their employing district.

#### **MASTER OF SCIENCE IN EDUCATION SECONDARY EDUCATION CONCENTRATION**

This program is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles in public and private schools. The concentration allows students to complete up to two courses in their credential or supplementary authorization area.

The graduate program builds upon teacher preparation in the Single Subject Credential Program Whereas coursework in the credential program focuses on knowledge and skills necessary for a beginning secondary teacher, the graduate program will allow students to extend their knowledge and deepen their skills in curriculum design, instructional and assessment strategies, integration of technology, and reflection skills.

#### **Application Deadlines**

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate/>.

### Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see “Graduate Regulations” section for complete statement and procedures).

### Graduate Standing: Classified

Classified standing is granted after a study plan is developed in consultation with a faculty adviser and approved by the Associate Vice President, Academic Programs (or designee). Students must also meet the following admission requirements.

1. An approved major.
2. Grade-point average of 3.0 on previous academic and related work.
3. Proof of a current secondary teaching credential.
4. Current professional resume.
5. 500-word statement of purpose outlining your interest in the Secondary Education Master’s Program (e.g., any areas of special interest or emphasis you plan to pursue as a graduate student, a brief description of your current teaching position, or anything else that would facilitate an informed decision on your application).
6. Two or more letters of recommendation that address your aptitude for graduate study including your teaching skills as well as your academic preparation.

Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

### Study Plan

Students are required to complete a one-unit prerequisite course that is offered credit/ no credit and does not apply to the graduate study plan. Check with the department office for registration information. The course allows students to identify major issues in secondary schools, develop a program plan and project agenda based on these issues, and set goals for their graduate work. The adviser-approved 30 credit units on the graduate study plan will include the following:

#### *Prerequisite Course (1 unit)*

Ed Sec 501 Introduction to Graduate Studies in Secondary Education (3)

#### *Core Courses (15 units)*

Ed Sec 504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Course in Graduate Studies in Secondary Writing (3)\*

#### *Concentration Courses (6 units)*

Ed Sec 522 Family, Community, and Professional Partnerships (3)

Ed Sec 524 Assessing Student Learning (3)

#### *Electives (6 units)*

Electives may be taken in any order after completion of Ed Sec 501, 504, and 506.

#### *Culminating Experience (3 units)*

One of the following:

Advanced Studies (includes comprehensive exam) (3)\*

OR Ed Sec 594 Research Seminar (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

### EMPHASIS IN MIDDLE SCHOOL MATHEMATICS

The concentration in Secondary Education with an Emphasis in Middle School Mathematics is a collaborative effort with the Department of Mathematics and is designed to help career middle school (grades 5-9) mathematics classroom teachers upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles in public and private schools. This emphasis will provide middle school (grades 5-9) math teachers with a deeper knowledge base in mathematics and mathematics education. Mathematics 303A, B Fundamental Concepts of Elementary Mathematics (6 units) or equivalent are required as prerequisites to the program.

#### Study Plan

Students are required to complete a one-unit prerequisite course. This course is taken credit/no credit (does not apply to units for the degree). Check with the department office for registration information. The adviser- approved 30 units (minimum) on the study plan will include the following:

#### *Prerequisite Course work (7 units)*

Ed Sec 501 Introduction to Graduate Studies in Secondary Education (1)

Math 303A/B Fundamental Concepts of Elementary Mathematics (3,3)

#### *Core Course Work (15 units)*

Ed Sec 504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Course in Graduate Studies in Secondary Writing (3)\*

#### *Emphasis Courses (12 units)*

Ed Sec 530 Graduate Studies in Mathematics Education (3)

Math 403A Concepts of Middle School Mathematics (3)

Math 403B Concepts of Middle School Mathematics (3)

Math Ed 530 Teaching Problem Solving in Middle School Mathematics (3)

#### *Culminating Experience (3 units)*

One of the following:

Advanced Studies (includes comprehensive exam) (3)\*

OR Ed Sec 594 Research Seminar (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

\*Please contact the Secondary Education Department office for current registration information.

## SECONDARY EDUCATION COURSES

Courses are designated as EDSC in the class schedule.

### 110 The Teaching Experience: Exploration (2-3)

Exploration of one's self in relation to other people in the schools and an encounter with the teaching experience through fieldwork. Accompanying seminar to help students extend their observations and explore relevant issues. (2 hours fieldwork, 2 hours seminar) Credit/No credit only. (Same as Special Education and Elementary Education 110)

### 310 The Teaching Experience: Participation (3)

History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. May be repeated with consent of instructor. Credit/No credit. A, B or better is required to receive a grade of credit.

### 320 Adolescence and Education (3) (Formerly 386)

Prerequisite: completion of General Education Category III.C.1  
The biological, cognitive, and sociocultural development of adolescents. Exploration of the contexts of adolescent development, including family, peers, school, work, and leisure. Health and safety issues of adolescents.

### 330 Developing Literacy in Secondary Schools (3) (Formerly 440R)

Prerequisite: Ed Sec 310. Strategies for developing content-based reading/writing abilities, comprehension skills, and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and speakers. Diagnostic assessment strategies. Development of materials to be utilized during Ed Sec 440F fieldwork.

### 340 Diversity in Secondary Schools (3) (Formerly 440M)

Prerequisite: Ed Sec 310. Knowledge and skills for teaching special populations. Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. Exploration of how teaching is shaped by diversity in California society. Analysis of personal and institutional bias.

### 400 Instruction Methods for Secondary Internship Candidates (3)

Methodology course for departmental teaching required for first semester internship candidates before beginning first semester of credential program. Meets the methodology requirement for holders of Multiple Subject Credential seeking a Single Subject Credential. Two hours lecture and 30-hour fieldwork experience.

### 404 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Prerequisite: Ed Sec 310. Development of personal proficiency in educational technologies to facilitate the teaching process. Training in computer hardware and software terminology; spreadsheets, word processing, publication, and presentation applications; Internet search and retrieval; information literacy; electronic communication and awareness of legal and ethical issues. Meets the state requirement for Single Subject Preliminary Credential except Social Studies. (Same as Spec Ed 404)

### 407 Personal Proficiency in Educational Technologies for Social Science Teachers (3)

Prerequisite: Ed Sec 310. Provides the social studies teacher with skills to utilize computer technology. Covers social studies applications in word processing, spreadsheet, database, simulations, graphics, modems and laser disc interfaces Meets state computer requirements for the Social Studies Single Subject preliminary credential.

### 410 Teaching English Learners in Secondary Schools (3) (Formerly 540C)

Prerequisite: Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Materials, methods and strategies for teaching English learners in secondary schools. Principles of second language acquisition. State and federal laws pertaining to the education of English learners.

### 440F Supervised Fieldwork in Secondary Schools (3)

Prerequisite: admission to the Single Subject Credential Program. Concurrent enrollment in Ed Sec 440S. Ten-week practicum (120 hours, Monday - Thursday) in observation and participation in secondary schools. Use of materials developed in Ed Sec 330. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit.

### 440S General Pedagogy of Secondary School Teaching (4)

Prerequisites: admission to Single Subject Credential Program and Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism. Must be taken Credit/ No Credit. A, B or better is required to receive a grade of credit.

### 442 Teaching in the Secondary School (3)

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 449E. Strategies and techniques for teaching a specified subject in the secondary school. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit.

Art Ed 442 Teaching Art in the Secondary School

Ed Sec 442 Teaching Business in the Secondary School

Ed Sec 442S Teaching Social Science in the Secondary School

English Ed 442 Teaching English in the Secondary School

For Lang Ed 442 Teaching Foreign Languages in the Secondary School

Kinesiology 442 Teaching Physical Education in the Secondary School

Math Ed 442 Teaching Mathematics in the Secondary School

Music Ed 442 Principles and Methods of Teaching Music in the Public Schools

Science Ed 442 Teaching Science in the Secondary School

Speech Ed 442 Teaching Speech in the Secondary School

Theatre Ed 442 Teaching Theatre in the Secondary School



#### **449E Externship in Secondary Teaching (3)**

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit. Students sign up for the appropriate departmental offering from the following: Art Ed 449E, Ed Sec 449E, Engl Ed 449E, For Lang Ed 449E, Kinesiology 449E, Math Ed 449E, Mu Ed 449E, Sci Ed 449E, Speech Ed 442 Teaching Speech in the Secondary School, or Theater Ed 449E.

#### **449I Internship in Secondary Teaching (10)**

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit. Departmental course offerings are: Art Ed 449I, Ed Sec 449I, Engl Ed 449I, For Lang Ed 449I, Kinesiology 449I, Math Ed 449I, Mu Ed 449I, Sci Ed 449I, Speech Ed 442 Teaching Speech in the Secondary School, or Theatre Ed 449I

#### **449S Seminar in Secondary Teaching (3)**

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449I. Seminar in student teaching in a single subject in secondary schools. Taken Credit/No Credit. A, B or better is required to receive a grade of credit.

#### **499 Independent Study (1-3)**

Prerequisites: senior or graduate standing, approval of instructor and department. Conduct an individual investigation under supervision of a faculty member; investigation might be an experiment, a library study, or a creative project; only students of demonstrated capacity and maturity will be approved; adequate prerequisite study necessary.

#### **501 Introduction to Graduate Studies in Secondary Education (1)**

A prerequisite to the MSE in Secondary Education designed to prepare entering graduate students to develop their study plan and identify pressing issues in secondary education. Students must have capacity for electronic communication, including e-mail, attachments and web courseware. May be taken before or during the first semester.

#### **504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)**

Prerequisite: Ed Sec 404 or equivalent; candidate must be in second semester of the program or have completed a preliminary single subject credential program and be currently teaching. Theoretical basis and strategies for improving teaching and learning in secondary school classrooms through multimedia technologies. Emphasis on the utilization of technology for curricular, instructional, and assessment purposes to support all students in learning. Meets the Professional Teacher Induction Program Technology standard.

#### **522 Family, Community, and Professional Partnerships (3)**

This course examines effective teaching practices in working with diverse student populations so as to promote equal learning opportunities. Overview of successful community collaboration with service providers, business leaders, policy makers, and parents. Addresses complex diversity of families and teaching situations. Stresses importance of partnerships with professional agencies concerned with adolescents.

#### **524 Assessing Student Learning (3)**

Prerequisite/co-requisite: Ed Sec 535 Methods of assessing and evaluating student academic achievement in the secondary schools. Improving student performance and aligning assessment with goals and learner characteristics. Designing instruments and focusing on assessment strategies that promote equal learning opportunities.

#### **530 Graduate Studies in Mathematics Education (3)**

Seminar to explore research that focuses on teaching and learning mathematics in the middle grades, criteria for improving mathematics programs, and critique of current mathematics curricula. Students will analyze research in light of their developing knowledge and teaching experiences.

#### **535 Survey of Educational Research (3) (Formerly 510)**

Introduces students to the major forms of both quantitative and qualitative research used in education. Students will learn how to select an appropriate research method and the characteristics of sound research. Emphasis will be placed on making reasoned judgments as consumers of research as well as selecting appropriate information collection strategies.

#### **536 Curriculum Theory and Development (3)**

The secondary school curriculum including the forces operating on the curriculum and the participants involved in middle and high school curriculum building. The process of curriculum building.

#### **540 Graduate Studies in Teaching English Learners (3) (Formerly 540D)**

Prerequisite: Ed Sec 410. Students must be in their second semester of student teaching or have completed preliminary credential requirements. Final course required for CLAD Certificate. Includes methodology of English language development and content instruction for English learners, strategies for specially-designed academic instruction in English. Focuses on research and policy implications.

#### **550 Instructional Strategies (3)**

Prerequisite: baccalaureate degree or consent of instructor. A general course in pedagogy designed for students whose professional work involves instructional responsibilities. General teaching strategies courses design, instruction planning, and student evaluation are emphasized.

#### **591 Professional Seminar in Secondary Teaching (3)**

Prerequisite: Graduate standing and consent of graduate adviser. Introduction to requirements for National Board certification; focus on development of Portfolio entries and analysis of candidate's teaching (self, peer, and instructor) with respect to models of teaching and teachers' work; review of research related to professional teaching standards.

**594 Project Seminar (3)**

Prerequisite: Ed Sec 535. The preparation, evaluation, development, and presentation of curriculum research projects culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects and research results.

**597 Project (1-3)**

Prerequisites: Ed Sec 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

**598 Thesis (1-3)**

Prerequisites: Ed Sec 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a thesis.

**599 Independent Graduate Research in Secondary Education (1-3)**

Prerequisites: consent of instructor or graduate adviser. Individual research with conferences with the instructor.

**DEPARTMENT CHAIR**

John Bedell

**DEPARTMENT OFFICE**

Humanities 730M

**DEPARTMENT WEBSITE**

<http://hss.fullerton.edu/Sociology>

**PROGRAMS OFFERED**

Bachelor of Arts in Sociology

Minor in Sociology

Master of Arts in Sociology

Emphasis in Gerontology

Emphasis in Applied Social Research

**FACULTY**

Takenori Aso, John Bedell, Tony Bell, Dennis Berg, Alan Emery, Helaine Feingold, Rosalie Gilford, Ronald Hughes, Hilla Israely, Perry Jacobson, G. Nanjundappa, Rae Newton, Myron Orleans, Michael Perez, Houshang Poorkaj, Lorraine Prinsky, Gerald Rosen, C. Michael Stuart, Clarence Tygart, Joseph Weber, Troy Zimmer

**ADVISERS**

Please contact the department office for office hours of the undergraduate and graduate adviser at (714) 278-3531.

**INTRODUCTION**

Sociology is the systematic and scientific study of society and social behavior. The sociologist looks beyond individual and unique events to the predictable broad patterns and regular occurrences of social life that influence individuals. Studies range from the profound impact of post industrial societies on family life, crime, mass communications, gender, race, ethnicity, and intergenerational relations to the study of emotions and the values that govern daily social encounters.

The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, urban and environmental planning, public relations, personnel, criminal justice, counseling and other service professions. The Bachelor of Arts in Sociology will also prepare a student for advanced studies in several areas including sociology, social welfare, environmental studies, education, public health and urban planning.

**Sociological Internships**

The internship course, Sociology 495, offers the opportunity for students to participate in supervised field activities. The internship permits students to apply their relevant sociological knowledge to meet challenges of a practical setting. Each course can be used to earn three units of credit for such experiences. Students must make arrangements with the Internship Coordinator one semester prior to enrollment in the course. The course may be repeated for a maximum of six units credit.

**Independent Studies**

The independent study course, Sociology 499, allows students to expand upon their special interests in the field of sociology. Independent studies are usually in areas not covered by the normal course offerings of the department and consists of individual research projects. Research projects may also include library research or actual field research. Enrollment in the course requires that students meet regularly with their faculty supervisors. One to three units of credit may be earned. (Forty hours of fieldwork is required for every unit of credit.) The course may be repeated for a maximum of nine units credit.

*Note:* Students may apply a maximum of nine units of internship and independent study combined, toward the major.

**Credential Information**

The bachelor's degree in Sociology may be effectively combined with subject matter necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Teacher Education Office in the School of Education at 714-278-3411 to obtain information on attending an overview presentation.

**International Learning Opportunities in Sociology**

Majors in sociology will find an increasing emphasis on cross-national perspectives woven throughout most of the course work available within the department. Sociology is rapidly becoming international in both scope and content. Sociology majors are encouraged to explore international educational opportunities, either through the CSU international programs, through CSUF's own exchange program or through any one of the numerous other international programs offered by academic institutions throughout the United States. The Department of Sociology will cooperate fully in providing academic credit in sociology for such experiences where appropriate.

## **BACHELOR OF ARTS IN SOCIOLOGY**

The B.A. in Sociology requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

For the major, students are required to complete a minimum of 36 units of course work in sociology. Included within the 36 units are 15 units of courses required of all majors and 21 units of adviser-approved electives tailored to each student's career objectives. Sociology 101 Introduction to Sociology is a required prerequisite for all sociology courses. It is recommended that Sociology 302 Social Research Methods must be completed before other upper-division Sociology courses are undertaken. At least 27 units must be upper-division. A total of nine adviser-approved units may be transferred from a community college.

In addition to the minimum of 36 units, students must satisfy the three-unit writing requirement. All courses counting toward the major must be taken for a letter grade. Students under Fall 1991 and later catalogs must pass required courses and the writing requirement with a grade of C or better.

### **Required Courses (15 units)**

- Sociology 101 Introduction to Sociology (3)
- Sociology 301 Theories of Social Behavior (3)
- Sociology 302 Social Research Methods (3)
- Sociology 303 Statistics for the Social Sciences (3)
- Sociology 309 Computers in Sociology (3)

### **Upper Division Writing Requirement (3 units)**

Choose one of the following:

- Sociology 308 Writing for Sociology Students (3)
- English 301 Advanced College Writing (3)
- English 360 Scientific and Technical Report Writing (3)
- English 365 Legal Writing (3)

### **Service-Learning Requirement**

All Sociology majors are required to complete a service-learning requirement in one of their sociology courses. Many sociology classes offer assignments with a service-learning component and these are noted in the schedule of classes offered each semester. In these, the student performs some service to a community agency that is integrated with course work. Students are expected to meet the needs of the community organization while they learn from their service experience and enhance their learning in eth course. Please see your departmental adviser if assistance is needed in finding a class with service-learning.

### **Electives (21 units)**

Students are to select a minimum of 21 units of elective course work in sociology consistent with their career objectives.

### **Concentration Options**

As part of the 21 units in elective courses, sociology majors have the option of selecting one of the following concentrations in consultation with a faculty member. A concentration consists of twelve units selected from the courses listed within each concentration below. Students must take the required course (or one of the required courses) as one of the four courses.

Students choosing the option of a concentration must complete a capstone experience. Students will choose and complete this project under the mentorship of any faculty member who is willing to be a mentor. The capstone experience itself must be arranged with the mentor ahead of time and before beginning the capstone experience. The capstone experience may include, but is not limited to, a research project, fieldwork culminating in a written or oral presentation and/or other appropriate assignments. The written portion of the capstone experience shall include a combination of both sociological conceptual schemes as well as empirical findings.

## **FAMILY CONCENTRATION**

### **Required Course (3 units)**

- Sociology 351 Sociology of Families (3)

### **Electives (9 units)**

Choose nine units from the following:

- Sociology 353 Sociology of Childhood (3)
- Sociology 354 Sex Roles and Gender (3)
- Sociology 355 Women in Contemporary Society (3)
- Sociology 381 Sociology of Human Sexuality (3)
- Sociology 385 Family Violence (3)
- Sociology 459 Sociology of Marital Dissolution (3)
- Sociology 495 Internship (3)

## **GERONTOLOGY CONCENTRATION**

### **Required Course (3 units)**

- Sociology 133 Introduction to Gerontology (3)

### **Electives (9 units)**

Choose nine units from the following:

- Sociology 333 Sociology of Aging (3)
- Sociology 351 Sociology of Families (3)
- Sociology 360 Sociology of Death and Dying (3)
- Sociology 433 Aging and Social Services (3)
- Sociology 495 Sociological Internship (3)

## **SOCIAL WORK CONCENTRATION**

### **Required Course (3 units)**

- Sociology 305 Social Work Practice (3)

### **Electives (9 units)**

Choose nine units from the following:

- Sociology 300 Social Work (3)
- Sociology 333 Sociology of Aging (3)
- Sociology 385 Family Violence (3)
- Sociology 408 Sexual Abuse in American Society (3)
- Sociology 416 Sociology of Alcoholism (4)
- Sociology 459 Sociology of Marital Dissolution (3)
- Sociology 495 Sociological Internship (3)

## EDUCATION CONCENTRATION

### Required Course (3 units)

Sociology 352 Sociology of Education (3)

### Electives (9 units)

Choose nine units from the following:

Sociology 341 Social Interaction (3)

Sociology 350 Social Relations and Emotions (3)

Sociology 351 Sociology of Families (3)

Sociology 353 Sociology of Childhood (3)

Sociology 413 Juvenile Delinquency (3)

Sociology 495 Sociological Internship (3)

## CONCENTRATION IN SOCIOLOGY OF DEVIANCE AND SOCIAL PROBLEMS

### Required Course(s) (3-6 units)

Sociology 411 Criminology (3)

AND/OR Sociology 413 Juvenile Delinquency (3)

### Electives (6-9 units)

Choose 6-9 units of the following:

Sociology 365 Law and Society (3)

Sociology 385 Family Violence (3)

Sociology 408 Sexual Abuse in American Society (3)

Sociology 415 Sociology of Corrections (3)

Sociology 466 Deviant Behavior (3)

Sociology 495 Sociological Internship (3)

## SOCIOLOGY OF CLASS, RACE AND GENDER

### Required Course(s) (3-9 units)

Take at least one of the following:

Sociology 357 Minority Groups Relations (3)

Sociology 354 Sex Roles and Gender (3)

### Electives (3-9 units)

Choose 3-9 units from the following:

Sociology 333 Sociology of Aging (3)

Sociology 355 Women in Contemporary Society (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 495 Sociological Internship (3)

## MINOR IN SOCIOLOGY

### Required Courses (9 units)

Sociology 101 Introduction to Sociology (3)

Sociology 301 Theories of Social Behavior (3)

Sociology 302 Social Research Methods (3)

### Elective Courses (12 units)

Students select 12 units of upper-division course work in sociology.

## MASTER OF ARTS IN SOCIOLOGY

The Sociology Department accepts graduate students in the fall and spring semesters of each academic year. Applications need to be post-marked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate>.

The program for this degree provides advanced study in general sociology. It offers an opportunity to broaden one's knowledge of society, to strengthen skills of sociological analysis and to do research in depth in an area of particular interest. It may be used as preparation for study toward the doctorate in sociology, for community college teaching, participation in research or for a variety of positions in business and industry, corrections, the community or government.

The 30-unit program is composed of a 12-unit core course sequence that all students must complete. Depending on options chosen by the student, the core course sequence is augmented with requirements for the special emphasis and electives to total 30 units. The Master of Arts program is designed to facilitate close contact between students and faculty, to encourage students to accept a role in the selection of course offerings, and to participate in areas of departmental decision making.



### Prerequisites

Students must meet the university requirements for admission to graduate standing. Please see the "Graduate Regulations" section of this catalog for policies and procedures on admission of graduate students.

In order to be accepted as a sociology graduate student, the applicant must have a grade-point average of 2.75 or better in the most recent 60 units of college work and a grade-point average of 3.0 (B) or better for all work in sociology. A minimum of 18 upper-division units in sociology is required, including the following courses or their equivalents:

Sociology 301 Theories of Social Behavior (3)

Sociology 302 Social Research Methods (3)

Sociology 303 Statistics for the Social Sciences (3)

Courses in methods, statistics and theory must have been completed within the last five years prior to application. Two letters of reference attesting to the applicant's academic potential must be sent to the graduate coordinator.

Students will be accepted as conditionally classified sociology majors with either course or GPA deficiencies. Deficiencies must be corrected within one year of admission to the program.

Students will be classified upon the fulfillment of the above prerequisites, and after an approved study plan has been developed, in consultation with the Graduate Committee.

### Study Plan

The study plan for the degree must be completed with a minimum grade-point average of 3.0 with no course grades below C. The study plan is approved by the student's adviser and includes the following:

*Core Course Sequence - All Students (12 units)*

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

*Note:* Sociology 502A and 581 are designed to be taken during the first semester of graduate studies. Sociology 502A meets the University Graduate Writing Requirement.

*Electives (12-15 units)*

Electives to be chosen from the following categories consistent with each student's goals, subject to approval by the graduate adviser and limited by the maximum number of units set for each category.

500-level graduate seminars (maximum 15 units)

400-level Sociology courses (maximum 6 units)

Sociology 596 Community College Symposium (3)

OR Sociology 597 Project: Agency Placement (3)

(maximum 6 units any combination of Sociology 596 or 597)

Sociology 599 Independent Graduate Research (1-3)

*Note:* Maximum of nine units of any combination of Sociology 596, 597, or 599 allowed on the study plan.

*Thesis/Project/Comprehensive Exam (3 units)*

Sociology 598 Thesis (3) plus Thesis Writing Course (3)

OR Sociology 597 Project: Agency Placement (3)

OR Sociology 599 Independent Graduate Research plus  
Comprehensive exam (3)

It is highly recommended that students planning on doctoral studies complete the thesis option.

For further information, consult the graduate program adviser.

### EMPHASIS IN GERONTOLOGY

This emphasis within the M.A. in Sociology prepares students for careers as planners, policy makers, service providers, administrators, and researchers who work in business, industry, government offices and community programs with or on behalf of the elderly.

### Study Plan

The study plan for the degree must be approved by the Gerontology adviser and must include the following:

*Core Course Sequence (12 units)*

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

*Gerontology Sequence (12 units)*

Two Gerontology-related 400-level Sociology courses (6)

AND Sociology 597 Project: Agency Placement (6)

*Note:* A one-year placement in a gerontology-related organization or organizations (6 units) culminates in an extensive review of activities within these organizations that integrate these activities with sociological and gerontological theory.

### Electives (6 units)

Adviser-approved 400- or 500-level courses in Sociology or related fields.

### EMPHASIS IN APPLIED SOCIAL RESEARCH

This emphasis within the M.A. in Sociology prepares students for research analyst positions in business firms, government agencies, educational institutions and medical institutions.

### Study Plan

The study plan for the degree must be approved by the Applied Research adviser and must include the following:

*Core Course Sequence (12 units)*

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

*Applied Research Sequence (12 units)*

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology seminar course covering the structure of social research (3)

AND Sociology 597 Project: Agency Placement (6)

*Note:* A one-year placement in a research setting or settings (6 units) culminates in an applied research paper, similar to a thesis, but with an applied as opposed to a theoretical approach.

*Electives (6 units)*

Adviser-approved 400- or 500-level courses in Sociology or related fields.

### SOCIOLOGY COURSES

Courses are designated as SOCI in the class schedule.

#### 101 Introduction to Sociology (3)

The basic concepts of sociology: includes social interaction, culture, personality, social processes, population, social class, the community, social institutions and sociocultural change. (CAN SOC 2)

#### 133 Introduction to Gerontology (3)

Prerequisite: completion of the General Education Category III.C.1. Multidisciplinary overview of characteristics, strengths, and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice.

#### 300 Social Work (3)

Prerequisite: Sociology 101. History, philosophy, values of social work profession, fields of practice (casework, group work, macro practice); theories of human behavior in social environments. Social work as career objective and qualifications necessary. Recommended for students considering careers in human services, social work, social policy development.

### **301 Theories of Social Behavior (3)**

Prerequisite: Sociology 101 or consent of instructor. The main schools of sociological thought, both European and American. Systems of theory, methodology of theorists, cultural change and social institutions.

### **302 Social Research Methods (3)**

Prerequisite: Sociology 101 or consent of instructor. Topics include: research design, methods of gathering data, the role of theory in research, sampling methods and problems, data processing and analysis.

### **303 Statistics for the Social Sciences (3)**

Prerequisites: Sociology 101 and Mathematics 110 or equivalent or consent of instructor. The techniques for the elementary statistical analysis of social data. Description and inferential measures include tests, chi-square, analysis of variance, contingency table analysis and linear regression.

### **304 The Black Family (3)**

(Same as AFRO 304)

### **305 Social Work Practice (3)**

Prerequisites: Sociology 101 and 300. Theories, methods, principles, ethics, fields of social work practice. Generalist model; micro (individual), mezzo (group), macro (organization, community, advocacy, case management) levels of intervention. Recommended for students considering careers in human services, counseling, social work or social policy development. Methods and theories underlying social work practice.

### **306 Applying Sociology in the Community (3)**

Prerequisite: Sociology 101. Combines service to the community with discussion and analysis of selected social problems and community issues. As a service-learning class, Sociology 306 requires approximately 40 hours per semester of community service, in addition to weekly class meetings.

### **308 Writing for Sociology Students (3)**

Prerequisite: Sociology 101 or consent of instructor. Composition, sources of information and sociological writing for different audiences. Satisfies the classroom portion of the upper-division writing requirement for sociology majors. Instructional fee.

### **309 Computers in Sociology (3)**

Prerequisite: Sociology 101 or consent of instructor. Introduction to computer applications in Sociology. Training in use of CSUF mainframe computers, software and microcomputers. Topics include: survey analysis with SPSS; constructing and editing data files and word processing.

### **333 Sociology of Aging (3)**

Prerequisite: Sociology 101 or consent of instructor. Analysis of population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/esthetic institutions, aging and ethnicity, social policy and the future of aging.

### **341 Social Interaction (3)**

Prerequisite: Sociology 101 or consent of instructor. The social and sociopsychological dimensions of group behavior and the socialization of the individual. Social interaction and its impact on the individual and personality formation.

### **345 Sociology of Communication (3)**

Prerequisite: Sociology 101 or consent of instructor. The social processes involved in communicating with symbols-verbal, visual and "body-language" – in interpersonal settings and the mass media.

### **348 Collective Behavior (3)**

Prerequisite: Sociology 101 or consent of instructor. Characteristics of crowds, mobs, publics. Analysis of social movements and revolutions, their relation to social unrest and their role in developing and changing social organization.

### **350 Social Relationships and Emotions (3)**

Prerequisite: Sociology 101 or consent of instructor. Consideration of social relationships emphasizing emotional bonds as the primary integrating force, including interactions between emotions and relationships.

### **351 Sociology of Families (3)**

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. The family as a social institution. Historical and cross-cultural perspectives; social change affecting marriage and the family; analysis of American courtship and marriage patterns; the psychodynamics of family life.

### **352 The Sociology of Education (3)**

Prerequisites: Sociology 101 completion the General Education Category III.C.1. Education as a social institution and agent of socialization. Dynamic interplay with economic, political, religious, family institutions, and community. Gender, race, and class inequality in education. Cross national perspectives on education and related social problems and social policy.

### **353 Sociology of Childhood (3)**

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. Historical, cross-cultural, and contemporary views of children and youth in society; childhood socialization and the effects of the family, school, peers, gender roles, the media community, and technology; social problems of children and youth; recommendations for social policy.

### **354 Sex Roles and Gender (Formerly 450) (3)**

Prerequisite: Sociology 101 or consent of instructor. The effect of traditional and nontraditional sexual stereotypes on attitudes and behavior within the family, the educational system, the economic system and the legal system.

### **355 Women in Contemporary Society (Formerly 407) (3)**

Prerequisite: Sociology 101 or consent of instructor. Women in American society. Sex role socialization, sexism in institutions, labor force participation, female health and sexuality.



### **356 Social Inequality (3)**

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. This course explores the development, patterns, structures, and consequences of social inequality, with emphasis on social class, race, ethnicity, gender, and sexuality in the U.S. Dynamics of resistance and social change are also discussed.

### **357 Minority Group Relations (Formerly 431) (3)**

Prerequisite: Sociology 101 or consent of instructor. Examines the development and current conditions of minority/majority relations through study of social, political and economic causes and consequences of prejudice and discrimination. Evolutionary and revolutionary movements for change will be studied.

### **360 Sociology of Death and Dying (Formerly 460) (3)**

Prerequisite: Sociology 101 or consent of instructor. Dying as a social process; functions of bereavement behavior; the grief process; fear of death and dying; death related rituals, demographic aspects of mortality; American death acceptance-denial controversy.

### **361 Population and the Environment (3)**

Prerequisite: Sociology 101 or consent of instructor. Population composition, growth and movement. Social factors affecting birth rates, death rates and migration. Environmental and resource base implications of population growth, urbanization and migration. The role of the economy, poverty, gender and development on population dynamics also discussed.

### **365 Law and Society (Formerly 465) (3)**

Prerequisite: Sociology 101 or consent of instructor. Examines the relationship between a society and its laws using sociological theory and major concepts. Includes analysis of court process, legal professions, and related social institutions.

### **371 Sociology of City Life (3)**

Prerequisite: Sociology 101 or consent of instructor. The population and ecology, patterns of growth, institutions, characteristic social interaction, values and problems of the urban community.

### **381 Sociology of Human Sexuality (3)**

Prerequisite: Sociology 101 or consent of instructor. Study of the sociological aspects of human sexuality, socio-historical and comparative perspectives; relationships of sexual interaction to life cycle, gender, race, class and power.

### **385 Family Violence (3)**

Prerequisite: Sociology 101 or consent of instructor. For those interested in contemporary issues of family violence: victims, perpetrators and societal responses. Explores causes, intervention and prevention of all types of abuse-child, sibling, spouse, parent and elder-through the examination of theories, research findings and practical field application.

### **408 Sexual Abuse in American Society (3)**

Prerequisites: Sociology 101, 466 or consent of instructor. Sociological examination of sexual abuse in contemporary society, specifically patterns of forcible rape and child sexual victimization. Presentation of theories and research findings regarding causes, consequences and other dynamics of sexual victimization, including responses of social groups to such victimization.

### **411 Criminology (3)**

Prerequisite: Sociology 101 or consent of instructor. The extent, causes and control of criminal behavior. The criminal law, causal factors and theories, correctional institutions, probation and parole, and preventive efforts.

### **413 Juvenile Delinquency (3)**

Prerequisite: Sociology 101 or consent of instructor. Juvenile delinquency as a social problem. Sociological study of the causes of delinquent behavior, and programs of control, treatment and prevention.

### **415 Sociology of Corrections (3)**

Prerequisite: Sociology 101, 411 or 413, or consent of instructor. Current problems and programs in probation, parole and correctional institutions. For students planning careers in corrections.

### **416 Sociology of Alcoholism (4)**

Prerequisite: Sociology 101 or consent of instructor. Sociological analysis of alcoholism. The socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)

### **433 Aging and Social Services (3)**

Prerequisite: Sociology 333 or consent of instructor. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review of career opportunities and qualifications required.

### **455 Medical Sociology (3)**

Prerequisites: Sociology 101 and upper-division standing. This course is designed to provide the student with a comprehensive sociological perspective for interpreting medicine and medical behavior. In a multifaceted approach, disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions and the cost and service of health services will be considered.

### **458 Sociology of Religious Behavior (3)**

Prerequisite: Sociology 101 or consent of instructor. Religious behavior examined by social science theories. Religious rituals/ beliefs to cope with anxiety and powerlessness before natural forces and social structures and processes. Religion's contributions to individual identity, societal order and change. (Same as Religious Studies 458)

### **459 The Sociology of Marital Dissolution (3)**

Prerequisite: Sociology 101 or consent of instructor. The social-psychological causes and consequences of voluntary marital dissolution (separation, divorce). Topics include: the erosion of attachment, personal identity changes, changing and new relationships with others, starting over, dating again, sexuality changes, loneliness, anxieties.

**463 Political Sociology (3)**

Prerequisite: Sociology 101. Theoretical perspectives; nature of power and authority; social structure and political institutions; elites and decision making; social influences on political behavior; political movements.

**466 Deviant Behavior (3)**

Prerequisite: Sociology 101. This course explores the social construction, nature and patterns of deviance. Topics include theories of deviance, research on deviance, types of deviance, constructing deviance, deviant identity, relations among deviants, deviant acts, and deviant careers.

**467 Sociology of Sport (3)**

Prerequisite: Sociology 101. Examines the nature, position, functions, and growing importance of sports in contemporary industrial society. Particular emphasis given to the relationships between structure, variety, and extent of sports activity and other institutional sectors in society.

**473 Formal Organizations (3)**

Prerequisite: Sociology 101 or equivalent. Sociological analysis of formal organizations (industrial, governmental, welfare, military, medical, educational, correctional, etc.) as systems of social interaction. Includes such topics as blueprinted vs. informal organization, structure, authority, decision-making, role conflicts, communication and morals.

**495 Sociological Internship (3)**

Prerequisite: Sociology 101 or consent of instructor. Supervised field experience permitting application of relevant sociological material in practical settings. Requires 120 hours in the field.

**499 Independent Study (1-3)**

Prerequisites: Sociology 101, at least 12 units of sociology and consent of instructor. An individual research project, either library or field. The student must enroll with an instructor whose recognized interests are in the area of the planned independent study. Conferences with the instructor as necessary and the work culminated in one or more papers. May be repeated for credit.

**501T Seminar: Topics in Societal Structure and Process (3)**

Prerequisite: consent of instructor. Analysis of a specialization within the study of society such as: socialization and personality; deviance; social change; institutional structure and process. May be repeated for credit.

**502A The Research Process (3)**

Requires the completion of a research project including such elements as theory construction, hypotheses formation, sampling, survey construction, data collection and data analysis. Meets the University Graduate Writing Requirement. Instructional fee.

**502B The Research Process (3)**

Prerequisite: Sociology 502A. Problems of social research. Causal inferences, value bias and measurement, construction of scales. Instructional fee.

**503 Aging and Public Policy (3)**

(Same as Gerontology 503)

**581 Advanced Theories of Social Behavior (3)**

Prerequisite: Sociology 301 or equivalent or consent of instructor. Basic elements and key problems in constructing and evaluating sociological theories.

**596 Community College Symposium (3-6)**

Prerequisite: consent of adviser. Introductory sociology, social problems and marriage and family; teaching preparation. Includes oral exam.

**597 Project: Agency Placement (3-6)**

Prerequisite: consent of adviser. Twenty hours per week for one semester or 10 hours per week for two semesters. Choice limited by availability of positions which meet the level of supervision and training for which credit may be given. Includes an oral exam conducted by a master's committee.

**598 Thesis (3)**

Prerequisites: acceptance as a candidate for the Master of Arts in Sociology, and approval of topic. Individual research under supervision, reported in a thesis, and defended successfully in an oral examination conducted by a faculty committee.

**599 Independent Graduate Research (1-3)**

Prerequisite: consent of graduate adviser and instructor. Individual research on a library or empirical project, with conferences with instructor as necessary, culminating in one or more papers. May be repeated for credit.



**SCHOOL OF EDUCATION  
ASSOCIATE DEAN**

L.Y. (Mickey) Hollis (Acting)

**SPECIAL EDUCATION  
DEPARTMENT CHAIR**

Belinda Karge

**DEPARTMENT OFFICE**

Education Classroom 190

**DEPARTMENT WEBSITE**

<http://hdcs.fullerton.edu/sped/home.html>

**PROGRAMS OFFERED**

Master of Science in Education  
    Concentration in Special Education  
Education Specialist Credentials  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Early Childhood Special Education  
Certificates of Competency  
    Resource Specialist  
    Early Childhood Special Education

**FACULTY**

Stephen Aloia, Doreen Ferko, Barbara  
Glaeser, Belinda Karge, Joan Levine, Robert  
Ortiz, Melinda Pierson, Judy Smith, Judy  
Sylva, Jan Weiner

**INTRODUCTION**

The Department of Special Education at California State University, Fullerton provides exemplary training for special education candidates, general education teachers clearing their preliminary credentials, and persons interested in improving techniques to work with at-risk children. The faculty in the Department of Special Education are nationally recognized for their contributions in the field of Special Education. Combined teaching experience represents more than 70 years of classroom contributions. Credential programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education are available. Additionally, certification programs are available for Resource Specialist and Early Childhood Special Education. Candidates can earn a master's degree in any of the above areas. The Department of Special Education provides a program that is nationally accredited (NCATE) in addition to meeting the Commission on Teacher Credentialing (CTC) requirements. The Department takes pride in meeting most of the Council for Exceptional Children (CEC) recommended program standards.

The department offers full and part-time programs designed to accommodate students who have full-time employment, family responsibilities or wish to resume their university studies leisurely.

The Department of Special Education has moved in the direction of competency (performance-based) program outcomes and is strongly committed to a conceptual knowledge and skill based framework soundly integrated with the philosophies of the university, school, and division.

The University Mission, School Philosophy and Department theme emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry, and the relationship to the larger diverse society. The refined mission and marks indicate the department is both substantive and technical, theoretical and practical, realistic and entrepreneurial.

**CONCEPTUAL FRAMEWORK**

**University**

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

**Students**

The quality of the educator is the most critical variable in education. It is our central promise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to work collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

**Faculty**

The faculty at CSU Fullerton is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. AT CSU Fullerton, learning expands beyond the classroom to include partnerships within the community.

## MISSION STATEMENT OF THE DEPARTMENT OF SPECIAL EDUCATION

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental, and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition, and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities. Master's degree programs are available in all areas of specialty.



Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate/>.

### ADMISSION REQUIREMENTS

1. University graduate application
2. Department of Special Education application
3. Three letters of recommendation
4. Letter of intent including education philosophy, purpose statement (This is the same as an autobiography.)
5. Overall grade point average of 2.75 for credential programs; 3.0 for Master of Science Program
6. Certificate of Clearance
7. U.S. Constitution verification
8. Passage of the California Subject Examinations for Teachers (CSET) of the National Teacher Examination (PRAXIS) or completion of the Multiple Subject Matter Preparation Program or completion of the single subject preparation program, or completion of any single subject competency examination approved by the state (for Mild/Moderate, Moderate/Severe program candidates only).

### APPLICATION DEADLINES

Applications need to be postmarked no later than March 1st for fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections.

9. Completion of the California Basic Education Skills Test (CBEST) (For all candidates)
10. Satisfactory completion of prerequisite courses:
  - a. Special Ed 371 (for all candidates)
  - b. Ed Elm 315A and 315B, Child/Adolescent Studies 325/312 or equivalent (for those students interested in working with elementary students) and Ed Elm 425 for those candidates interested in a dual credential (multiple subject and special education)  
OR  
Ed Sec 310 and Ed Sec 320 (for those students interested in working with secondary students) and Ed Sec 330 and Ed Sec 340 for those candidates interested in a dual credential (secondary education and special education).
  - c. Courses on transcripts reflecting Child Development-Birth-8 (for early childhood majors only)
11. Field experience with typically developing students (for all programs)
12. Faculty interview.

For further information please call the department office (714) 278-3411.

### EDUCATION SPECIALIST CREDENTIALS

Programs leading to three education specialist credentials are available. They are:

1. Specialist credential to teach persons with mild/moderate disabilities including specific learning disabilities, mild mental retardation, and other health-impaired and emotional disturbance.
2. Specialist credential to teach persons with moderate/severe disabilities including severely developmentally disabled, mental retardation, multi-handicapped, emotionally disturbed, and children with autism.
3. Specialist credential to teach infants, toddlers, and preschool children with disabilities.

The Commission on Teacher Credentialing adopted a policy that requires all special education teaching credential candidates to complete preparation programs for a preliminary (Level I) and professional (Level II) credential. All persons completing Level I preparation programs are required to obtain a professional clear special education credential (Level II) through an approved university program within five years of the date of issuance of the Level I credential.

Advisement is available to any student seeking an Education Specialist credential in the Department of Special Education. New students will be assigned an adviser at the time of admission to the Department of Special Education. Students should meet with their adviser during the first semester of enrollment in the Department of Special Education to file a study plan. The specific courses needed vary based on student experience. Do not self-advise! It is critical to meet with a department adviser.

The Special Education Specialist Credential consists of three phases:

1. A prerequisites phase in which students are introduced to the basic characteristics of the various types of disabilities, make field observation in various settings, and experience practices and procedures of the day-to-day world of teaching exceptional students;

2. A core-components phase, where the issues and concerns related to statistical assessment and identification of exceptional individuals as well as the legal mandates and regulations of special education law, exploration of the dynamics of disabilities as it relates to families and parents; and effective researched based teaching techniques are mastered.
3. An advanced specialization phase, in which specific issues related to the area of specialty are addressed, i.e. characteristics and teaching methods courses relating to the specific disability area, including the on-site field support components for all credentials and the resource specialist certificate. Students must finish the prerequisite phase before entering the other two areas. The core-components phase and the advanced specialization phases are taken concurrently to allow the teacher to learn about their field of specialization as quickly and efficiently as possible. At the end of Phase III, candidates qualify for a Level I credential. Level II credential is designed as an Induction period to support new teachers on-the-job. Each candidate selects a specific area of emphasis. Several courses in Level II lead to a master's degree.

Undergraduates anticipating career options in Special Education may take Any 200-300 or 400-level course prior to program admission.

#### **Blended Teacher Education Program**

Students in the Blended Teacher Education Program (BTEP) combine their bachelor's degree requirements with credential program classes to earn a baccalaureate degree and Level I credential in four calendar years. BTEP students complete general education, a major in either Child and Adolescent Development or Liberal Studies or an Education Specialist credential (Special Education). First-time freshmen may apply to the program March through June prior to their entering fall semester. Up to 75 freshmen are accepted for BTEP each year. Applicants are encouraged to apply early for priority registration.

For more information, visit the Center for Careers in Teaching website at <http://www.fullerton.edu/cct>.

#### **MILD/MODERATE AND MODERATE/ SEVERE CREDENTIAL**

##### **Level I**

- Special Ed 430A Foundations in School Teaching (3)
- Special Ed 430B Curriculum and Instruction in Elementary (Math, Social Studies, and Science) (2)
- Special Ed 430C Supervised Fieldwork (1)
- Special Ed 433 Language Arts and Reading Instruction in the Public Schools (3)
- Special Ed 439A Student Teaching in Elementary School (4-12)  
OR Ed Sec 449E Externship in Secondary Teaching (3)
- Special Ed 439B Seminar in Student Teaching (1-3)
- Special Ed 462 Practices and Procedures in Special Education (3)
- Special Ed 411 Mainstreaming (3)
- Special Ed 421 Working with Families of Individuals with Disabilities (3)
- Special Ed 520 Advanced Issues in Measurement and Data Analysis (3)
- Special Ed 482A/B Curriculum and Methods-Special Ed. (3)
- Special Ed 522 Behavior Problems in the Classroom (3)

- Special Ed 531/532 Advanced Seminar: MM/MS (3,3)
- Special Ed 489 Directed Teaching-Special Education (6)

##### **Level II**

- Special Ed 510 Research Methods and Statistics (3)
- Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)
- Special Ed 584 Transition, Vocation, and Careers Over the Lifespan  
OR Special Ed 490 (for Interns only)
- Special Ed 586 Current Trends and Issues in Special Education (3)
- Special Ed 599 Independent Graduate Research (1-3)
- Ed Sec 404 Microcomputers in the secondary classroom (3)
- Health Sci 356 Health Education for Secondary Teachers (3)  
OR Health Sci 357 Health Education for Elementary Teachers (3)
- Special Ed 533 Seminar: Issues and Trends in Collaborative/Consultative Services (3) (Induction Plan Finalized)

#### **EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIALS**

##### **Level I**

- Special Ed 371 Exceptional Individuals (3)
- Special Ed 400 Early Childhood Special Education (3)
- Special Ed 421 Working with Families of Individuals with Disabilities (3)
- Speech Comm 407 Speech-Language Development and Disorders for Educators (3) or adviser agreed upon equivalent.
- Special Ed 514 Infant Assessment and Intervention (3)
- Special Ed 515 Preschool Assessment and Intervention (3)
- Special Ed 522 Positive Behavior Support (3)
- Special Ed 535 Seminar in Special Education: Early Intervention (3)
- Special Ed 489 Directed Teaching in Special Education (6)

##### **Level II**

- Special Ed 510 Research Methods and Statistics (3)
- Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)
- Special Ed 584 Transition, Vocation, and Careers Over the Lifespan  
OR Special Ed 490 (for Interns only)
- Special Ed 586 Current Trends and Issues in Special Education (3)
- Special Ed 599 Independent Graduate Research (1-3)
- Ed Sec 404 Microcomputers in the secondary classroom (3)
- Health Sci 356 Health Education for Secondary Teachers (3)  
OR Health Sci 357 Health Education for Elementary Teachers (3)
- Special Ed 533 Seminar: Issues and Trends in Collaborative/Consultative Services (3) (Induction Plan Finalized)

#### **SPECIAL EDUCATION UNIVERSITY INTERNSHIP**

The department currently has a two-year internship program designed to offer support to teachers on the job in local school districts. The interns receive systematic support, guidance and feedback from both the participating school districts and from university faculty and staff.

### Prerequisites:

1. Letter from school district providing starting date of employment for internship
2. Completion of Intern Credential application (pick-up in the Credential Center, College Park 740)
3. Acceptance into the Special Education program (both University and Department application)
4. Evidence of subject matter competency
5. Passage of the California Basic Education Skills Test (CBEST)
6. Special Ed 371, 421, 430A and 462. Completion of all or partial general education course work

*Note:* this program is designed for persons with general education teaching credentials or persons who have completed the prerequisites, general education coursework, and student teaching in general education.

Special program features include (1) an emphasis on effective teaching strategies in reading and mathematics and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

### MASTER OF SCIENCE IN EDUCATION (SPECIAL EDUCATION)

This program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological, and sociological issues related to the education of individuals with disabilities. It focuses on analysis and interpretations of policy as related to curriculum, pedagogy, and methodology. Specific emphasis is offered in the areas of Early Childhood, Collaborative-Consultation, Mild/Moderate Disabilities, Moderate/Severe Disabilities, and the Education of the Gifted and Talented.

### Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate>.

### Admission to Graduate Standing: Conditionally Classified

Requirements include a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted (see the "Graduate Regulations" section of this catalog for policies and procedures regarding admission).

### Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

1. Grade-point average of 3.0 or better in all previous academic and related work
2. An approved major
3. Completion of Special Ed 371 Exceptional Individual
4. Satisfactory interview and autobiography
5. Development of a study plan approved by the Special Education Department's graduate program adviser and the Associate Vice President, Academic Programs (Graduate Studies Office)

### Study Plan

#### Core Classes (15 units)

- Special Ed 510 Research Methods and Statistics (3)
- Special Ed 522 Behavioral Problems in the Classroom (3)
- Special Ed 529 Collaborative and Consultative Seminar (3)
- Special Ed 530 Graduate Seminar in Giftedness and Creativity
  - OR Special Ed 531 Seminar; Individuals with Moderate/Severe Disabilities (3)
  - OR Special Ed 532 Seminar: Individuals with Mild/Moderate Disabilities (3)
  - OR Special Ed 535 Seminar in Special Education: Early Intervention
- Special Ed 586 Current Trends and Issues in Special Education (3)

#### Electives (12 units)

Adviser-approved elective courses include a minimum six units 500-level, maximum six units 400-level and maximum six units from other departments.

#### Project/Thesis (3 units)

- Special Ed 597 Project (3)
- OR Special Ed 598 Thesis (3)

### RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY

The curriculum for the Resource Specialist certificate of competency is designed to prepare candidates having approved entry level skills and professional preparation to assume the role as resource specialists in programs serving special education students. The certificate program meets the competencies set forth by the California Commission on Teacher Credentialing as well as additional standards deemed appropriate by the faculty of the Department of Special Education, other university personnel and community advisory board members. Students desiring this certificate without enrolling for a degree or credential should apply for admission to the university as postbaccalaureate with a Resource Specialist objective.

### Prerequisites

1. A 3.0 grade-point average in teacher presentation coursework.
2. Passage of the California Basic Education Skills Test (CBEST).
3. Evidence of multiple subject or single subject credential.
4. Appropriate Advanced Specialist Credential in Special Education. (Learning Handicap or Severe Handicap). Students should contact a department adviser prior to initiating a program for the R.S.P. Certificate.

*Note:* Verification of three years of successful teaching involving regular class and special education experience is necessary before the certificate will be granted.

### CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

This fifth year professional certificate program is designed to meet the standards and competencies adopted by California's Commission on Teacher Credentialing. This two-semester program provides professional training to enable students to teach in Early Childhood Special Education programs for children with special needs ages birth through five years.

*Note:* Only nine units of graduate-level coursework from another institution can be petitioned to fulfill equivalent course requirements in the certificate program and this certificate can only be added to a clear credential.

### Prerequisites

1. Baccalaureate degree in an interdisciplinary field related to Special Education (e.g. Child Development, Nursing, Human Services, Psychology, Kinesiology, and degree programs with Adapted Physical Education emphases, etc.) with a minimum grade-point average of
2. Minimum grade-point-average of 2.75.
3. Background knowledge in typical child development and experience with young children.
4. Met all Department prerequisites described in this catalog.

### Core Requirements (21 units)

Special Ed 400 Early Childhood Special Education (3)

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Special Ed 489 Directed Teaching in Special Education (6)

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

Special Ed 535 Seminar in Special Education: Early Intervention (3)

### Electives (9 units)

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student's previous higher education coursework or degree program, and (3) all selected coursework will have to be approved by the student's program adviser.

## SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

### 110 The Teaching Experience: Exploration (2-3)

(Same as Ed Sec 110)

### 250 Disabilities: The Movies and the Media (3)

A critical overview of issues related to prejudice, misperceptions, and stereotypes of individuals with disabilities. A special feature of the course is the opportunity to view numerous contemporary films and videos on persons with disabilities.

### 371 Exceptional Individual (3)

Provides overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. A special feature is the opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. Course includes an opportunity to work in the field with persons with disabilities. Thirty hours of fieldwork is required.

### 400 Early Childhood Special Education (3)

Prerequisite: Child Development 320 or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-5 years with disabilities, developmental delays and those "at risk" for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented.

### 404 Microcomputers for Secondary School Classrooms (3)

(Same as Secondary Ed 404)

### 411 Mainstreaming (3)

Designed to assist school personnel to implement the "Least Restrictive Environment" placement requirement of Individuals with Disabilities Education Act (IDEA). Emphasis will be placed upon techniques and strategies to modify general education classrooms to accommodate all students with ability differences. This course fulfills the state requirement for Clear Credential.

### 421 Working with Families of Individuals with Disabilities (3)

Prerequisite: Special Ed 371 or consent of instructor. Examines characteristics of family systems; functional assessment of family needs, concerns, and priorities. Focuses on effective communication, collaborative skills and identification of community resources.

### 430A Foundations in School Teaching (3)

(Same as Ed Elm 430A)

### 430B Curriculum and Instruction (1-2)

(Same as Ed Elm 430B)

### 430C Supervised Fieldwork (2)

(Same as Ed Elm 430C)

### 433 Language Arts and Reading Instruction (3)

(Same as Ed Elm 433)

### 439A Student Teaching in Elementary School (4-12)

(Same as Ed Elm 439A)

### 439B Seminar in Student Teaching (1-3)

(Same as Ed Elm 439B)

### 462 Practices and Procedures in Special Education (3)

Prerequisite: Special Ed 371 or consent of instructor. Critically examines current laws, educational implementation, and related practices in Special Education from birth through 21 years. Emphasizes issues of multiculturalism; non-discriminatory assessment, curriculum and instructional strategies; federal, state, and community resources.

### 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371 or consent of instructor. In-depth examination of individuals with diverse cognitive, social-emotional, and physical characteristics and their educational needs.

### 464 Characteristics of Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 371 or consent of instructor. In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs.

### 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371, 430A, 430B, 430C, 433 and 462. Presents curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Focuses on instructional strategies permitting access to the Core curriculum.



**482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)**

Prerequisite: Special Ed 371, 430A, 430B, 430C, 433 and 462. Presents curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Includes functional academics, life skills, and adaptations to Core curriculum.

**489A Directed Teaching in Special Education (A) (6)**

Prerequisite: Special Ed 371, 430A, 430B, 430C, 433, 439A, 439B, subject matter competency and 462, 482A, 520, 522, and department approval. Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. Must be taken Credit/No Credit.

**489B Directed Teaching in Special Education (B) (6)**

Prerequisites: Special Ed 371, 430A, 430B, 430C, 433, 439A, 439B, subject matter competency, 462, 464, 482B, 520, 522 and department approval. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California's Moderate/Severe or early childhood special education credential requirements. Must be taken Credit/No Credit.

**490 Field Studies: Special Education (1-3)**

Prerequisite: Special Ed 371 or Special Ed 400 and consent of Department Chair. Supervised practicum/field or clinical experience with exceptional individuals related to skills and competencies specified for the completion of University- or State-approved endorsements or certificates. May be repeated for credit. Must be taken Credit/No Credit.

**496 Senior Educational Practicum (1-3)**

Prerequisites: approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

**499 Independent Study (1-3)**

Prerequisites: senior or graduate standing, department chair approval, and consent of instructor. Supervised individual studies under the direction of faculty member. Experimental, research or creative projects.

**510 Research Methods and Statistics (3)**

Prerequisites: Special Ed 531, 532 or 535; and Special Ed 522. Covers educational research methodology and statistics. Considers the various methods of education research, the formulation of research hypotheses, the preparation of research documents. Focuses on the understanding of descriptive and inferential statistics in educational research.

**514 Infant Assessment and Intervention (3)**

Prerequisites: Child Development 320, Special Ed 400 or equivalent. A transdisciplinary model for assessment of infants birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

**515 Preschool Assessment and Intervention (3)**

Prerequisites: Child Development 320, Special Ed 400 or equivalent, Special Ed 514. An assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.

**520 Seminar: Advanced Issues in Measurement and Data Analysis (3)**

Prerequisites: Special Ed 371, 462, 482A or 482B. Critically examines the application of measurement and data analysis in the K-12 classroom.

**522 Positive Behavior Support (3)**

Prerequisite: Special Ed 371, 411, 462, 482A, 482B or 514. Focuses on developing an educational approach to supporting positive behaviors in the classroom and community. Emphasis on regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel.

**528 Advanced Special Education Seminar: Curriculum, Assessment, and Instructional Management (3)**

Prerequisites: Special Ed 463 or 464. Presents collaborative and consultative strategies and techniques for delivering direct and indirect services to individuals with disabilities in a continuum of settings.

**529 Collaborative and Consultative Seminar (3)**

Prerequisites: Special Ed 463, 464 and/or Level I preliminary specialist credential. Provides training in staff development, theory and communication skills needed to work with decision-making groups. Candidates design state mandated induction plan for professional growth.

**530 Graduate Seminar in Giftedness and Creativity (3)**

Prerequisite: Special Ed 463 or consent of instructor. An examination of varieties of higher cognitive functioning and those characteristics or performances described as creativity. Focus on ways to enhance skills in analysis, synthesis, evaluation, creative problem solving and divergent productions.

**531 Seminar: Individuals with Moderate/Severe Disabilities (3)**

Prerequisite: Special Ed 371, 464 recommended or equivalent and SpEd 482B. Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

**532 Seminar: Individuals with Mild/Moderate Disabilities (3)**

Prerequisites: Special Ed 371, 463 recommended or equivalent and SpEd 482A. Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

**533 Seminar: Issues and Trends in Collaborative/Consultative Services (3)**

Prerequisite: Special Ed 510, 529, 586, 599 and candidate must be in final semester of Level II education specialist program. Investigates contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

**535 Seminar in Special Education: Early Intervention (3)**

Prerequisites: graduate status and Special Ed 400, SpEd 514, and SpEd 515. A seminar emphasizing the theoretical bases, research related to assessment and service delivery approaches, and current issues and trends in early childhood intervention.

**550 Bilingual/Multicultural Special Education (3)**

Special Education 371 and 411. Examination of issues related to the provision of services to culturally and linguistically diverse students with exceptionalities.

**584 Transition, Vocation, and Careers Over the Lifespan (3)**

Prerequisite: Special Ed 371 or 411. Focuses on the development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood.

**586 Current Trends and Issues in Special Education (3)**

Prerequisites: graduate status and consent of instructor. Examines philosophical, social, economical, and educational issues which underlie decision-making with respect to curriculum and methods in special education.

**597 Project (1-3)**

Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

**598 Thesis (1-3)**

Prerequisite: consent of instructor. Conducts individual research; conferences with the instructor culminating in a thesis.

**599 Independent Graduate Research (1-3)**

Prerequisite: consent of instructor. Independent inquiry. For qualified graduate students.



## DEPARTMENT CHAIR

Kurt Kitselman

## DEPARTMENT OFFICE

College Park 420-1

## SPEECH AND HEARING CLINIC

College Park 150

## DEPARTMENT WEBSITE

<http://communications.fullerton.edu/>

## PROGRAMS OFFERED

Bachelor of Arts in Communicative Disorders

Master of Arts in Communicative Disorders

*Credentials in:*

Clinical Rehabilitative Services-Speech and Hearing

Special Classroom Authorization

Bachelor of Arts in Speech Communication

*Emphases in:*

Argumentation and Persuasion

Intercultural Communication

Interpersonal Communication

Organizational Communication

Communication Studies

Minor in Speech Communication

Master of Arts in Speech Communication

## FACULTY

Jon Bruschke, K. Jeanine Congalton, Michael Davis, Robert Emry, Robert Gass, William Gudykunst, Janette Hayes, Mary Blake Huer, Kurt Kitselman, Edith Li, Elizabeth Mechling, Norman Page, John Reinard, Gary Ruud, Terry Saenz, Stella Ting-Toomey, Kenneth Tom, Ying-Chiao Tsao, Richard Wiseman, Toya Wyatt.

## ADVISERS

*Communicative Disorders:*

Undergraduate: Toya Wyatt

Graduate: Edith Li

*Speech Communication:*

Undergraduate: Norman Page

Graduate: Bill Gudykunst

## INTRODUCTION

The mission of the department is to provide students with an understanding of communication processes in a culturally diverse society. An in-depth understanding of communication processes brings a number of benefits, including the ability to analyze communication barriers and the competency to facilitate effective communication between individuals, within organizations, between organizations and their customers or constituencies, and across cultures. Understanding communication processes in depth can, with specialized education and training, be used also to diagnose and treat disorders of communication.

The department offers a Bachelor of Arts degree in Speech Communication with emphases in Argumentation and Debate, Intercultural Communication, Interpersonal Communication, Organizational Communication, and Communication Studies. It also offers a Master of Arts degree in Speech Communication. Students who complete the bachelor's or master's degree are qualified to enter a variety of rewarding careers in business, nonprofit organizations, government, and education, and they are qualified to pursue advanced degrees in communication studies as well as in other academic and professional fields that are described under the sections on concentrations. The department offers a Minor in Speech Communication, which is structured to meet individual student's educational needs and career aspirations.

The department also offers a Bachelor of Arts and a Master of Arts degree in Communicative Disorders. These degrees lead to eligibility for a state license in speech-language pathology, national certification in speech-language pathology, and two specialized credentials for work within the public school system. The Communicative Disorders Program is one of only two programs in California that have been accredited by the American Speech-Language-Hearing Association without interruption for over thirty years. The Communicative Disorders Program has a number of special features, including an emphasis on clinical services for persons from diverse cultural and linguistic backgrounds, alternative and augmentative forms of communication, and diagnosis and management of disorders of swallowing.

The department provides a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts. Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings. Some students are encouraged to pursue careers in college and university teaching and research by continuing their education at the doctoral level in the field of communication studies or communicative disorders. Finally, the department provides guidance for students interested in pursuing graduate and professional studies in fields related to communication.

## BACHELOR OF ARTS IN COMMUNICATIVE DISORDERS

The Bachelor of Arts in Communicative Disorders requires 42 units within the major; 39 of the units are required and 3 are elective. All students also complete 51 units of general education, leaving 27 units of free electives to complete the university's requirements for the Bachelor of Arts Degree. Most students who pursue the Bachelor of Arts in Communicative Disorders intend to complete a Master of Arts degree in Communicative Disorders, since this is the entrance-level degree for practice as a speech-language pathologist in both the public school and the health care systems. The Bachelor of Arts degree provides excellent preparation for pursuit of teaching credentials too, and students are encouraged to consider this degree to prepare for careers as teachers, especially if they are interested in early childhood or elementary education. Students can complete requirements for entrance into most teaching credential programs

within the 120-unit minimum required for a Bachelor of Arts degree through careful planning.

#### **Sophomore Level (6 units)**

- Speech Comm 241 Introduction to Phonetics (3)
- Speech Comm 242 Introduction to Communicative Disorders (3)

#### **Junior Level (15 units)**

- Speech Comm 300 Introduction to Research in Speech Communication (3)
- Speech Comm 307 Speech & Language Development (3)
- Speech Comm 344 Anatomy & Physiology of Speech & Hearing (3)
- Speech Comm 350 Speech & Hearing Science (3)
- Speech Comm 352 Child Language and Phonological Disorders (3)

#### **Senior Level (18 units)**

- Speech Comm 461 Audiology & Audiometry (3)
- Speech Comm 465 Aural Rehabilitation (3)
- Speech Comm 472 Voice & Craniofacial Disorders (3)
- Speech Comm 474 Neurology & Neurogenic Communicative Disorders (3)
- Speech Comm 475 Fluency Disorders (3)
- Speech Comm 476 Clinical Methods and Procedures (3)

#### **Electives (3 units)**

- Speech Comm 302 Introduction to Manual Communication (3)
- Speech Comm 308 Quantitative Research Methods (3)
- Speech Comm 312 Intermediate Sign Language (3)
- Speech Comm 345 Communication & Aging (3)
- Speech Comm 404 Communicative Disorders of the Bilingual/Multicultural Child (3)
- Speech Comm 410 Teaching Language Handicapped Children (3)
- Speech Comm 450 Acoustic Phonetics (3)

### **BACHELOR OF ARTS IN SPEECH COMMUNICATION**

The Bachelor of Arts in Speech Communication is awarded with one of five emphases: Argumentation and Debate, Intercultural Communication, Interpersonal Communication, Organizational Communication, or Communication Studies. The major requires 42 units consisting of (1) 15 units of core requirements, (2) 9 units of theoretical core, and (3) 15 units within the student's particular emphasis. In addition to 42 units within the major, students complete 51 units of general education, leaving 27 units of free electives to complete the university's requirements for the Bachelor of Arts Degree. Some students are encouraged to pursue specific minors, such as a Minor in Advertising, Business Administration, Computer Science, Journalism, Psychology, or Public Administration, depending on their career or professional goals. Students can complete these minors as well as one of the department's majors within the 120-unit minimum required for a Bachelor of Arts degree.

#### **Core Requirements (18 units)**

- Speech Comm 102 Public Speaking (3)
- Speech Comm 200 Human Communication (3)
- Speech Comm 236 Essentials of Debate (3)
- Speech Comm 300 Introduction to Research (3)
- Speech Comm 308 Quantitative Research Methods (3)
- Speech Comm 320 Intercultural Communication (3)

#### **Theoretical Core (9 units)**

- Speech Comm 313 Interpersonal Communication Theory (3)  
OR Speech Comm 332 Process of Social Influence (3)
- Speech Comm 324 Communicating in Groups and Teams (3)  
OR Speech Comm 326 Organizational Communication Dynamics (3)
- Speech Comm 330 Rhetoric of Popular Culture (3)  
OR Speech Comm 335 Advanced Argumentation (3)

#### **Emphasis in Argumentation and Persuasion (15 units)**

An emphasis in Argumentation and Persuasion constitutes one of the strongest liberal arts educations available. Students learn how to think in a clear and logical manner, analyze information critically, formulate persuasive arguments, and deliver those arguments effectively, both in oral and in written forms. These skills are of great value in almost any career. Students who complete their degree with a emphasis in Argumentation and Persuasion are prepared for a variety of specific careers as well, including a career as a speech/debate coach. They are also prepared for careers in government and politics, such as that of a campaign aide or director, elected official, information officer, legislative assistant, legislative research specialist, lobbyist, negotiator, press secretary, or speechwriter. Others have used the emphasis as preparation for a career in the ministry. The emphasis offers particularly strong preparation for law school.

- Speech Comm 330 Rhetoric of Popular Culture (3)
- Speech Comm 332 Process of Social Influence (3)
- Speech Comm 334 Persuasive Speaking (3)
- Speech Comm 335 Advanced Argumentation (3)
- Speech Comm 337 Communication in the Legal Arena (3)
- Speech Comm 338 Intercollegiate Forensics (3)
- Speech Comm 342 America Speaks (3)
- Speech Comm 420 Communication Theory (3)
- Speech Comm 426 Directing Forensics (3)
- Speech Comm 430 Classical Rhetoric (3)
- Speech Comm 431 Rhetorical Dimensions in Sex and Gender (3)
- Speech Comm 432 Contemporary Rhetoric (3)
- Speech Comm 437 Internship: Speech Communication (3)
- Speech Comm 438 Principles of Rhetorical Criticism (3)
- Speech Comm 492A Proseminar in Speech Communication (3)

### Emphasis in Intercultural Communication (15 units)

An emphasis in Intercultural Communication provides students with specialized knowledge and skills in identifying, analyzing, and meeting the challenges of effective communication in a multicultural society, both in the context of organizations and among individuals. These challenges are transformed into career opportunities for those who have mastered the knowledge and skills of effective intercultural communication and are able to translate their knowledge to diverse intercultural applications. Students who complete the Intercultural Communication emphasis successfully are prepared for careers such as that of customer service and sales representative, diplomat, foreign correspondent, foreign relations or foreign service officer, host for foreign dignitaries, intercultural and diversity trainer, international corporate representative, international and study-abroad student adviser, and travel industry representative. The emphasis also provides an excellent background for those interested in careers in primary and secondary education, a variety of human and social service careers, and other careers for which a liberal arts education is required.

- Speech Comm 220 Interpersonal Conflict Management (3)
- Speech Comm 313 Interpersonal Communication Theory (3)
- Speech Comm 342 America Speaks (3)
- Speech Comm 360 Nonverbal Communication (3)



- Speech Comm 420 Communication Theory (3)
- Speech Comm 422 Applications of Intercultural Communication (3)
- Speech Comm 437 Internship: Speech Communication (3)
- Speech Comm 492C Proseminar in Speech Communication (3)

### Emphasis in Interpersonal Communication (15 units)

An emphasis in Interpersonal Communication provides students with the education needed for entrance into a variety of careers in social and human services. Success in these fields requires competencies in identifying, analyzing, and meeting the challenges of effective communication among individuals. Acquiring these competencies is the goal of the emphasis in Interpersonal Communication. The emphasis provides a basis for the pursuit of teaching credentials, and it provides an exceptional background of preparation for graduate studies in fields such as social work, counseling, and clinical psychology. An emphasis in Interpersonal Communication, combined with selected courses within the psychology minor, meets entrance requirements for most graduate programs in these fields. The selection of an emphasis in Interpersonal Communication suggests a special aptitude for and interest in human service careers, and the emphasis provides students with a unique and exceptionally strong background of theoretical as well as applied studies for graduate studies in the mental health professions.

- Speech Comm 220 Interpersonal Conflict Management (3)
- Speech Comm 313 Interpersonal Communication Theory (3)
- Speech Comm 318 Family Communication (3)
- Speech Comm 324 Communicating in Teams and Groups (3)
- Speech Comm 332 Processes of Social Influence (3)
- Speech Comm 360 Nonverbal Communication (3)
- Speech Comm 413 Communication in Interpersonal Relationships (3)
- Speech Comm 420 Communication Theory (3)
- Speech Comm 437 Internship: Speech Communication (3)
- Speech Comm 492B Proseminar in Speech Communication (3)

### Emphasis in Organizational Communication (15 units)

An emphasis in Organizational Communication prepares students for careers in business, nonprofit organizations, and government. These organizations depend on effective communication among individuals and units within the organization as well as with customers or other constituencies on the outside in order to achieve their goals. One of the primary causes of organizational malfunction is a failure to meet communication challenges, and these challenges are especially great in our multicultural society and in a world made small by travel and communication technology. Experts in organizational communication have the competencies needed to identify the barriers to effective communication within organizations, and between organizations and their customers or other constituencies, and to remove those barriers through organizational structural changes, policy changes, use of communication technologies and media, and training/development of employees. Students who complete their degree with this emphasis are prepared for careers such as that of communication trainer, community relations director or representative, conflict manager, customer service representative, director of corporate communications, executive manager, human resource manager, industrial and labor relations representative, mediator, negotiator, public information officer, or sales representative. The organizational communication emphasis, combined with a business administration minor, provides an exceptional background for those with an interest in careers that focus on communication in the business environment.

- Speech Comm 220 Interpersonal Conflict Management (3)
- Speech Comm 324 Communicating in Teams and Groups (3)
- Speech Comm 325 Interviewing: Principles and Practices (3)
- Speech Comm 326 Organizational Communication Dynamics (3)
- Speech Comm 333 Communication in Business and the Professions (3)
- Speech Comm 334 Persuasive Speaking (3)
- Speech Comm 420 Communication Theory (3)
- Speech Comm 433 Training and Development (3)
- Speech Comm 437 Internship: Speech Communication (3)
- Speech Comm 492D Proseminar in Speech Communication (3)

### Emphasis in Communication Studies (15 units)

An emphasis in Communication Studies provides students with the opportunity to focus on two of the emphases. Many students, for example, combine courses from the Intercultural Communication emphasis with either the Organizational Communication or the Interpersonal Communication emphasis. The selection of courses must be adviser-approved and from at least two of the emphases.

## **MINOR IN SPEECH COMMUNICATION**

An understanding of the challenges of effective communication and how communication can be facilitated is of great value in almost any career. Some careers, such as those in human services, require an understanding of communication between individuals. Other careers, such as those in business, nonprofit organizations, or government, require an understanding of communication within and between organizations and between organizations and their customers or other constituencies. For example, business majors may benefit from knowledge and skills in organizational and multicultural communication, particularly in our multicultural society. The Minor in Speech Communication is structured to meet the individual student's aptitudes, interests, and career goals. The minor is earned by the successful completion of 21 adviser-approved units.

## **MASTER OF ARTS IN COMMUNICATIVE DISORDERS AND IN SPEECH COMMUNICATION**

The Master of Arts in Communicative Disorders (speech-language pathology and audiology), accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association since 1969, is designed: (1) to provide students with graduate, professional level studies covering the broad field of communicative disorders; (2) to provide students with opportunities to observe, learn and serve communicatively impaired clients within a wide range of clinical facilities, both on-campus and off-campus; and (3) to train students to assess, diagnose and formulate therapy plans, and to function as therapists for selected types and populations of the communicatively impaired.

The Master of Arts in Speech Communication is designed to give students broad exposure to theory and research and, at the same time, allow them to specialize in one area (i.e., argumentation and persuasion, interpersonal communication, intercultural communication, organization communication, or rhetorical studies). The objectives of the degree include improving the student's academic and professional competence; preparing the student for advanced graduate work toward the doctoral degree; developing the student's research capabilities; increasing student's knowledge in the area of specialization; and for the student planning a teaching career, providing the opportunity to develop teaching skills. The student is expected to demonstrate a high degree of intellectual competence and scholarly discipline, to evaluate critically, and to demonstrate mastery of the field of specialization.

### **Admission to Graduate Standing: Conditionally Classified**

Applicants must meet the university requirements for admission to conditionally classified graduate standing: a baccalaureate from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted is preferred. Applicants for the Communicative Disorders Program must have a baccalaureate in communicative disorders or the equivalent. The equivalent consists of a prescribed list of courses which total 36 semester units and which form an appropriate background for graduate studies. Applicants for Speech Communication are required to have a baccalaureate in speech communication or an allied field or complete nine units of approved background studies in speech communication.

In addition, the following factors will be taken into consideration by the Graduate Committee in determining who shall be admitted to the program:

1. Grade-point average.
2. Letters of recommendation (preferably on department forms).
3. Professional objectives as presented in a student letter of intent.

### **Application Deadlines**

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information <http://www.fullerton.edu/graduate/>.

### **Graduate Standing: Classified**

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan:

1. Enrollment in Speech Comm 500, Research in Speech Communication, is required within the first nine units of graduate work included on the study plan.
2. Completion of the study plan with 30 units of studies approved by an adviser and the Department Graduate Committee.

### **Study Plan**

Requirements for the Master of Arts degree in either Communicative Disorders or Speech Communication consists of (1) a minimum of 30 units of study approved by the department Graduate Committee, (2) at least 15 units in one of the major areas, (3) successful completion of comprehensive examinations and a thesis (six units) or a directed graduate study research project (three units). The M.A. in Speech Communication study plan may include up to six units of adviser-approved elective coursework outside the department.

Students in the Communicative Disorders program must complete one course in research methods (Speech Comm 500), one course in neurology (Speech Comm 542), one course in child language disorders (Speech Comm 577), one course in neurogenic disorders (Speech Comm 543 or 544), one course in multicultural issues or in augmentative and alternative communication or (Speech Comm 554 or 576) and one course in speech disorders (Speech Comm 450, 571, 573); phonological disorders (Speech Comm 574) is an optional course.

Students in the Speech Communication program must complete one course in theory (Speech Comm 536), one course in research methods (Speech Comm 500), and a minimum of three additional 500-level seminars.

For further information, consult the Department of Speech Communication.

## **CLINICAL REHABILITATIVE SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING**

Speech-pathologists who wish to practice in the public school setting are required to obtain an M.A. Degree in Communicative Disorders and the Clinical Rehabilitative Services Credential in Language, Speech, and Hearing (CRSC), which they may declare as an objective when they apply for admission to the graduate program.

The credential may also be declared as an objective at a later time as long as the student has maintained continuous enrollment in the graduate program. After the student leaves the graduate program, re-admission is required in order to fulfill requirements for the credential. It is, therefore, strongly recommended that students complete the credential while working on the M.A. Degree unless they are absolutely certain that they will not later wish to work in the public schools.

In order to obtain the CRSC, students must earn the M.A. Degree in Communicative Disorders. In addition, they must meet requirements that are somewhat more specific than those for the M.A. Degree alone. These requirements are listed below.

The required courses and clinical practice for the CRSC must be completed with a grade-point average of 2.50, and at least a "C" must be earned for each course and practicum. Students are required to complete clinical clock hours according to the requirements of the American Speech-Language-Hearing Association. In addition, 100 of the 350 supervised clock hours must be completed at a school site or its equivalent. The hours must be supervised in all cases by persons holding the ASHA Certificate of Clinical Competence in Speech-Language Pathology and the appropriate state license. The supervisor of the public school practicum must also hold the Clinical Rehabilitative Services Credential. If equivalences have been granted for a clinical practicum that was completed at another university, appropriate documentation of clinical clock hours completed at the other institution must be provided to the Communicative Disorders Program so that it can be placed in the student's clinical practicum file.

Finally, the student must demonstrate proficiency in reading and writing through passing the University Examination in Writing Proficiency (EWP) and through obtaining a C or better in Speech Comm 300 Introduction to Research in Speech Communication. Alternatively, the student may demonstrate reading and writing proficiency by obtaining a C or better in Speech Comm 500 Research in Speech Communication. Students must also take the CBEST Exam prior to entering the credential program. The Credential Coordinator should be contacted by the students early in their program to review requirements and give further information on the requirements for the credential.

#### **Academic and Clinical Practicum Requirements**

*Undergraduate courses from related areas*

Psychology 361 Developmental Psychology (3)

Special Ed 371 Exceptional Individual (3)

#### **M.A. Degree in Communicative Disorders**

Academic courses in the major. The following courses are required for the CRSC, but some of them may also be used for the partial fulfillment of requirements for the M.A. Degree.

Speech Comm 404 Communicative Disorders of the Bilingual/Multicultural Child (3)

Speech Comm 490 Seminar: Speech and Hearing Services in the Schools (2)

Speech Comm 571 Seminar in Fluency Disorders (3)

Speech Comm 573 Seminar in Voice Disorders (3)

Speech Comm 574 Seminar in Phonological Disorders (3)

Speech Comm 576 Seminar in Augmentative and Alternative Communication (3)

#### **Clinical Practicum Requirements**

Speech Comm 458 Clinical Practicum: Speech and Language Disorders in Children (3)

Speech Comm 468 Audiology Practicum (1)

Speech Comm 485 Aural Rehabilitation Practicum (1)

Speech Comm 489A Public School Practicum in Communicative Disorders (4)

Speech Comm 558A Clinical Practicum: Speech and Language Disorders in Adults (3)

Speech Comm 558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds (3)

Speech Comm 558D Clinical Practicum: Augmentative Communication and Instrumental Management of Communicative Disorders (2)

Speech Comm 559A Advanced Clinical Practicum: Communicative Disorders (3)

#### **CLINICAL REHABILITATIVE SERVICES CREDENTIAL WITH SPECIAL CLASS AUTHORIZATION (SCA)**

This authorization is awarded to students who have earned, either previously or concurrently, the Clinical Rehabilitative Services Credential. Those who hold the SCA may teach in classrooms for the severely communicatively handicapped in the public school system. The SCA may be declared as an objective upon application to the graduate program in communicative disorders. It may also be declared as an objective at a later time as long as the student has maintained continuous enrollment in the graduate program. After the student leaves the graduate program, re-admission is required in order to fulfill requirements for the SCA. It is, therefore, strongly recommended that students complete the requirements for the SCA while working on the M.A. Degree and the Clinical Rehabilitative Services Credential unless they are absolutely certain that they will not later wish to work in the severely communicatively handicapped classroom.

In addition to all the requirements for the Clinical Rehabilitative Services Credential, students must complete the following courses and student teaching practicum with a grade point average of 2.50 and at least a C in each.

Reading 508 Teaching Reading Language Arts (3)

Special Ed 482A Curriculum and Methods for the Learning Handicapped (3)

Speech Comm 410 Teaching Language Handicapped Children (3)

Ed Elm 532 Graduate Studies in Elementary Education: Mathematics (3)

#### **Directed Teaching Practicum**

Speech Comm 489B Public School Practicum in the Special Class (4)



## **CERTIFICATION, LICENSURE, AND CREDENTIALS IN COMMUNICATIVE DISORDERS**

### **Certification**

The Communicative Disorders program is fully accredited by the American Speech-Language-Hearing Association (ASHA). Graduate study in this program leads to certification in speech-language pathology with ASHA (CCC-SLP).

The CCC-SLP is awarded by the American Speech-Language-Hearing Association to persons who (a) complete the M.A. Degree in speech-language pathology, (b) complete the required clinical practicum by taking prescribed combinations of clinical practicum courses, (c) pass the National Examination in Speech-Language Pathology, (d) successfully complete a Clinical Fellowship Year, and (e) submit the appropriate application materials to the American Speech-Language-Hearing Association. All students should be familiar with the requirements for the CCC-SLP. Students completing the M.A. Degree on or after January 1, 2005, must meet a new set of higher standards in order to be certified. All students should obtain a copy of the latest ASHA Membership and Certification Handbook during the last year of their graduate studies, and they should read all materials carefully. Their advisers are not responsible for informing students of ASHA requirements that are met after graduation. Copies of the Handbook are available from the Graduate Assistant in the CSUF Speech and Hearing Clinic or directly from ASHA at the following address and telephone number:

American Speech-Language-Hearing Association  
Membership and Certification Section  
10801 Rockville Pike  
Rockville, Maryland 20852  
Telephone (301) 897-5700

### **Licensure**

The speech-language pathology license is required to work as a speech-language pathologist in all settings in California except for the public school and in certain exempt federal employment settings. The license is awarded by the Speech-Language Pathology and Audiology Examining Committee (SPAEC) of the Medical Board of California to those who (a) complete the M.A. Degree in speech-language pathology, (b) complete the required clinical practicum by taking prescribed practicum courses listed in Appendix 4, (c) pass the National Examination in Speech-Language Pathology, (d) successfully complete a Required Professional Experience (RPE), and (e) submit the appropriate application materials to SPAEC.

Although students will have met or exceeded the academic and clinical practicum requirements for licensure in California by the time they complete their M.A. degree and the last of the clinical practicum courses that are required for the Certificate of Clinical Competence in Speech-Language Pathology (ASHA), they should still become familiar with the specific requirements for licensure during their last year of graduate studies. Their advisers are not responsible for informing students of requirements for licensure that are met after graduation. A copy of the "Student Manual for Licensure in Speech Pathology and Audiology" may be obtained from the Graduate Assistant in the CSUF Speech and Hearing Clinics or directly from SPAEC at the following address and telephone number:

Speech Pathology & Audiology Examining Committee  
1434 Howe Avenue, Suite 86  
Sacramento, CA 95825-3240  
Telephone (916) 263-2666

## **AWARDS IN THE DEPARTMENT OF SPEECH COMMUNICATION**

The following awards were established by family, friends and colleagues of the designees in memory of their commitment and contributions to students engaged in the study of human communication.

These awards provide recognition and/or financial assistance to outstanding students majoring in Speech Communication or Communicative Disorders.

The Seth A. Fessenden Award

The Herbert W. Booth Award

The Herbert W. Booth Outstanding Senior Award

The Philip J. Schreiner Award

The Lee E. Granell Award

The Wayne Brockriede Award

The John Scott McKay Textbook Award

## **GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS**

The following appointments are awarded to outstanding graduate students in the form of competitively selected assistantships and lectureships:

Clinical Graduate Assistants

Graduate Assistants in Forensics

Graduate Assistants in Research

Teaching Associates in Speech Communication

## **INTERNATIONAL LEARNING OPPORTUNITIES IN SPEECH COMMUNICATION**

The Department of Speech Communication integrates issues of ethnicity and culture in all of its courses. This ensures that students understand their own culture in relationship to other cultures and therefore develop a global perspective. Six faculty members are nationally and/or internationally recognized for their expertise in intercultural communication, multiculturalism and bilingual issues.

Courses in intercultural communication are included in the communication theory and process curriculum. These courses emphasize the nature and effects of such communication on multicultural, multinational and domestic relationships. Clinical experiences that are part of the communicative disorders curriculum also provide expertise on multicultural and bilingual issues.

Speech Communication students provide international learning opportunities for other students on campus as well by providing training for CSUF students who will be studying in international universities.

## **SPEECH COMMUNICATION COURSES**

Courses are designated as SPCH in the class schedule.

### **100 Introduction to Human Communication (3)**

An introduction to theory and practice of interpersonal communication. Practice in the development of skills for improving the quality of communication is required.

### **102 Public Speaking (3)**

Theory and presentation of public speeches, including an analysis of determinants of comprehension and attitude formation; selection and organization of speech materials, development of delivery skills and evaluation of message effectiveness. Student presentations required. Participation in research projects. (CAN SPCH 4)

### **138 Forensics (2)**

Prerequisite: consent of instructor. Investigation and practice in the background, format procedures and evaluation criteria of the various forensic events. Students must participate in at least two intercollegiate speech tournaments. May be repeated for credit. (More than 6 hours of classwork for each unit of credit)

### **200 Human Communication (3)**

Theories and competencies in interpersonal, small group, public, organizational and intercultural communication. Variations in communication processes across contexts is investigated.

### **220 Interpersonal Conflict Management (3)**

Examination of the nature, causes and structure of interpersonal conflict; communication strategies exhibited in conflict; and intervention principles for conflict management. Conflict management theory will be applied to conflicts within marriages, small groups, organizations and intercultural relationships.

### **234 Designing and Delivering Multimedia Presentations (3)**

This course teaches knowledge and skills necessary for designing and delivering multimedia presentations. Students will learn how to incorporate representation technology into public presentations. Students will acquire competence in working with PowerPoint, digital images, digital video, and other presentation technologies.

### **235 Essentials of Argumentation (3)**

Introduction to methods of critical inquiry and advocacy. Identifying fallacies in reasoning, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis and evaluation of oral and written arguments. (CAN SPCH 6)

### **236 Essentials of Debate (3)**

Theory and practice in the activity of debate, emphasizing skill in analysis and reasoning, researching and organizing evidence, evaluating stock issues relating to policy and value propositions, and engaging in regulation.

### **241 Introduction to Phonetics (3)**

The analysis and description of speech at the segmental and suprasegmental levels. Includes practice using the International Phonetic Alphabet for broad and narrow transcription. Overview of speech production.

### **242 Introduction to Communicative Disorders (3)**

A broad overview of disorders of communication including classification and prevalence. Educational and training requirements for speech-language pathology and audiology, professional settings and opportunities, ethical considerations, clinical observations.

### **300 Introduction to Research in Speech Communication (3)**

Prerequisite: Speech Comm 100 or 200, open only to speech communication majors. Understanding and using professional literature in speech communication and using that literature to generate a formal research paper. A passing grade fulfills the course requirement of the university upper division baccalaureate writing requirement for speech communication majors and communicative disorders majors.

### **301 Liberal Studies in Communication Processes (3)**

Introduction to interdisciplinary study and its relationships to communication theory. How communication occurs in various disciplines. Theories about the nature of language and how this influences the pursuit of learning. No credit for speech communication majors.

### **302 Introduction to Sign Language (3)**

Prerequisites: Speech Comm 100 or 102; English 101. Provides an overview of the deaf experience and the options for communication in the deaf community. Focus is on the use of American Sign Language and finger spelling at the introductory level.

### **303 Biology of Human Communication (3)**

Prerequisite: Biology 101 or Psychology 101. The exploration of the biology and evolution of speech and language. Includes speech production, evolution and development; speech perception; language, hemispheric specialization, clinical studies; current methods in neurolinguistics; and plasticity and aging.

### **307 Speech and Language Development (3)**

Prerequisite: General Education I.A. or Linguistics 106 or equivalent. Normal acquisition of phonology, morphology, semantics, syntax and pragmatics in children. Includes the biological, cognitive, and social bases of language acquisition. Meets the requirements for specialized preparation to serve as a teacher of exceptional children. (Same as Linguistics 307).

### **308 Quantitative Research Methods (3)**

Prerequisite: Speech Comm 100 or 200. Current perspectives in empirical research methodology in the discipline of Speech Communication. Experimental designs, common statistical tests and the use of the computer as a research tool.

### **312 Intermediate Sign Language (3)**

Prerequisite: Speech Comm 302. Focus is on the theory, practice, and grammatical features of American Sign Language at the intermediate level. Students gain an understanding of the deaf cultural perspective.

### **313 Interpersonal Communication Theory (3)**

Prerequisite: Speech Comm 100, 200, or consent of instructor. The behavioral and humanistic approaches to theories of interpersonal communication. Functions of communication which influence interpersonal relationships, including communicator characteristics, information exchange, situational demands and interpersonal evaluations.

### **318 Family Communication (3)**

Prerequisite: Speech Comm 200. Explores research and theory in family communication. Examines the role of communication in courtship, family satisfaction, family conflict, and family dysfunction, with emphasis on marital, parent-child sibling, and intergenerational family relationships.

### **320 Intercultural Communication (3)**

Prerequisite: Speech Comm 100. Communication problems that result when members of different cultures communicate. How interpersonal communication can overcome differences in cultures' perceptions of communication's functionality, value orientations, nonverbal behavior, language, epistemologies and rhetorics.

### **322 Study Abroad Seminar (1)**

Co-requisite: Enrollment in the CSU International Programs or California State University, Fullerton Exchange Programs. An orientation to living in another culture for students studying abroad. The emphasis is on the intercultural adaptation process (e.g., culture shock) and understanding host nationals' behavior.

### **324 Communicating in Teams and Groups (3)**

Prerequisite: Speech Comm 100, 200. Application of communication theories and behavioral research findings as they relate to small groups and teams. Communication facilitation among individuals in task realization, including interpersonal needs, leadership, norms, roles, verbal and nonverbal messages, and group systems and procedures.

### **325 Interviewing: Principles and Practices (3)**

Prerequisite: Speech Comm 100 or consent of instructor. Principles and practices of interviewing processes. Consideration of appraisal, counseling, employment, exit, journalistic, persuasive and survey types of interviews. Case analyses, simulations and community fieldwork required.

### **326 Organizational Communication Dynamics (3)**

Prerequisite: Speech Comm 100, 200 or consent of instructor. The inter-relationships between management and communication theories. The microsystems and macro-systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories.

### **330 Rhetoric of Popular Culture (3)**

Co-requisite: Speech Comm 200. Rhetorical theories as they apply to contemporary communication events. Various perspectives of rhetorical theory are utilized to further understanding of communication in today's society.

### **332 Processes of Social Influence (3)**

Prerequisite: Speech Comm 100 or 200. Major theories of communication concerned with influence and persuasion in society. Communication effectiveness through strategic application of theory to affecting change and evaluating appeals for change by others.

### **333 Communication in Business and the Professions (3)**

Prerequisite: Speech Comm 100 or 200. Human behavior, structural demands and communication within organizations. Application of theory and behavioral research as a framework for generating managerial communication competencies such as interviewing, briefings, conference leadership and intergroup coordination.

### **334 Persuasive Speaking (3)**

Prerequisite: Speech Comm 102 or equivalent. Strategies and tactics appropriate to leading social policy persuasive campaigns. Emphasis on analysis of receiver variables, progressive use of persuasive materials, question and answer techniques, and the development of personal influence. Student presentations required.

### **335 Advanced Argumentation (3)**

Prerequisite: Speech Comm 236 or equivalent. Argument as applied to advocacy; logic and evidence as related to analysis of significant issues.

### **337 Communication in the Legal Arena (3)**

Prerequisite: an upper-division writing requirement course. The influence of communication behaviors on civil and criminal judicial processes. A review and evaluation of research into communication variables and legal practices, from interviewing to closing arguments. Courtroom observation required.

### **338 Intercollegiate Forensics (2)**

Prerequisite: consent of instructor. Directed activity in debate and other forensic events. Participation in intercollegiate speech competition is required for credit. May be repeated for credit. (More than 6 hours of classwork for each unit of credit.)

### **340 Asian American Communication (3)**

(Same as Asian Amer 340)

### **342 America Speaks (3)**

Prerequisites: Speech Comm 100, 102 or Political Sci 100; History 110A or 110B. America's story told through the speeches that moved her. In addition to critical evaluation of significant messages, emphasis is placed on what it would have been like to be part of the American audience exposed to famous speeches and speakers.

### **344 The Anatomy and Physiology of Speech and Hearing (3)**

Anatomy and physiology of the speech and hearing mechanism. The processes of respiration, phonation, articulation-resonance, and hearing are included.

### **345 Communication and Aging (3)**

Prerequisite: Speech Comm 100 or consent of instructor. Communicative changes found in older adults including normal and pathologic changes in the physiological and behavioral aspects. Topics include diagnosis, rehabilitative strategies, social implications, and health care systems.

### **350 Speech and Hearing Science (3)**

Prerequisites: Speech Comm 241 and 344. Introduction to physiology and acoustics of speech production including voice, resonance, and individual speech segments. Students are introduced to instrumentation for the acoustic and perceptual analysis of speech.

### **352 Child Language and Phonological Disorders (3)**

Prerequisites: Speech Comm 241 or Linguistics 351; Speech Comm 242 and 307. Introduction to language and phonological disorders in children. Emphasis on the speech/language profiles of special populations and contemporary approaches to assessment and intervention. Includes practice in the analysis of child speech/language samples.

### **360 Nonverbal Communication (3)**

(Same as Linguistics 360)

### **404 Communicative Disorders of the Bilingual/Multicultural Child (3)**

Prerequisites: Speech Comm 241, 242, 307, and 352. Comparative analysis of different versus delayed or deviant speech/language development of children from various cultural, ethnic and linguistic backgrounds. Introduction to principles of clinical management of children from culturally diverse populations.

### **407 Speech-Language Development and Disorders for Educators (3)**

Prerequisite: Special Education 371 or 400. Monolingual and bilingual speech-language development and disorders, including characteristics of children with potential speech-language problems and techniques for assisting them in classroom settings.

### **410 Teaching Language Handicapped Children (3)**

Prerequisites: Speech Comm 241, 242, 307, 352 and senior standing. Models for teaching language handicapped children. Includes teaching strategies, classroom management, and curriculum appropriate for language-handicapped children in special and regular classrooms.

### **413 Communication in Interpersonal Relationships (3)**

Prerequisite: Speech Comm 313. Studies of communication in the interpersonal relationship development setting with particular emphasis on current theoretical and methodological issues.

### **420 Communication Theory (3)**

Prerequisite: Speech Comm 200, 300, 308, or graduate standing, or consent of instructor. Analysis of various theories and perspectives on human communication. Attention is paid to understanding basic forms of theories and to developing students' theoretical perspectives on human communication.

### **422 Applications of Intercultural Communication (3)**

Prerequisite: Speech Comm 320. Nature and effects of intercultural communication within multicultural/multinational organizations. Examination of intercultural leadership, negotiation, decision-making, and communication competence. Analysis of and practice in a number of intercultural training approaches.

### **426 Directing Forensics (3)**

Prerequisite: Speech Comm 138, 338, or consent of instructor. This course focuses on philosophies of forensics education, including coaching, judging, and tournament administration. Course content includes discussion of strategies of implementation of these philosophies. Course may be repeated for credit.

### **430 Classical Rhetoric (3)**

Prerequisites: six units of upper-division coursework in Speech Communication including Speech Comm 300. Significance of rhetoric and oratory in Greek and Roman intellectual life from the 4th Century B.C. to 300 A.D. Contributors include Protagoras, Isocrates, Plato, Aristotle, Cicero, Quintilian, and Augustine.

### **431 Rhetorical Dimensions of Sex and Gender (3)**

Prerequisites: six units of upper-division communication theory and process coursework. Analysis of rhetorical dimensions of sex and gender American communication contexts. Explanation and evaluation of the creation and maintenance of masculinity and femininity in American culture from a rhetorical perspective.

### **432 Contemporary Rhetoric (3)**

Prerequisites: six units of upper-division courses in communication theory and process to include Speech Communication 300. The nature of rhetorical theory in the 20th and 21st centuries.

### **433 Training and Development (3)**

Prerequisites: Speech Comm 324 or Speech Comm 326, and Speech Comm 308. Studies of communication in a training and development environment with particular emphasis on learning principles, instructional design, implementation and evaluation of training, and needs assessment.

### **437 Internship: Speech Communication (3)**

Prerequisites: any two of the following courses: Speech Comm 301, 324, 326, 333, 420 or consent of instructor. On-site involvement with communication frameworks as they function in ongoing organizational settings. Working in an organization and seminar activities. Application for internship must be submitted prior to enrollment.

### **438 Principles of Rhetorical Criticism (3)**

Prerequisites: six units of upper-division communication theory and process courses to include Speech Comm 300. Explanation and evaluation of rhetorical experience. Historical modes of criticism, issues in rhetorical criticism, criticism in various contexts and experiences in criticism.

### **450 Acoustic Phonetics (3)**

Prerequisites: Speech Comm 241 or Linguistics 351; Speech Comm 350 or Linguistics 406; or equivalent. Overview of the acoustic characteristics of speech, song, and voice including an introduction to instrumental techniques for examining the acoustics of speech, song, and voice. Practice in the reading and interpretation of sound spectograms. (Same as Linguistics 450).

### **458 Clinical Practicum: Speech and Language Disorders in Children (3)**

Prerequisites: Speech Comm 352 and 476; admission to the graduate program in communicative disorders; approved Clinical Practicum Plan. Supervised experience in the assessment and treatment of children with speech and language disorders. Weekly individual and group conferences. Approximately 25-40 clinical clock hours. May be repeated for credit.

#### **461 Audiology and Audiometry (3)**

Prerequisites: Speech Comm 242 and 344. Characteristics of hearing disorders including etiologies and risk factors. Methods and procedures used in assessing the auditory system including current topics of interest. Partially fulfills the requirements for state audiometrist certificate.

#### **465 Aural Rehabilitation (3)**

Prerequisite: Speech Comm 461. Effects of hearing loss on speech and language. Treatment of hearing disorders, including amplification and aural rehabilitation. Presents information on the role of the audiologist and speech-language pathologist in the management of hearing disorders.

#### **468 Audiology Practicum (1)**

Prerequisites: Speech Comm 461 and approved Clinical Practicum Plan. Audio-metric evaluations including pure tone testing, hearing aid evaluations, impedance audiometry and report writing. Provides 10-15 clinical clock hours in audiology.

#### **472 Voice and Craniofacial Disorders (3)**

Prerequisites: Speech Comm 241, 242, and 344. Disorders of voice; disorders of articulation and resonance caused by orofacial pathology. Includes anatomical and physiological bases, assessment, diagnosis, management, and interdisciplinary aspects.

#### **474 Neurology and Neurogenic Communicative Disorders (3)**

Prerequisites: Speech Comm 241, 242, 307, and 344. Anatomy and physiology of the nervous system as they relate to speech, language, hearing, and swallowing. Clinical characteristics of neurogenic language disorders, apraxia of speech, and dysarthria. Contemporary approaches to assessment and treatment. Lecture, demonstration, and clinical observations.

#### **475 Fluency Disorders (3)**

Prerequisites: Speech Comm 241, 242, 307, and 344. Theories of development and remission of stuttering, constitutional and environmental risk factors. Clinical characteristics of stuttering. Contemporary approaches to assessment and treatment. Lecture, demonstration, clinical observations, and exercises.

#### **476 Clinical Methods and Procedures (3)**

Prerequisites: Speech Comm 241, 242, 307, 344, 352, and 472, 474 or 475. Introduction to general principles and procedures for assessment and treatment of individuals with communicative disorders. Lecture, demonstration, clinical observations, and supervised clinical experience.

#### **485 Aural Rehabilitation Practicum (1)**

Prerequisites: Speech Comm 461, 465, and 458 or 468 or 558A; and approved Clinical Practicum Plan. Supervised rehabilitation of hearing impaired children and adults in on- and off-campus facilities. Provides 10-15 clinical clock hours in aural rehabilitation. Sign language background recommended. Credit/no credit only.

#### **489A Public School Practicum in Communicative Disorders (4)**

Prerequisites: Speech Comm 458, 558A, concurrent enrollment in Speech Comm 490; admission to the graduate program in communicative disorders and approved Clinical Practicum Plan; application approved prior to semester of practicum. Meets the directed teaching requirements for the Clinical Rehabilitative Services Credential. Approximately 100-150 clinical clock hours.

#### **489B Public School Practicum in the Special Class (4)**

Prerequisites: Speech Comm 410, 489A and 490 or concurrent enrollment; Reading 480; concurrent enrollment in Special Ed 482A; admission to the graduate program in communicative disorders; approved Clinical Practicum Plan; approved application prior to semester of practicum. Meets the directed teaching requirements of Clinical Rehabilitative Services Credential Special Class Authorization. Minimum of 100 hours of student teaching in the special class.

#### **490 Seminar: Speech & Hearing Service in Schools (2)**

Prerequisites: concurrent enrollment in Speech Comm 489A and admission to the graduate program in communicative disorders. Problems and challenges unique to the student clinician in the organization and management of the speech and hearing program in the school. The clinician's role; planning, scheduling, case finding, treatment program reporting and other responsibilities.

#### **492A Proseminar in Speech Communication-Persuasion/Argumentation (3)**

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

#### **492B Proseminar in Speech Communication-Interpersonal Communication (3)**

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

#### **492C Proseminar in Speech Communication-Intercultural Communication (3)**

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

#### **492D Proseminar in Speech Communication-Organizational Communication (3)**

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

#### **496 Student-to-Student Tutorials (1-3)**

Consult "Student-to-Student Tutorials" in this Catalog for more complete course description.

#### **499 Independent Study (1-3)**

Open to upper-division students in speech communication only with signed consent form from department chair. May be repeated for credit.

#### **500 Research in Speech Communication (3)**

Prerequisites: Speech Comm 300, 308, or equivalent; admission to M.A. program. Research design and methods used in historical, descriptive and experimental research in speech communication.

#### **510 Seminar in Interpersonal and Relational Communication (3)**

Prerequisites: Speech Comm 324, 313 and 420 or consent of instructor. Theoretical and empirical examination of interpersonal and relational communication. Generation of theoretical frameworks and/or heuristic models of concepts and process under investigation.

#### **520 Seminar in Group Communication (3)**

Prerequisite: Speech Comm 324. Small group communication theory. Small group variables, methods and outcomes, and group process as a learning tool.

#### **522 Seminar in Intercultural Communication (3)**

Prerequisite: Speech Comm 320 or consent of instructor. Review of theory and methodology in intercultural communication research. Specific variables examined include attribution, values, communication competence, and acculturation/adaptation. Practice in completing original research in intercultural communication.

#### **525 Seminar in Organizational Communication (3)**

Prerequisites: Speech Comm 324, 326, and 420, or consent of instructor. Theoretical postulates concerning managerial and organizational communication. Research findings and case studies relating to communication determinants and organizational effectiveness. Communicative relationships among individuals, the work unit and the organization.

#### **535 Seminar in Argumentation and Persuasion (3)**

Prerequisites: Speech Comm 332, 334, or 335 or consent of instructor. Study of leading theories and empirical research on argumentation and persuasion. Strategies of effective advocacy and compliance-gaining are examined. Course content deals with both laboratory research and applied settings. Ethical issues related to argumentation and persuasion are examined.

#### **536 Seminar in Communication and Rhetorical Theory (3)**

Prerequisite: admission to the graduate program in speech communication. An analysis of rhetorical and communication theories. Comparisons and contrasts of the epistemological bases of empirical and humanistic inquiry.

#### **542 Neurologic Bases of Speech and Language (3)**

Prerequisite: admission to the graduate program in communicative disorders. Functional neuroanatomy as it relates to speech production and swallowing; the neuropsychologic bases of consciousness, attention, sensation, perception, memory, higher mental functions, and language with emphasis on those aspects most relevant to the speech-language pathologist.

#### **543 Seminar in Dysphagia (3)**

Prerequisites: Speech Comm 542; admission to the graduate program in communicative disorders or consent of instructor. Theory and clinical aspects of dysphagia. Includes physiology of normal swallow, etiologies of dysphagia, clinical and instrumental assessment, diagnosis, and management.

#### **544 Seminar in Neurogenic Speech, Language and Cognitive Disorders (3)**

Prerequisites: Speech Comm 542; admission to the graduate program in communicative disorders or consent of instructor. Theory and clinical aspects of neurogenic speech, language, and cognitive disorders; includes standardized and informal assessment, differential diagnosis, prognosis, and management, including evaluation of the validity of clinical practice guidelines through the analysis of published research.

#### **554 Seminar in Multicultural Issues in Communicative Disorders (3)**

Prerequisites: Speech Comm 404 and admission to the graduate program in communicative disorders. Critical review of current theory and research on the clinical management of clients from culturally/linguistically diverse populations. Includes opportunities for practical applications of research through case study review and laboratory activities.

#### **558A Clinical Practicum: Speech and Language Disorders in Adults (3)**

Prerequisites: Speech Comm 472, 474, 475, 476, admission to the graduate program in communicative disorders and approved Clinical Practicum Plan. Supervised experience in assessment and treatment of adults with speech and language disorders. Weekly individual and group conferences. Approximately 25-40 clinical clock hours. May be repeated for credit.

#### **558B Clinical Practicum: Diagnosis in Communicative Disorders (2)**

Prerequisites: Speech Comm 476, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Supervised experience in assessment and diagnosis of speech and language disorders. Development of an understanding of procedures and process of clinical supervision. Approximately 10-20 clinical clock hours. May be repeated for credit.

#### **558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds (3)**

Prerequisites: Speech Comm 404; 458 or 558A, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Supervised experience in assessment and treatment of clients from culturally/linguistically diverse populations. Between 10 and 20 clinical clock hours, depending on units. May be repeated for credit.

#### **558D Clinical Practicum: Augmentative Communication and Instrumental Management in Communicative Disorders (2)**

Prerequisites: Speech Comm 458 or 558A, 576, or concurrent enrollment, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Practice using software programs and equipment for instrumental assessment and for augmentative and alternative communication. Approximately 5-20 clinical clock hours. May be repeated for credit.

**559A Advanced Clinical Practicum: Communicative Disorders (3)**

Prerequisites: Speech Comm 458, 542, 558A; admission to the graduate program in communicative disorders; and approved Clinical Practicum Plan. Advanced clinical practice under supervision with children and/or adults. Off-campus program in hospitals, clinics, and other rehabilitation facilities. Approximately 150 clinical clock hours.

**559B Advanced Clinical Practicum: Communicative Disorders (1-3)**

Prerequisite: Speech Comm 559A; admission to the graduate program in communicative disorders; and approved Clinical Practicum Plan. Advanced clinical practice, under supervision with children and/or adults. Off-campus program in hospitals, clinics, and other rehabilitation facilities. Approximately 50 clinical clock hours per unit. May be repeated for credit.

**571 Seminar in Fluency Disorders (3)**

Prerequisites: Speech Comm 308, 475, or equivalent. Employs reading assignments, seminars, lectures, and case reviews to enable students to develop a framework for understanding the etiology and maintenance of stuttering and to develop their own approaches to assessment and treatment.

**573 Seminar in Voice Disorders (3)**

Prerequisites: Speech Comm 472 and admission to the graduate program in communicative disorders. The course reviews the classification of voice disorders (perceptually); examines instrumental assessment of such disorders (acoustically); and emphasizes a comprehensive physiological, perceptual, and acoustic work-up of individual cases.

**574 Seminar in Phonological Disorders (3)**

Prerequisites: Speech Comm 352 and admission to the graduate program in communicative disorders. Emphasis on developing critical thinking and analytical skills related to current issues in linguistic theories on the assessment and treatment of phonological disorders in children.

**576 Seminar in Augmentative and Alternative Communication (3)**

Prerequisites: admission to the graduate program in communicative disorders. Historical service delivery approaches; symbol sets and systems; assessment and management strategies for persons with severe physical and speech impairments; advocacy approaches for the disabled.

**577 Seminar in Child Language Disorders (3)**

Prerequisites: Speech Comm 352 and admission to the graduate program in communicative disorders. Principles of language assessment and intervention based upon psycho-linguistic theory and current research on language disordered children. Emphasis placed on the development of critical thinking and analytical skills related to the assessment and treatment of language disorders in children.

**597 Directed Graduate Research (3) (Formerly 596)**

Prerequisite: Speech Comm 500. Individual research study, under the supervision of the chair of the student's advisory committee.

**598A,B,C Thesis (2,2,2)**

Prerequisite: Speech Comm 500. The selection, investigation and written presentation of a selected problem in the field of speech.

**599 Independent Graduate Research (1-3)**

Open to graduate students only with signed consent form from department chair. May be repeated for credit.

**DEPARTMENT CHAIR**

Susan Hallman

**DEPARTMENT OFFICE**

Performing Arts 157

**DEPARTMENT WEBSITE**

<http://www.theatre.fullerton.edu>

**PRODUCTION OFFICE**

Performing Arts 126

**PROGRAMS OFFERED**

Bachelor Arts in Theatre Arts

Liberal Arts

Production/Performance

Acting

Directing

Entertainment Studies

Playwriting

Technical Production/Design

Teaching

Bachelor of Fine Arts in Theatre Arts

Musical Theatre

Bachelor of Arts in Dance

Master of Fine Arts in Theatre Arts

Acting

Directing

Design and Technical Production

Secondary Teaching Credential

**FACULTY**

Barbara Arms, Joseph Arnold, Marika Becz, Larry Biederman, Evelyn Case, Svetlana Efremova-Reed, Donn Finn, John Fisher, Debra Garcia Lockwood, Bruce Goodrich, Susan Hallman, Mitchell Hanlon, Lawrence Jasper, Robin Johnson, Gladys Kares, Alex MacKenzie, William Lett, Joan Melton, William Meyer, Sallie Mitchell, Debra Noble, Lawrence Peters, Ann Sheffield, James R. Taulli, Jim Volz, Abel Zeballos

**INTRODUCTION**

The Department of Theatre and Dance undergraduate and graduate programs include the fields of acting, dance, directing, musical theatre, playwriting, technical production and design, and theatre for young audiences. Specifically, the course work and theatrical and dance production activities are arranged to provide opportunities for students (1) to develop an appreciation for theatre arts and dance; (2) to become aware, as audience or participants, of the shaping force of theatre arts and dance in society; (3) to improve the knowledge and skills necessary for work in the theatrical arts profession and careers in dance; (4) to pursue graduate studies; and (5) to prepare for teaching theatre.

Public performance is at the center of the department's programs. Therefore, continuing theatre and dance production activities are essential for all students at California State University, Fullerton, including the undergraduate and graduate theoretical student as well as the undergraduate pre-professional and graduate conservatory student. The program in dance is designed to develop basic technique, ability to perform, and fundamental principles that lead to a fuller appreciation of the art. Within a clear framework of technique and dance studies, students will encounter challenges in both areas. Public performance as well as a sound academic schedule are considered paramount.

The Theatre and Dance Department is accredited by both the National Association of Schools of Dance and The National Association of Schools of Theatre. The theatre undergraduate program ranks among the top 16 schools in the nation according to the Performing Arts Major's College Guide published by Macmillan Books. The dance program is also ranked among such noteworthy programs as Cornell, Duke, Hofstra and Brigham Young Universities.

**GENERAL BACHELOR'S DEGREE REQUIREMENTS**

The Bachelor of Arts degrees requires a minimum of 120 units and the Bachelor of Fine Arts requires a minimum of 132 units. This includes courses for the major, General Education and any free electives.

The concentration in Liberal Arts in theatre is for those who wish to study theatre as a cultural contribution or who wish to pursue graduate degrees in theatre with an emphasis in theory and research. It is strongly recommended that students electing this plan support the major with approved electives from art, music, foreign languages, literature, philosophy or speech.

Teaching in theatre meets the requirements of the teaching credential with specialization in secondary teaching.

The Bachelor of Fine Arts Degree is designed for those wishing to pursue a career as a professional artist. Currently a concentration in Musical Theatre is offered.

The Bachelor of Arts in Dance is designed to develop competency for pursuing careers in dance or for pursuing a graduate degree in dance. It is strongly recommended that dance majors be prepared to enroll in daily technique classes to meet the demands of choreographic and performance challenges.

In addition to the requirements listed below for the major, students must meet the university requirements for general education. Students pursuing a concentration in Teaching must meet all specific requirements for the desired teaching credential. See description of secondary school teaching credential program under Department of Secondary Education. In addition, students pursuing the Teaching concentration should see the department's secondary education adviser



regarding course sequence required for the single subject waiver in English.

To qualify for a B.A. or B.F.A. degree with a major in theatre or dance, students must have a C or better in all theatre, dance or music courses required for the degree. In addition to course requirements, all theatre and dance majors will enroll for two units of Theatre 478B each semester of residency up to a maximum of eight semesters. All dance majors are strongly encouraged to enroll in Dance 478A Performance each semester.

Theatre 477 with a grade of C or better fulfills the upper-division writing requirement for theatre majors. Dance 325 with a grade of C or better fulfills the upper-division writing requirement for dance majors.

Theatre 200, or its equivalent, is a prerequisite for all upper-division theatre courses with the exception of Theatre 478A,B. Transfer students may take Theatre 200 concurrently with their first semester of upper-division courses. Prior to entering their junior year, or upon transferring to Cal State Fullerton, all students electing an Acting emphasis under the Production/ Performance concentration, a Musical Theatre concentration under the B.F.A., or the major in Dance will be evaluated and advised as to potential for advancement in the emphasis or major. Auditions are held only at the end of the Spring Semester for entrance into the junior level performance classes. Students should contact the department regarding audition requirements.

## **BACHELOR ARTS IN THEATRE ARTS**

### **LIBERAL ARTS CONCENTRATION**

#### **Lower-Division Core (12 units)**

Theatre 200 Art of the Theatre (3)  
Theatre 263A Acting I: Majors (3)  
Theatre 276 Introduction to Stagecraft (3)  
Theatre 277 Introduction to Costume Design (3)

#### **Upper-Division Core (21 units)**

Theatre 351 Theatre Management (3)  
Theatre 370A Fundamentals of Directing (3)  
Theatre 386 Fundamentals of Lighting Design (3)  
Theatre 475A,B,C World Theatre (9)  
Theatre 477 Seminar in Writing Critical Techniques (3)

#### **Electives (24 adviser-approved units)**

##### *Acting/Directing (3-9 units minimum)*

Theatre 141A,B Voice/Movement for Stage I (6)  
Theatre 263B Acting I: Majors (3)  
Theatre 350 Stage Management (2)  
Theatre 363A Acting II: Majors (3)  
Theatre 370B Fundamentals of Directing (3)  
Theatre 470A Advanced Directing (3)

##### *Technical Theatre and Design (3-9 units minimum)*

Theatre 279 Drafting for the Theatre (3)  
Theatre 285 Theatrical Makeup (3)  
Theatre 288 Introduction to Scene Design (3)

Theatre 377 Costume Design (3)  
Theatre 387 Audio Techniques (3)  
Theatre 388 Period Style and Form for the Theatre (3)  
Theatre 486 Advanced Lighting Design (3)  
Theatre 487 Advanced Audio Techniques (3)  
Theatre 488 Advanced Design and Production (3)

*Upper-Division Electives (12 adviser-approved units)*

## **PRODUCTION/PERFORMANCE CONCENTRATION**

### **Acting Emphasis**

Students in the Acting Emphasis must take Theatre 110 Oral Communication of Literature (3) to fulfill General Education category I.A.

#### *Lower-Division (21 units required)*

Theatre 141A,B Voice/Movement for Stage I (6)  
Theatre 200 Art of the Theatre (3)  
Theatre 263A,B Acting I: Majors (6)

Six units selected from:

Theatre 276 Introduction to Stagecraft (3)  
OR Theatre 277 Introduction to Costume Design (3)  
Theatre 285 Theatrical Makeup (3)

#### *Upper-Division (36 units required)*

Theatre 310 Oral Interpretation of Shakespeare (3)  
Theatre 363A,B Acting II: Majors (6)  
Theatre 370A Fundamentals of Directing (3)  
Theatre 463A,B Acting III: Majors (6)  
Theatre 475A,B,C World Theatre (9)  
Theatre 477 Seminar in Writing Critical Techniques (3)  
Theatre 482A,B Acting IV: Camera Techniques for Actor and Director (3,3)

### **Directing Emphasis Lower-Division (24 units required)**

Theatre 141A,B Voice/Movement for Stage I (6)  
Theatre 200 Art of the Theatre (3)  
Theatre 263A,B Acting I: Majors (6)  
Theatre 276 Introduction to Stagecraft (3)  
Theatre 277 Introduction to Costume Design (3) or Theatre 285 Theatrical Makeup (3)  
Theatre 288 Introduction to Scene Design (3)

#### *Upper-Division (35 units required)*

Theatre 350 Stage Management (2)  
Theatre 351 Theatre Management (3)  
Theatre 370A,B Fundamentals of Directing (6)  
Theatre 386 Fundamentals of Lighting Design (3)  
Theatre 470A,B Advanced Directing (6)  
Theatre 475A,B,C and E World Theatre (12)  
Theatre 477 Seminar in Writing Critical Techniques (3)

All theatre majors with an emphasis in directing must assistant stage manage a production either prior to or concurrently with Theatre 470A, Advanced Directing, and must stage manage a production prior to graduation.

### Entertainment Studies Emphasis

*Lower-Division (12 units)*

- Theatre 200 Art of the Theatre (3)
- Theatre 263A Acting I: Majors (3)
- Theatre 276A Introduction to Stagecraft (3)
- Theatre 277 Introduction to Costume Design (3)
- OR Theatre 285 Theatrical Makeup (3)

*Upper-Division (35 units)*

- Theatre 346 Introduction to Entertainment and Tourism Studies (3)
- Theatre 350 Stage Management (3)
- Dance 301 Dance and Cultural Diversity (3)
- OR Theatre 383 Drama into Film
- Theatre 351 Theatre Management (3)
- Theatre 386 Fundamentals of Lighting Design (3)
- Theatre 451 Theatre Production Management (3)



- Theatre 475A,C,E World Theatre (3,3,3)
- Theatre 477 Seminar in Writing Critical Techniques
- Theatre 449 Capstone in Entertainment and Tourism Studies (3)
- Theatre 495 Theatre Internship (3)

*Business Electives (6 units from the following)*

- Accounting 201A Financial Accounting (3)
- Management 246 Business and Its Legal Environment (3)
- Management 446 Entertainment Business Law (3)

*Communications Electives (6 units from the following)*

- Speech Comm 220 Interpersonal Conflict Management (3)
- Communications 233 Mass Communication in Modern Society (3)
- Communications 350 Principles of Advertising (3)
- Communications 361 Principles of Public Relations (3)

### Playwriting Emphasis

Students in the Playwriting Emphasis must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

*Lower-Division (12 units required)*

- Theatre 200 Art of the Theatre (3)
- Theatre 263A Acting I: Majors (3)
- Theatre 276 Introduction to Stagecraft (3)
- OR Theatre 277 Introduction to Costume Design (3)
- Theatre 288 Introduction to Scene Design (3)

*Upper-Division (41 units required)*

- Theatre 350 Stage Management (2)
- Theatre 364 Seminar in Playwriting (3,3)
- Theatre 370A,B Fundamentals of Directing (6)
- Theatre 386 Fundamentals of Lighting Design (3)
- Theatre 464 Advanced Playwriting (3)
- Theatre 470A,B Advanced Directing (6)
- Theatre 475A,B,C, and E World Theatre (12)
- Theatre 477 Seminar in Writing Critical Techniques (3)

### Technical Production/Design Emphasis

*Lower-Division (21 units required)*

- Theatre 200 Art of the Theatre (3)
- Theatre 263A Acting I: Majors (3)
- Theatre 276 Introduction to Stagecraft (6)
- Theatre 277 Introduction to Costume Design (3)
- Theatre 279 Drafting for the Theatre (3)
- Theatre 285 Theatrical Makeup (3)
- Theatre 288 Introduction to Scene Design (3)

*Upper-Division (30 units required)*

- Theatre 370A Fundamentals of Directing (3)
- Theatre 377 Costume Design (3)
- OR Theatre 388 Period Styles and Form for the Theatre (3)
- Theatre 379 Drawing and Rendering (3)
- Theatre 386 Fundamentals of Lighting Design (3)
- Theatre 387 Audio Techniques (3)
- Theatre 475A,B,C and H World Theatre (9)
- Theatre 477 Seminar in Writing Critical Techniques (3)
- Theatre 488 Advanced Design and Production (3)

*Adviser-Approved Electives (9 units) chosen from:*

- Theatre 350 Stage Management (2)
- Theatre 476 Scenery Automation and Rigging (3)
- Theatre 485 Advanced Theatre Makeup (3)
- Theatre 486 Advanced Lighting Design (3)
- Theatre 487 Advanced Audio Techniques (3)
- Theatre 488 Advanced Design and Production (3)

## TEACHING CONCENTRATION (SINGLE SUBJECT)

### Lower-Division (27 units required)

Theatre 141A,B Voice/Movement for Stage I (6)  
Theatre 200 Art of the Theatre (3)  
Theatre 263A,B Acting I: Majors (6)  
Theatre 276 Introduction to Stagecraft (3)  
Theatre 277 Introduction to Costume Design (3)  
Theatre 285 Theatrical Makeup (3)  
Theatre 288 Introduction to Scene Design (3)

### Upper-Division (29 units required)

Theatre 350 Stage Management (2)  
Theatre 370A,B Fundamentals of Directing (6)  
Theatre 386 Fundamentals of Lighting Design (3)  
Theatre 402B Dramatic Activities for Children (3)  
Theatre 470A Advanced Directing (3)  
Theatre 475A,C,E World Theatre (9)  
Theatre 477 Seminar in Writing Critical Techniques (3)  
OR English 301 Advanced College Writing (3)  
Theatre Education majors are required to complete the Waiver Program in English.

## BACHELOR OF FINE ARTS IN THEATRE ARTS MUSICAL THEATRE CONCENTRATION

This degree is for students who desire a professionally oriented education and training in musical theatre. Only those who exhibit exceptional talent, motivation, and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing a major in musical theatre will be auditioned, evaluated, and advised as to potential for advancement in the major.

All applicants for the B.F.A. degree must complete the following for entry into the degree program: Theatre 141A,B, Theatre 200, and Theatre 263A,B or equivalent, with a minimum grade of B in each course and an audition which shall consist of acting, singing, and dance.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree. Music 101 Music Theory for Non-Music Majors (3) must be taken to fulfill General Education Category III.B.1.

All degree candidates must:

1. prove competency in piano.
2. achieve a 300 level in voice juries.
3. audition for and be available for casting in all Department of Theatre and Dance musical theatre productions.
4. crew one show per semester to a maximum of eight units in Theatre 478B.

### Lower-Division (21 units required)

Theatre 181 Basic Music Reading and Sight-Singing (1)  
Theatre 236A,B Fundamentals of Musical Theatre Performance (2,2)  
Theatre 241A Advanced Voice/Movement (2)  
Theatre 285 Theatrical Makeup (3)  
Technical Theatre Course:  
Theatre 276 Introduction to Stagecraft (3)  
OR Theatre 277 Introduction to Costume Design (3)  
OR Theatre 288 Introduction to Scene Design (3)  
Dance 212 Ballet II (2)  
Dance 232 Jazz II (2)  
Dance 242 Tap Dance II (2)  
Theatre 193, 293 Individual Voice Instruction (1,1)

### Upper-Division (42 units required)

Theatre 363A,B Acting II: Majors (3,3)  
Theatre 370A Fundamentals of Directing (3)  
Theatre 436A,B Musical Theatre Workshop (3,3)  
Theatre 437 Musical Theatre Practicum (3)  
Theatre 475A,B, or C World Theatre (3,3)  
Theatre 475E World Theatre (3)  
Theatre 477 Seminar in Writing Critical Techniques (3)  
Theatre 497 Production and Performance Projects in Theatre (1,1,1,1)  
Dance 336 Dance for Musical Theatre (3,3)  
Theatre 393, 493 Individual Voice Instruction (1,1)

### Electives in the discipline of musical theatre (3 units required)

Chosen from:

Dance 126 Dance Improvisation (2)  
Dance 312 Ballet III (3)  
Dance 332 Jazz III (3)  
Music 184B Piano Class for Non-Music Majors (1)  
Music 365V Vocal Workshop (1)  
Theatre 310 Oral Interpretation of Shakespeare (3)  
Theatre 437A,B Musical Theatre Practicum (3,3)  
Theatre 443 Audition and Rehearsal Processes (3)  
Theatre 463A,B Acting III: Majors (3,3)  
Theatre 482 Acting IV: Camera Techniques for Actor and Director (3)  
Theatre 483 Advanced Acting Workshop (3)

All dance technique courses maybe repeated for credit upon advisor recommendation.

## **BACHELOR OF ARTS IN DANCE**

### *Lower-Division (11 Units Required)*

- Dance 122 Modern Dance I (2)
- Dance 126 Dance Improvisation (2)
- Dance 212 Ballet II (2)
- Dance 222 Modern Dance II (2)
- Dance 226 Rhythmic Analysis (3)

### *Upper-Division (38 Units Required)*

- Dance 301 Dance and Cultural Diversity (3)
- Dance 312 Ballet III (2)
- Dance 322 Modern Dance III (2)
- Dance 323A,B Dance Composition (3,3)
- Dance 324 Forces and Figures in Dance (3)
- Dance 325 Dance Theory and Criticism (3)
- Dance 372 Dance Kinesiology (3)
- Dance 412 Ballet IV (3)
- Dance 422 Modern Dance IV (3)
- Dance 423 Advanced Dance Composition (3)
- Dance 424 Dance Pedagogy (2)
- Dance 471 Creative Dance for Children (3)
- Dance 478A Production and Performance (2)

### **Electives (8 Units Required)**

With the approval of the appropriate departmental adviser, students complete a minimum of eight elective units, including at least one course from each category below:

#### *Category I:*

- Art 101 Introduction to Art (3)
- Dance 142 Tap Dance I (2)
- Dance 213 Classical Pointe (2)
- Dance 232 Jazz II (2)
- Dance 242 Tap Dance II (2)
- Dance 332 Jazz III (3)
- Dance 478A Production and Performance (2)
- Dance 497 Production and Performance Projects in Dance (1-3)
- Music 100 Introduction to Music (3)
- Theatre 100 Introduction to the Theatre (3)
- Theatre 163 Acting for Non-Majors (3)
- Kinesiology 381 Sports, Games and Culture (3)
- Computer Science 103 Introduction to Personal Computer Applications (3)

#### *Category II:*

- Theatre 277 Introduction to Costume Design (3)
- Theatre 285 Theatrical Makeup (3)
- Theatre 386 Fundamentals of Lighting Design (3)
- Theatre 387 Audio Techniques (3)

## **MASTER OF FINE ARTS IN THEATRE ARTS (DESIGN AND TECHNICAL PRODUCTION, ACTING AND DIRECTING)**

This degree is for students who desire a professionally oriented education and training in design and technical production, acting, and directing. It is the objective of the department to educate and train highly skilled, motivated individuals for careers in professional theatre (including television and film) or for careers as artist-teachers in college or university theatre. Only those who demonstrate an exceptional talent, a high degree of motivation, and a deep commitment to their education and training will be admitted into the program. The highest academic and creative standards will be demanded throughout the program. A positive attitude and a rigid sense of theatre discipline are essential for success in the program.

The degree requires 60 units of approved course work. Based on a student's previous undergraduate or professional experience, substitutions or revisions in the study plan might be appropriate. Average length of time to complete the program is three years.

At the end of each semester of the first year, each M.F.A. candidate shall be evaluated by a faculty committee. The committee has the authority to retain, dismiss, or place candidates on probation.

### **Application Deadlines**

Applications for the Directing and Acting Concentrations are accepted in the fall semester only in even numbered years (i.e. Fall 2004, 2006, etc.). Applications for the Technical Production Concentration are accepted every fall semester. Applications need to be postmarked no later than March 1st. This deadline may change based upon enrollment projections. Check the university graduate studies website for current information <http://www.fullerton.edu/graduate/>.

### **Admission to Graduate Standing: Classified**

Prerequisites for admission to the program and granting of classified standing are:

1. B.A., B.F.A. or M.A. from an accredited college or university with a major in theatre; or a degree in a related field and extensive work in technical design and production, acting, or directing.
2. Completion of an oral interview and satisfactory review of the student's portfolio or audition.
3. Acceptance by the faculty.
4. Minimum GPA of 3.0 in all upper-division undergraduate work in theatre. A minimum GPA of 2.75 for the last half of the undergraduate program is also required.
5. Completion of any additional prerequisites which may be required by the student's individual committee prior to classification.
6. Selection of a graduate adviser and committee. Total committee membership should be three or four faculty members, including the adviser.
7. Submission of a formal M.F.A. study program approved by the individual committee, the department graduate adviser and the dean of graduate studies.
8. Must meet the Graduate Writing Requirement.

### **Admission to Graduate Standing: Conditionally Classified**

Students who do not meet certain prerequisites may be considered for admission in conditionally classified graduate standing. Consult the graduate program adviser.

## **STUDY PLAN - ACTING**

### **Course Requirements (60 units)**

Theatre 443 Audition and Rehearsal Processes (3)  
Theatre 500 Intro to Graduate Study in Theatre (3)  
Theatre 541 Voice and Movement for the Actor (8)  
Theatre 543 The Performer and the Professional Theatre (3)  
Theatre 563 Acting Studio (16)  
Theatre 565 Dramatic Textual Analysis (3)  
Theatre 570A,B Styles of Directing/Performance (6)  
Theatre 582A,B Camera Techniques for the Actor and Director (3,3)  
Theatre 583 Graduate Seminar: Acting (3)  
Theatre 597 Projects (Two) (3,3)  
Adviser-Approved Elective (3)

### **M.F.A. Projects in Acting**

The M.F.A. in Acting requires the completion of two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects, which shall be performances in major departmental productions, shall be approved by the individual's committee. In addition, the program will culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the development of the candidate's process as an actor based on the various experiences in and materials discovered through both classroom and performance.

## **STUDY PLAN - DIRECTING**

### **Course Requirements (60 units)**

Theatre 470A Advanced Directing (3)  
Theatre 470B Advanced Directing (3)  
Theatre 500 Introduction to Graduate Study in Theatre (3)  
Theatre 541 Voice and Movement for the Actor (2)  
Theatre 563 Acting Studio (4)  
Theatre 565 Dramatic Textual Analysis (3)  
Theatre 570A,B Styles of Directing/Performance (12)  
Theatre 575 Seminar in Theatre History (3)  
Theatre 582A,B Camera Techniques for the Actor and Director (6)  
Theatre 583 Graduate Seminar: Acting (3)  
Theatre 597 Projects (3,3)

Adviser-approved electives (includes 6 units technical coursework) (12 units)

### **M.F.A. Projects in Directing**

The M.F.A. in Directing Program requires the completion of three creative projects, which have been approved by the individual's committee and which by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects shall be mounted and presented by the Department of Theatre and Dance as a portion of its production program. The program shall culminate in a project book submitted by the M.F.A. candidate

to the individual's committee. The project book will clearly and objectively articulate the process of formulating the final mainstage project from initial concept to critical reaction, utilizing experiences and material discovered through both classroom participation and the development of the production.

## **STUDY PLAN - DESIGN AND TECHNICAL PRODUCTION**

Students should concentrate their activities in two of the following four technical theatre areas during their three year course of study: scene design, costume design-makeup, lighting-sound, and technical production.

### **Course Requirements (60 units)**

*All of the following (9 units):*

Theatre 500 Introduction to Graduate Study (3)  
Theatre 565 Dramatic Textual Analysis (3)  
Theatre 575 Seminar in Theatre History (3)

*Three from the following (9 units):*

Theatre 566 Seminar in Technical Production (3)  
Theatre 577 Graduate Seminar: Costume Design (3)  
Theatre 578 Graduate Seminar: Scene Design (3)  
Theatre 586 Graduate Seminar: Lighting Design (3)

*Four enrollments in the following (24 units):*

Theatre 588A,B Graduate Projects in Design and Technical Theatre (3/3, 3/3, 3/3, 3/3)

Adviser-approved units from technical courses in theatre, art or engineering (12 units)

Creative project in two of the four technical areas: Theatre 597 Project (3) (6 units)

### **M.F.A. Projects in Design**

The M.F.A. Program in Design and Technical Production shall be culminated by two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects are determined by the individual committee and shall be design assignments for major productions. Each project shall be reviewed by the individual committee within two weeks after completion. If accepted, the student shall submit a project book within a specified time.

## **DANCE COURSES**

Courses are designated as DANC in the class schedule.

### **101 Introduction to Dance (3)**

Historical and contemporary dance forms. Experiences in various dance forms such as ballet, modern, jazz, folk, ethnic, mime. Recommended for non-majors.

### **112 Ballet I (2)**

The fundamental structure and technique of beginning classical ballet. May be repeated once for credit. (4 hours activity)

### **122 Modern Dance I (2)**

The fundamental structure and technique of beginning modern dance. May be repeated once for credit. (4 hours activity)

### **126 Dance Improvisation (2)**

Theory and practice of improvisation in movement. Practical use of improvisation in expressing imagery, developing choreographic concepts, and enhancing performance. (4 hours activity)

### **132 Jazz I (2)**

Modern jazz dance techniques and basic jazz choreography. (4 hours activity)

### **142 Tap Dance I (2)**

Structure and technique of tap dance and tap choreography. (4 hours activity)

### **212 Ballet II (2)**

Prerequisite: Dance 112 or consent of instructor. Intermediate level technique of classical ballet. May be repeated once for credit. (4 hours activity)

### **213 Classical Pointe (2)**

Prerequisites: Dance 212 or 312 or equivalent level of proficiency and consent of instructor. Technique for basic beginning pointe work and building performing strength. May be repeated once for credit. (4 hours activity)

### **222 Modern Dance II (2)**

Prerequisite: Dance 122 or consent of instructor. Intermediate level modern dance technique. May be repeated for credit. (4 hours activity)

### **226 Rhythmic Analysis (3)**

Prerequisites: Dance 126, 212, 222 or consent of instructor. Musical form and structure as it pertains to dance and choreography; musically notating dance rhythms and percussion accompaniment.

### **232 Jazz II (2)**

Prerequisite: Dance 132 or consent of instructor. Intermediate level skills in jazz technique and choreography. (4 hours activity)

### **242 Tap Dance II (2)**

Prerequisite: Dance 142 or consent of instructor. Intermediate skills in tap technique and choreography. (4 hours activity)

### **301 Dance and Cultural Diversity (3)**

Prerequisite: Dance 101 or consent of instructor. Impact of various dance forms, from primitive time to modern, on diverse cultures. Contributions of immigrants, minorities and women to dance as a personal, social and cultural expression.

### **312 Ballet III (2)**

Prerequisite: Dance 212 and/or consented placement test. A study of classical ballet technique at the second stage of the intermediate level. Classical ballet technique with emphasis on complex combinations. Study of elements of technique and theory. May be repeated for credit. (4 hours of activity)

### **322 Modern Dance III (2)**

Prerequisite: Dance 222 and/or consented placement test. A study of modern dance technique at an advanced intermediate level. A more detailed study of technical theory with emphasis on more complex combinations. May be repeated for credit. (4 hours of activity)

### **323A Dance Composition (3)**

Prerequisites: Dance 126, 212, 222 or consent of instructor. Study of choreography and forms of beginning dance composition. Final project required. (6 hours activity).

### **323B Dance Composition (3)**

Prerequisite: Dance 323A or consent of instructor. Study of choreography and forms of intermediate dance composition. Final project required. (6 hours activity)

### **324 Forces and Figures in Dance (3)**

Prerequisites: Dance 301 and 323A. The study of dance history from primitive to contemporary times including historical eras, famous dancers, choreographers and companies.

### **325 Dance Theory and Criticism (3)**

Prerequisites: Dance 323B and 324. The study of dance theory and philosophy, choreographic styles published reviews, critique writing. Fulfills the course requirement for the university upper-division baccalaureate writing requirement for dance majors.

### **332 Jazz III (3)**

Prerequisite: Dance 232 or consent of instructor. Advanced jazz techniques and choreography through grade three of professional jazz dance. The relation of jazz to other forms of dance. (6 hours activity)

### **336 Dance for Musical Theatre (3)**

Prerequisites: Dance 112, 132, and audition, or consent of instructor. Dance utilized in musical theatre. Ensemble and individual approaches to the style. May be repeated for credit. (6 hours activity)

### **372 Dance Kinesiology (3)**

Prerequisites: Dance 126, 212 and 222. Structural aspects of the human body and factors that affect movement in dance.

### **412 Ballet IV (3)**

Prerequisites: Dance 212, 312 or consent of instructor. Stylization and performance of the advanced level of classical ballet. May be repeated once for credit. (6 hours activity)

### **422 Modern Dance IV (3)**

Prerequisite: Dance 322 and/or placement test. Advanced level skills in modern dance. Emphasis on individual techniques. May be repeated for credit. (6 hours activity)

### **423 Advanced Dance Composition (3)**

Prerequisite: Dance 323A,B or equivalent. Elements and forms in dance composition. The choreographing of dances of concert quality. (6 hours activity)

### **424 Dance Pedagogy (2)**

Prerequisites: Dance 112, 222, 226, 323A, 372, and consent of instructor. Philosophies, techniques and methods for developing progressions in dance instruction.

### **471 Creative Dance for Children (3)**

Prerequisite: upper-division standing. Methods and materials for teaching creative dance to children.

#### **478A Production and Performance (2)**

(Same as Theatre 478A)

#### **497 Production and Performance Projects in Dance (1-3)**

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

#### **499 Independent Study (1-3)**

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

### **THEATRE COURSES**

Courses are designated as THTR in the class schedule.

#### **100 Introduction to the Theatre (3)**

For the general student leading to an appreciation and understanding of the theatre as an entertainment medium and as an art form.

Recommended for non-majors.

#### **110 Oral Communication of Literature (3)**

The analysis and performance of literary works through the medium of oral interpretation. An emphasis upon understanding the content of communication in literature as well as the form. An exploration of the techniques involved in the discovery, critical evaluation and performance of various literary speakers. Meets the General Education requirement in Oral Communication for Theatre/Dance majors.

#### **141A Voice/Movement for Stage I (3)**

Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. Includes study of phonetics and anatomy. May be repeated once for credit.

#### **141B Voice/Movement for Stage I (3)**

Prerequisite: Theatre 141A. Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. May be repeated once for credit.

#### **163 Acting for Non-Majors (3)**

The form and content of acting: improvisation, action, motivation, and behavior. Recommended for non-majors. (6 hours activity)

#### **181 Basic Music Reading and Sight Singing (1)**

Practical skills in music reading and sight-singing. Fundamentals of voice production for the musical theatre.

#### **193 Individual Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

#### **200 Art of the Theatre (3)**

Study of scripts with emphasis on dramatic analysis and cultural significance. Required of all theatre majors.

#### **236A Fundamentals of Musical Theatre Performance (2)**

Introduction to materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit.

#### **236B Fundamentals of Musical Theatre Performance (2)**

Prerequisites: Theatre 141A, 200, 236A, and audition. Continued study of materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit.

#### **241A,B Voice/Movement for Stage II (2,2)**

Prerequisites: Theatre 141A,B. Continuation of intensive voice/movement training for the actor; strong focus in movement and stage dialects for extension of range and availability, and for character development. Each may be repeated once for credit.

#### **263A Acting I: Majors (3)**

Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

#### **263B Acting I: Majors (3)**

Prerequisites: Theatre 200, 141A,B and 263A. Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

#### **276 Introduction to Stagecraft (3)**

Planning and construction of stage and television scenery. Use of tools and stage equipment. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity) (CAN DRAM 12)

#### **277 Introduction to Costume Design (3)**

Exploration of design fundamentals, including drawing, play analysis, fabric selection, construction techniques and hypothetical design projects. (6 hours activity)

#### **279 Drafting for the Theatre (3)**

Prerequisite: 276. Drafting and reading of technical drawings. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity)

#### **285 Theatrical Makeup (3)**

Makeup for stage and television. Individual skill in character analysis, application in pigment, plastic, hair, makeup, and selection and use of makeup equipment.(6 hours activity) (CAN DRAM 14)

#### **288 Introduction to Scene Design (3)**

Scene design, including script analysis, formation of visual concepts, floor plan development and model building for stage and camera. (6 hours activity)

### **293 Individual Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

### **310 Oral Interpretation of Shakespeare (3)**

Prerequisite: upper-division standing; Theatre 110 or consent of instructor. Development of techniques for oral interpretation of Shakespeare with special emphasis on the problems of verse.

### **311 Oral Interpretation of Children's Literature (Formerly Theatre 411) (3)**

Oral presentation of children's literature in classroom, recreation and home situations including individual and group performance of fiction, non-fiction, fantasy and poetry. Not available for graduate degree credit.

### **315 Chicano/Latino Theatre (3)**

(Same as Chicano Studies 315)

### **320 Theatre and Issues in American Society (3)**

Prerequisite: completion of General Education Category III.B.1, Introduction to the Arts. The study and analysis of modern and contemporary literature and productions of comedies, dramas and musicals that examine current social problems to establish an experiential view of living in today's world.

### **341A,B Voice/Movement for Stage III (2,2)**

Prerequisites: Theatre 241 A,B. Process oriented advanced work in stage voice/movement for the actor. Extended vocal techniques, integration of voice/movement with acting/directing perspectives. Each may be repeated once for credit.

### **346 Introduction to Entertainment and Tourism Studies (3)**

(Same as Comm 346)

### **350 Stage Management (2)**

Corequisite: Theatre 370A. Backstage management, including interrelationships of production personnel for stage and television.

### **351 Theatre Management (Formerly 250) (3)**

Prerequisite: junior or senior standing. An overview of theatre producing, audience development, fund raising, business management; arts management principles and organization. Participation in College of the Arts management work required. (6 hours activity)

### **363A Acting II: Majors (3)**

Prerequisites: Theatre 200, 141A,B, 263A,B and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

### **363B Acting II: Majors (3)**

Prerequisites: 363A and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

### **364 Seminar in Playwriting (3)**

Prerequisites: evidence of interest in creative writing and consent of instructor. Study of superior models, development of style, and group criticism and evaluation of independent work, as it relates to playwriting. May be repeated for credit.

### **370A Fundamentals of Directing (3)**

Prerequisite: Theatre 263A or consent of instructor. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

### **370B Fundamentals of Directing (3)**

Prerequisites: Theatre 263A and 370A, or consent of instructor. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

### **377 Costume Design (3)**

Advanced work in the design process involving research, costume history and fundamentals of cutting and draping.

### **379 Drawing and Rendering (3)**

Scenic and costume sketching and rendering for communication between production director and designers. Full scale costume and scenic painting required. Theoretical and actual production idea presentation and execution. (6 hours activity)

### **383 Drama into Film (3)**

Prerequisite: Completion of General Education Category III.B.1, Introduction to the Arts. A critical examination of films adapted from plays. Interpretation and evaluation of the techniques and structure employed in presenting dramatic literature in theatrical and film performance. Intended primarily for non-theatre majors; may be used as a theatre-major elective.

### **386 Fundamentals of Lighting Design (3)**

Theories of lighting for stage and camera productions. Work on departmental productions is required. (6 hours activity)

### **387 Audio Techniques (3)**

Practice necessary to integrate live and recorded sound into performing arts productions. Recording, reproduction and studio techniques. (6 hours activity)

### **388 Period Styles and Form for the Theatre (3)**

Visual survey through lecture and slides of architecture, interior design and furniture from ancient to modern times. Provides necessary basis for advanced design course.

### **393 Individual Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.



#### **402A Dramatic Activities for Children (3)**

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Sense memory, movement/mime, dialogue, characterization, dramatization. (6 hours activity)

#### **402B Dramatic Activities for Children (3)**

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Teaching techniques including concentration, imagination, dramatization, and improvisation for adolescents. (6 hours activity)

#### **403A Theatre for Young Audiences (3)**

Theatrical production for an audience of children. Philosophy, theory and practice. (6 hours activity)

#### **403B Theatre for Young Audiences (3)**

Prerequisite: 403A or consent of instructor. Theatrical production for an audience of children. Application of production principles. (6 hours activity)

#### **436A Musical Theatre Workshop (3)**

Prerequisites: Theatre 363B, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Large group and solo work.

#### **436B Musical Theatre Workshop (3)**

Prerequisites: Theatre 363B; 436A, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Small group and audition material preparation.

#### **437A Musical Theatre Practicum (3)**

Prerequisites: Theatre 236A,B; 263A,B; Dance 232 and audition. Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. May be repeated once for credit.

#### **437B Musical Theatre Practicum (3)**

Prerequisites: Theatre 236A,B; 263A,B;437A; Dance 232 and audition. Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. May be repeated once for credit.

#### **443 Audition and Rehearsal Processes (3)**

Prerequisites: Theatre 363A,B. Auditioning and rehearsal processes for professional work in theatre, television and film. Includes techniques for selecting material and performance preparation. (6 hours activity)

#### **449 Capstone in Entertainment and Tourism Studies (3)**

(Same as Communications 449)

#### **451 Theatre Production Management (3)**

Prerequisite: Theatre 351 or consent of instructor. Examines theatrical producing, entertainment production, and overall production management. Includes production research, a study of historical and current theatrical methods, and practical experience in day-to-day production management duties.

#### **463A Acting III: Majors (3)**

Prerequisites: Theatre 310, Theatre 363A,B and audition. Historical theories and techniques of styles of acting—Greek through renaissance periods. (6 hours activity)

#### **463B Acting III: Majors (3)**

Prerequisite: Theatre 463A and audition. Historical theories and techniques of styles of acting—The neoclassic periods to contemporary styles. (6 hours activity)

#### **464 Advanced Playwriting (3)**

Prerequisite: Theatre 364. Advanced study in the writing and analysis of dramatic texts.

#### **470A Advanced Directing (3)**

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play. (6 hours activity)

#### **470B Advanced Directing (3)**

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs two one-act plays or equivalent. (6 hours activity)

#### **475A,B,C,E World Theatre (3,3,3,3)**

Prerequisite: Theatre 200 and junior standing. An historical examination of significant developments in World Theatre and drama from the origins to 1650.

#### **476 Scenery Automation and Rigging (3)**

Prerequisites: Theatre 276, 279, Theatre 288 and consent of instructor. Evolution, theory and implementation of mechanics and rigging for the stage. Emphasis on current practices and future implications.

#### **477 Seminar in Writing Critical Techniques (3)**

Prerequisite: Theatre 200. Practical criticism as applied to local dramatic productions. Fulfills the university upper-division baccalaureate writing requirement for theatre arts majors.

#### **478A Production and Performance (2)**

Performing in stage or camera productions. (More than 6 hours activity) (Same as Dance 478A)

#### **478B Production and Performance (2)**

Technical crew work on stage or camera performances. One section of 478B per semester required of all theatre and dance majors as well as non-majors cast in theatre and dance department productions. (More than 6 hours activity)

#### **479 Computer Aided Design For Theatre Design and Production (3)**

Prerequisites: Theatre 276, 277, 279, 288, 379, 386, and consent of instructor. Advanced theatre design and technical production with emphasis on the computer as a design and drafting tool. Applications include Minicad 6.01 and Painter 4.0. This course may be repeated for credit.

#### **482A Acting IV: Camera Techniques for Actor and Director (3)**

Prerequisites: Theatre 363A,B or Theatre 370 A,B. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Development of camera acting/directing techniques. (6 hours activity)

#### **482B Acting IV: Camera Techniques for Actor and Director (3)**

Prerequisite: Theatre 482A. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Production of varied dramatic presentation for broadcast. (6 hours activity)

#### **483 Advanced Acting Workshop (3)**

Prerequisites: Theatre 463A,B and audition. Extensive scene study, based on particular needs and problem areas of the advanced acting student. (6 hours activity)

#### **485 Advanced Theatre Makeup (3)**

Prerequisite: Theatre 285. Problems in makeup including special techniques and materials: prosthetics, hairpieces, and masks for stage and television productions. May be repeated once for credit. (6 hours activity)

#### **486 Advanced Lighting Design (3)**

Prerequisites: Theatre 386 or consent of instructor. Design and technology of lighting for the stage and television. (6 hours activity) May be repeated for credit.

#### **487 Advanced Audio Techniques (3)**

Prerequisite: Theatre 387 or consent of instructor. Advanced problems in the design and technology of live and recorded sound used in the performing arts. (6 hours activity)

#### **488 Advanced Design and Production (3)**

Prerequisites: Theatre 276, 277, 279, 288 and consent of instructor. Advanced design, coordination of scenery and/or costume design projects for various theatres and television. May be repeated for credit.

#### **493 Individual Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

#### **495 Theatre Internship (3)**

Prerequisite: consent of appropriate faculty supervisor. Supervised work experience in all areas of theatre to expand the dimensions of the classroom by integrating formal academic training with direct application. Periodic seminar meetings to discuss work.

#### **497 Production and Performance Projects in Theatre (1-3)**

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

#### **499 Independent Study (1-3)**

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

#### **500 Introduction to Graduate Study in Theatre (3)**

Methodological problems in graduate research. Location of source materials, including library and original data; interpretation of research and practice in scholarly writing. Must be taken the first semester after admission to graduate study.

#### **541 Voice and Movement for the Actor (2)**

Prerequisite: audition. Corequisite: Theatre 563 Development and conditioning of the actor's voice and body, with an emphasis upon understanding and transforming the actor's use of his/her vocal and physical instrument. Required of first and second year M.F.A. students. May be repeated for credit.

#### **543 The Performer and the Professional Theatre (3)**

Prerequisite: Theatre 443 and audition. Continues techniques and strategies used by the performer in accessing the professional environments of live theatre, film, and television, including the selection, preparation and performance of dramatic material for a professional acting showcase.

#### **563 Acting Studio (4)**

Prerequisite: audition. Re-creation and interpretation of roles utilizing period and contemporary dramatic literature, interrelating voice, movement, characterization and period style acting. Enrollment limited to M.F.A. students. May be repeated for credit.

#### **565 Dramatic Textual Analysis (3)**

Prerequisite: graduate standing. The process of translating a dramatic text to theatrical production, with an emphasis upon the techniques of perception, imagination, and integration used by the theatrical artist in developing a concept and determining specific performance choices.

#### **566 Seminar in Technical Production (3)**

Prerequisite: consent of instructor. Advanced theories in the preparation and installation of scenery for theatrical production; engineering drawings, exploration of materials, and research into new methods of theatre technology. May be repeated for credit up to six units.

#### **570A Styles of Directing/Performance (3)**

Prerequisites: Theatre 470A,B or consent of instructor. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from Greek tragedy through the Restoration.

**570B Styles of Directing/Performance (3)**

Prerequisites: Theatre 470A,B or consent of instructor. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from recent classical work (Ibsen, Strindberg, Chekhov) to present. May be repeated once for credit.

**575 Seminar in Theatre History (3)**

Directed research and criticism in the examination of significant historical periods or movements in theatre history. May be repeated for credit.

**577 Graduate Seminar: Costume Design (3)**

Prerequisite: consent of instructor. Costume production problems and their solutions. Examination of specific designers, past and present. Research in practical methods of interpreting the designer's sketch. May be repeated for credit up to six units.

**578 Graduate Seminar: Scene Design (3)**

Prerequisite: consent of instructor. Scenic design projects involving in-depth production style and scheme development. May be repeated for credit up to six units.

**582A Camera Techniques for the Actor and Director (3)**

Prerequisites: Theatre 541 and 563. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Development of screen acting and directing techniques.

**582B Camera Techniques for the Actor and Director (3)**

Prerequisites: Theatre 541,563 and 582A. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Production of varied dramatic presentations for broadcast.

**583 Graduate Seminar: Acting (3)**

Prerequisites: Theatre 463A,B. Investigation and delineation of current acting methods as techniques for solving problems presented by popular dramatic literature. Development of a personal acting philosophy and methodology. May be repeated once for credit.

**586 Graduate Seminar: Lighting Design (3)**

Prerequisite: consent of instructor. Advance theoretical lighting design projects. Production problems and their solutions. Examination of specific designers, past and present. May be repeated for credit up to six units.

**588A Graduate Projects in Design and Technical Theatre (3)**

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

**588B Graduate Projects in Design and Technical Theatre (3)**

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

**597 Project (1-3)**

Prerequisite: consent of instructor, student's graduate committee and department executive committee. Development and presentation of a creative project beyond regularly offered coursework. May be repeated for credit up to six units. Student must complete course application form by the end of the seventh week of the semester preceding that in which the work is to be done.

**598 Thesis (3)**

Prerequisites: consent of student's graduate committee; application form with appropriate signatures must be on file in department office prior to registration. Development and presentation of a thesis in the student's area of concentration.

**599 Independent Graduate Research (1-3)**

Prerequisites: consent of student's graduate committee and instructor; application form with appropriate signatures must be on file in department office prior to registration. Research in theatre. May be repeated for credit.

**THEATRE EDUCATION COURSES**

Courses are designated as THED in the class schedule.

**442 Teaching Theatre in the Secondary School (3)**

Prerequisite: admission to teacher education. Objectives, methods and materials for teaching in the secondary school.

**449E Externship in Secondary Teaching (3)**

See description under Department of Secondary Education.

**449I Internship in Secondary Teaching (10)**

See description under Department of Secondary Education.

**449S Seminar in Secondary Teaching (3)**

See description under Department of Secondary Education.



## **INTRODUCTION**

Women's Studies emphasizes the study of gender-based movements, gendered experience, research, analysis, and theory, from a women-centered perspective, as subjects and as researchers. Core courses incorporate information technologies and community service learning experiences that offer students opportunities to develop essential skills and civic commitments. Students develop links to the community and to businesses and professional sites where they have opportunities to apply and evaluate the research, methods, and theories that they are studying.

## **THE MAJOR**

The major in women's studies is designed for students who have a particular interest in learning more about the roles and status of women in society. Cross-disciplinary in structure, the major draws from a wide variety of courses offered by many departments throughout the university. Women's studies majors develop proficiency in a wide variety of research methodologies appropriate to humanities and the social sciences, as well as the areas of business, science and the arts. The goals of the major are to apply concepts learned in women's studies courses to other academic areas, to encourage more students to do research in the area, and to prepare students in selected career paths where sensitivity to women's issues is important (particularly in business, education, counseling, human services, public administration, and the health professions, as well as liberal arts degrees in general).

## **THE MINOR**

The minor has wide applicability and career goals to work in other disciplines. Students have the opportunity to extend academic or career interests in ethnic or international studies, or in specific disciplines to include gender analysis through independent study units that can be applied toward their minor.

## **WOMEN'S STUDIES PROGRAM COUNCIL**

Mei Bickner (Management), Renae Bredin (Women's Studies), Harriet Edwards (Mathematics), Shahin Ghazanshahi (Engineering), Ellen Junn (Assoc. Dean, HDCS), Kuen-Hee Ju-Pak (Communications), Linda Kroff (Art), Teresa Malinowski (Library), Barbara McDowell (Women's Center), Helen Mugambi (English), Meredith Raimondo (Women's Studies), Terri Snyder (Liberal Studies), Shari Starrett (Philosophy), Patricia Szeszulski (Child and Adolescent Studies).

In addition to courses taught by its own faculty, Women's Studies courses are taught by faculty drawn from many disciplines in the University.

## **STUDENT ORGANIZATIONS**

The Women's Studies Student Association ("Third Wave") is an actively involved group of students that presents speakers, participates in colloquia and panel discussions, and coordinates social and instructionally related programs among students who are part of the Women's Studies program, and others who are interested in gender related issues. The group has sponsored campus events celebrating Women's History Month, staged rock concerts, and held "Take Back the Night" rallies. The students have helped plan and participate in the annual Pacific Southwest Women's Studies Association Conference (which CSUF hosted in 1997 and 1998).

Choice, USA CSUF, the campus chapter of national Choice, USA, focuses on reproductive policy. Students develop leadership skills and public policy advocacy learning through group

## **PROGRAM COORDINATOR**

Renae Bredin (Women's Studies)

## **PROGRAM OFFICE**

Humanities 314

## **DEPARTMENT WEBSITE**

<http://hss.fullerton.edu/womens>

## **PROGRAMS OFFERED**

Bachelor of Arts in Women's Studies

Minor in Women's Studies

## **FACULTY**

Renae Bredin, Meredith Raimondo

activities and individual opportunities. Students have participated in national training sessions with the Gloria Steinem Leadership Institute and have organized campus-based awareness initiatives like the Graveyard Project.

### **BACHELOR OF ARTS IN WOMEN'S STUDIES**

The Bachelor of Arts in Women's Studies requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

The major consists of 38 units selected from the following categories:

#### **Core Requirements (17 units)**

Women's Studies 205 Women's World Movements (3)  
Women's Studies/Philosophy 302 Introduction to Intercultural Women's Studies (3)  
Biology 360 Biology of Human Sexuality (2)  
Women's Studies 350 Research, Methodology, and Writing (3)  
Women's Studies 450 Theory, Practice, Internship, and Community Service (6) (capstone class)

#### **Breadth Requirements (9 units, chosen from among the following)**

American Studies 450 Women in American Society (3)  
Anthropology 352 Women in Cross Cultural Perspective (3)  
Psychology 310 Psychology of Women (3)  
Sociology 354 Sociology of Sex Roles (3)  
Women's Studies 343 Philosophy of Feminism (3)  
Women's Studies 485 Women and Politics (3)

#### **Elective Options (12 units, chosen from among the following or from additional breadth requirement)**

Afro Ethnic 310 Black Women in America (3)  
Afro Ethnic 311 Intra-cultural Socialization Patterns (3)  
American Studies 312 Multicultural Identities and Women's Experience (3)  
American Studies 413 The Shifting Role and Image of the American Male (3)  
American Studies 419 Love in America (3)  
American Studies 420 Childhood and the Family (3)  
Art 401 Women in Art (3)  
Asian American 308 Asian American Women (3)  
Chicano 313 La Chicana (3)  
Criminal Justice 430 Women and Crime (3)  
English 355T Images of Women in Literature (3)  
French 485T Senior Seminar in French Literature\* (3)  
German 485T Senior Seminar in German Literature\* (3)  
History 424T Gender and Sexuality in History (3)  
History 449 Race, Ethnicity, and Gender in Latin America: A History (3)  
History 377 Women's Image in American Film (3)  
Kinesiology 480 Women and Sport (3)

\*When listed in the schedule with an emphasis on women

Linguistics 369 Language, Sex Roles, and the Brain (3)  
Management 431 Women in Management (3)  
Music 305 Women in Music (3)  
Nursing 303 Women's Health and Healing (3)  
Political Science 474 Civil Liberties (3)  
Psychology 312 The Psychology of Human Sexual Behavior (3)  
Sociology 355 Women in Contemporary Society (3)  
Sociology 408 Sexual Abuse in American Society (3)  
Women's Studies 101 Introduction to Ethnic Studies (3)  
Women's Studies 308 Asian American Women (3)  
Women's Studies 310 Black Women in America (3)  
Women's Studies 312 Multicultural Identities and Women's Experience (3)  
Women's Studies 313 La Chicana (3)  
Women's Studies 320 Gendered Techno-culture (3)  
Women's Studies 410 Women, Health and Aging (3)  
Women's Studies 480 Feminist Theories (3)  
Women's Studies 499 Independent Study (1-3)  
Variable Topics (1-3 units) or Independent Study (1-3) (can be arranged through various departments)

### **MINOR IN WOMEN'S STUDIES**

The minor consists of 23 units, selected from the following categories:

#### **Core Courses (5 units)**

Women's Studies 302 Introduction to Intercultural Women's Studies (3)  
Biology 360 Biology of Human Sexuality (2)

#### **Breadth Courses (9 units)**

Chosen from courses listed above under breadth requirements for major.

#### **Elective Courses (9 units)**

Chosen from list of elective options for major listed above.

### **WOMEN'S STUDIES COURSES**

Courses are designated as WMST in the class schedule.

#### **101 Introduction to Ethnic Studies (3)**

(Same as Afro-Ethnic Studies 101)

#### **205 Women's World Movements (3)**

Prerequisite: General Education Category III, B. 1 or III C.1.  
A comparative study of various international movements that have sought and continue to seek changes in regard to the conditions and status of women.

#### **302 Introduction to Intercultural Women's Studies (3)**

Prerequisite: Philosophy 100, Biology 101, Psychology 100, Sociology 100, or consent of instructor. Interdisciplinary introduction to intercultural women's issues and research in relevant disciplines. (Same as Philosophy 302).

#### **308 Asian American Women (3)**

(Same as Asian American 308)

**310 Black Women in America (3)**

(Same as Afro-Ethnic 310)

**312 Multicultural Identities and Women's Experience (3)**

(Same as American Studies 312)

**313 La Chicana (3)**

(Same as Chicano Studies 313)

**320 Gendered Techno-culture (3)**

Prerequisite: completion of General Education Category III.B, Introduction to Arts and Humanities. Examines current technologies and their relationship to gender issues, combining theoretical considerations with practical applications. Students will learn some basic technologies to use as tools for their projects.

**343 Philosophy of Feminism (3)**

(Same as Philosophy 343)



**350 Research, Methodology, and Writing (3)**

Prerequisite: Women's Studies 302 or consent of instructor. Study and evaluation of various methodological approaches used to address gender issues, such as survey analysis, oral history, personal narrative, and ethnography. Development of research skills, including computer applications. Development of writing skills, including research papers.

**410 Women, Health and Aging (3)**

Prerequisite: junior or senior standing. Course focuses on the critical analysis of influential gendered images found in literature, painting, films, and advertising which depict disability and other health issues related to aging. (Same as Gerontology 410)

**450 Theory, Practice, Internship, and Community Service (6)**

Prerequisite: junior or senior standing. Capstone Course. Two-tiered course which studies and evaluates analysis of theory and practice and which incorporates a semester long on-site community based learning component. Applications of theory evaluated through in-class and Internet discussion and writing projects.

**480 Feminist Theories (3)**

Prerequisites: Women's Studies 302 or 343. Study of history and theories of feminism. Readings and discussions of theoretical developments in feminist thought and activism. Historical overview of connections between women as social actors and agents of social change and feminist theorizing.

**485 Women and Politics (3)**

(Same as Poli Sci 485)

**499 Independent Study (1-3)**

Prerequisite: approval by instructor teaching a Women's Studies class, or by Coordinator of Women's Studies. An opportunity to do extended research in Women's Studies, or to link an interest in another discipline to an interest in Women's