



Graduate Regulations

Graduate Admissions



DIRECTOR, GRADUATE STUDIES

Gladys Fleckles

EVALUATION TECHNICIANS

Pam Migliore

Lynn Winter

GRADUATE STUDIES OFFICE

McCarthy Hall 103

GRADUATE STUDIES WEBSITE

<http://www.fullerton.edu/graduate>

GRADUATE ADMISSIONS

Application Procedures

Admission Procedures

APPLICATION PROCEDURES

All applicants for any type of postbaccalaureate or graduate standing (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application within the appropriate filing period. A complete application for postbaccalaureate or graduate standing includes all of the forms and fees described in the Graduate and Postbaccalaureate application booklet. Applicants considering admission to more than one CSU campus must submit a separate application (including fee) to each campus.

Second baccalaureate degree candidates should apply as postbaccalaureate students with an undergraduate degree objective. Applicants who completed undergraduate degree requirements and wish to continue postbaccalaureate or graduate study are required to complete and submit a Graduate and Postbaccalaureate application and the nonrefundable application fee.

Applications may be obtained from the academic department sponsoring the degree, the Admissions and Records Service Center or the Graduate Studies Office of any California State University campus. Instructions for completing the application forms are included in the material supplied. Since some programs require the completion of an additional form as part of the application process, students should inquire concerning this possibility at the office of the academic unit offering the particular program. An electronic version of the CSU application is available online at <http://www.csumentor.edu/AdmissionApp/>.

Application Deadlines

The application period for fall admission opens the previous October 1; applications for spring admission are accepted beginning the previous August 1. In most cases, 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 for individual programs based upon enrollment projections. Check the university graduate studies website for current information <http://www.fullerton.edu/graduate/>

Transcripts

Two official transcripts in sealed envelopes are required from each college or university previously attended. Students should arrange to have official transcripts sent at the same time applications are submitted. Transcripts should be sent directly to the university Admissions and Records Office. One copy of each transcript will then be forwarded to the academic unit offering the degree or credential program, and the other official transcript will be retained in the student's permanent record file for use by both the Admissions and Records Office and the Graduate Studies Office.

Students who receive their baccalaureate degree at Cal State Fullerton and attend elsewhere subsequent to graduation, or continuing graduate students who change their declared objective subsequent to admission, must obtain whatever additional transcripts are needed to provide two complete sets of transcripts. Cal State Fullerton alumni do not need to request Cal State Fullerton transcripts.

All transcripts must be received directly from the issuing institutions and become official records of the university; such transcripts therefore cannot be returned or reissued. Transcripts which include course work from other than the issuing institution are not sufficient evidence of course work taken elsewhere. Foreign language transcripts must be accompanied by certified English translations.

Tests

The Graduate Record Examination (GRE), or another test, may be required for conditionally classified admission, or subsequently for the granting of classified standing. Test requirements vary from department to department. Students should refer to master's degree requirements outlined in the academic department section of this catalog. Applications and information on test dates for nationally administered tests (e.g., GRE, GMAT) are available in Testing Services, University Hall 229, e-mail testingcenter@fullerton.edu.

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 (paper) or 213 (computer) on the Test of English as a Foreign Language (TOEFL). Programs requiring a higher score than the minimum 550 include the MBA (570 paper, 230 computer), the MPA (570 paper, 230 computer), the M.S. in Education-TESOL (575 paper, 233 computer) and the M.M. and M.A. in Music (560 paper, 220 computer).

International Students

See procedures outlined in the international student portion of the "Admissions" section of this catalog.

Second Master's Degree or Concentration

Application for admission to graduate standing in a second degree program or concentration will be accepted only after the first degree has been awarded. Units used for the first degree or concentration may not be applied to the second. Students who have completed a master's degree at Cal State Fullerton in one concentration and wish to complete another will not be awarded a second degree.

ADMISSION PROCEDURES

Following completion of application procedures and subsequent review of the student's eligibility by the Admissions Office and appropriate academic unit, the student will be notified by the Admissions Office concerning admission. Written notice from

the Admissions Office is the only valid proof of admission. Academic advisement prior to admission is tentative and should not be construed as granting official admission to a program or establishing requirements for the degree.

Students may apply for a degree objective, a credential or certificate objective, or no program objective. Four admission categories are defined in terms of these academic objectives.

Postbaccalaureate Standing: Unclassified

This category applies to students with no degree objective. To qualify for admission, applicants must (1) hold an acceptable bachelor's degree from a regionally accredited four-year institution or have equivalent preparation as determined by the appropriate campus authority; (2) have a grade-point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units; and (3) have been in good standing at the last college attended. Exceptions to these criteria are evaluated on a case-by-case basis and require written support from faculty in the academic unit, as well as justification from the applicant as to why an exception should be considered. Appeals for exception to these state admissions requirements should be submitted to the university admissions officer and are reviewed by the associate vice president, Academic Programs (or designee). Admission with postbaccalaureate-unclassified standing does not constitute admission to graduate degree or credential programs. If a student wishes to change to a degree or credential objective after admission, an Application for Change of Objective must be submitted to the Admissions and Records Service Center. Deadlines for Change of Objective are the same as for regular applications (see "Application Deadlines" above).

Postbaccalaureate Standing: Classified

This category applies to students with a credential or certificate objective. To qualify for admission, applicants must (1) meet the requirements for postbaccalaureate-unclassified standing and (2) satisfy any additional professional, personal, scholastic, and other standards, including qualifying examinations. Refer to specific credential requirements under the "Teaching Credentials" section or individual departmental sections of this catalog.

Graduate Standing: Conditionally Classified

This category applies to students with a graduate degree objective. To qualify for admission in conditionally classified standing, applicants must (1) meet the admission requirements for postbaccalaureate-unclassified standing and (2) meet any additional requirements of the particular program including a favorable recommendation from the academic unit.

An applicant who has deficiencies in departmental prerequisites or in departmental grade-point average requirements may be considered for admission in conditionally classified standing with the approval and recommendation of the academic unit. A student admitted in conditionally classified standing may subsequently be granted classified standing in a graduate degree program if professional, personal, scholastic, or other standards including qualifying examinations are met.

Determination of the student's prerequisites and assignment of courses, units, and grade points required to remove deficiencies is made by the academic unit. For specific information on prerequisites to classified standing, refer to the graduate degree requirements described in the departmental section of this catalog.

Graduate Standing: Classified

A student's status is changed to classified standing when the study plan has been approved by the associate vice president, Academic Programs (or designee). It is the student's responsibility to initiate the request for classified standing by making an appointment with the departmental graduate program adviser to develop a study plan. An eligible student may request classified standing prior to the first registration or during the first semester of registration. However, *no more than nine units of postgraduate work taken at this institution prior to classified standing will be applied to a master's degree study plan. Any acceptable transfer work is excluded from the nine units permitted.*

Classified standing is granted when (1) all prerequisites and/or deficiencies have been satisfactorily completed, (2) the official study plan has been developed and signed by the graduate program adviser and committee, and (3) the study plan is sent to the Graduate Studies Office and approved by the associate

vice president, Academic Programs (or designee). The student will be sent a copy of the approved study plan by the Graduate Studies Office. Copies will be filed in the academic unit, university records, and the Graduate Studies Office. A student is not officially classified until an approved study plan is on file in the Graduate Studies Office.

To be granted the master's degree, a student must have been classified, applied for graduation (advanced to candidacy), and completed the approved graduate study plan.

Requirements that apply to all programs are described in the following section. For specific requirements of particular programs, see the graduate program descriptions in the departmental section of this catalog.

Each student's program for a master's degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the departmental graduate program adviser, the student's graduate committee, and the Office of Graduate Studies.

Master's Degree Requirements

UNIVERSITY WRITING REQUIREMENT

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

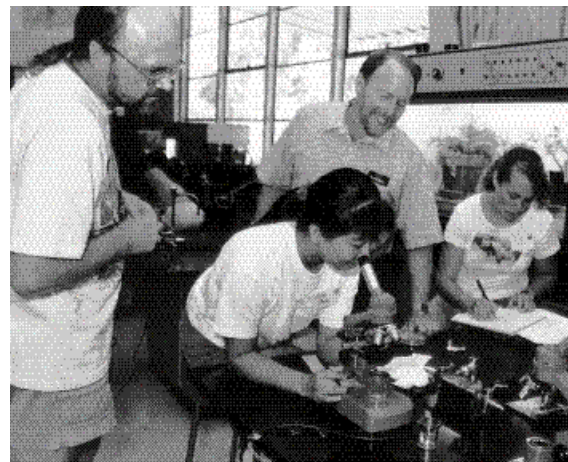
1. An upper-division writing requirement at any CSU campus.
2. An upper-division course at another university equivalent to a course which meets the Cal State Fullerton requirement. Such equivalence must be certified by the department or program responsible for the student's academic work.
3. Cal State Fullerton Examination in Writing Proficiency.
4. Upper-division or graduate-level course(s) certified as meeting the writing requirement and approved by the department or program responsible for the student's academic work. The grade received must be a C or better.
5. A minimum score of 4 on the Graduate Record Exam (GRE) Writing Assessment Test.

Any student who has not met the requirement within the first nine units of graduate work will be required to enroll in a university-approved writing course at the earliest opportunity. Departments and programs may, at their discretion and with approval of the Graduate Education Committee, establish additional writing requirements for their graduate students. For further information, students should consult their department program adviser .

STUDY PLAN

General requirements for all master's degree study plans include the following:

1. A minimum of 30 approved semester units. Some programs require more.
2. At least 21 semester units must be taken in residence. For programs requiring 42 or more units, at least half the units must be taken in residence. Transfer and Cal State Fullerton extension credit are not residence units.
3. 400- or 500-level courses only. A graduate student enrolled in a 400-level course will be required to complete additional assignments as determined by the instructor. University policy does not allow 300-level courses on graduate study plans.
4. Normally 70 percent of all study plan courses will be at the 500-level. However, with prior approval, upon the recommendation of the Graduate Education Committee, programs may permit students to include up to 50 percent of course work at the 400-level.
5. No more than nine units of postbaccalaureate work taken at Cal State Fullerton prior to admission to classified standing.
6. No more than six semester units for a thesis, if a thesis is required.
7. Maximum of six units of independent study.
8. No courses taken to satisfy prerequisite requirements.
9. None of the following: correspondence courses, credit by examination, or similar.
10. No courses with nontraditional grades (e.g., CR, S, P) and no grade on the study plan below a C.
11. A minimum grade-point average of 3.0 (B) in all courses attempted to satisfy requirements for the degree.



MASTER'S DEGREE REQUIREMENTS

University Writing Requirement
Study Plan
Advisers and Committees
Advancement to Candidacy
Completion of Requirements and
Award of Degree
Graduate Academic Standards

12. Completion of all study plan courses within five years or seven years with approved extension. The time limit starts with the earliest course on the study plan.
13. All courses taken after the baccalaureate (or postbaccalaureate credit granted).
14. No courses credited toward another degree.
15. A final evaluation, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved study plan is valid as long as the student maintains continuous enrollment in regular semesters at the university; otherwise it is necessary to reapply and meet any changed or additional requirements approved in the interim.

Culminating Experience Guidelines

Each master's program includes a final evaluation (culminating experience) that marks the end of the graduate program. A thesis, a project, a comprehensive examination, or any combination of these is required of all students. An oral presentation is strongly encouraged.

Through culminating experiences, individual students demonstrate mastery of disciplinary materials. Because these demonstrations of mastery are specific to individual students, theses, projects, performances, exhibitions, and comprehensive examinations shall be composed of individual student work, unless more than one culminating experience is required in the program.

Individual student work shall include exhibitions in which individual work is clearly identified but displayed alongside the work of others. Individual student work shall also include accompanied artistic performances, or performances rendered in ensemble, in which individual student performances are clearly identifiable. In programs that require more than one culminating experience, at least one culminating experience must be based on individual student work.

Students whose programs require a culminating experience that is undertaken in groups (e.g., for the M.B.A.) shall receive an individual assessment based on a component of the work identifiable as authored or created by each individual student.

Election of Curriculum

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

Changes in Study Plan

If a classified graduate student needs to make a change in the approved study plan, a request should be made to the student's department graduate program adviser. Requests must be made prior to registration for any course work to be substituted or added. No course may be removed from the study plan after a student has taken it. Forms which may be used to file a request for change in study plan are available from graduate program advisers, in the Graduate Studies Office, or on the Graduate Studies website.

Changes in study plan may also be required because of outdated course work or grade-point average deficiencies (see "Time Limit for Completion" and "Graduate Academic Standards").

Time Limit for Completion

All requirements for the master's degree, including all course work on the student's study plan, normally should be completed within five years. This time limit begins with the semester of the earliest course used on the student's study plan and consists of a total of ten (10) consecutive semesters. When individual circumstances warrant, this time limit may be extended for up to two years (four additional consecutive semesters).

A student may request an extension of the five-year time limit by filing a petition with the Graduate Studies Office. The petition must contain a full explanation of the circumstances that prevented completion of the degree requirements within the normal five-year limit and must be approved (signed) by the graduate program adviser, the chair of the appropriate graduate committee and the director of Graduate Studies. Approvals for extension must be obtained prior to the expiration of the five-year limit.

Outdated Courses

Outdated course work (course work older than the student's approved time limit; i.e., five or seven years) should be repeated.

However, a maximum of nine (9) units of course work may be exempt from this policy if course content can be validated. Copies of the "Petition for Validating Outdated Course Work" may be obtained from the Graduate Studies Office or website. Validation is allowed at the discretion of the graduate program adviser, the academic unit offering the subject course and the director of Graduate Studies.

Validation must be accomplished by passing a written comprehensive test of the materials covered by the course being validated or by some equivalent method with prior approval of both the graduate program adviser and the director of Graduate Studies. Any outdated course work that cannot be validated either because of a denial of the petition or because it is in excess of the nine units allowed for validation, must be repeated or updated through enrollment in additional study plan course work. If course work is repeated or additional course work is required to update, the units and grades will be added to the study plan.

Outdated transfer course work cannot be validated.

ADVISERS AND COMMITTEES

University policy provides that each student's program for the master's degree shall be under the guidance of an adviser and for some programs, a committee as well. A graduate program adviser is designated in each department or program to give overall supervision for the graduate program. In some departments, the graduate program adviser also serves as the individual student's adviser. Policies and procedures related to graduate committees are available in the Graduate Studies Office.

It is the responsibility of the student to arrange appointments for advisement and other information in the office of the academic unit offering the degree program. As a minimum, the student should obtain advisement (1) either prior to or during the first semester of attendance, (2) when requesting classified standing, and (3) when applying for a graduation check prior to the final semester.

It is advisable for the student to maintain a personal file of transcripts and other evidences of grades and achievements, and to have these documents available whenever seeking advisement.

ADVANCEMENT TO CANDIDACY

A student who has been granted classified standing is advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate program adviser. An overall minimum grade-point average of 3.0 (B) and a minimum grade-point average of 3.0 for all study plan course work is required. Other scholastic, professional and personal standards, the passing of examinations, and other qualifications, may be required.

COMPLETION OF REQUIREMENTS AND AWARD OF DEGREE

Deadlines

All course work for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements, as well as the specific requirements approved on the student's graduate study plan. Award of the degree also requires the recommendation of the appropriate graduate adviser and committee (advancement to candidacy), the approval of the faculty, and approval of the associate vice president, Academic Programs (or designee)

If a thesis is required, it must be deposited in the campus bookstore according to instructions shown under "Theses and Projects," no later than the last day of final examinations for the semester or session in which the degree is to be awarded.

Applying for Graduation

Students must file an application for a graduation check and pay the \$90.00 graduation and diploma fee prior to the beginning of the final semester. The fee will increase to \$115 effective for students who plan on graduating at the end of the fall 2004 term, i.e., January 2005.

The last date to file the application is listed in the front inside cover of the class schedule for each regular semester and is posted on the Graduate Studies website. Candidates for summer (August) graduation must file their requests prior to registration for the spring semester. Student completing requirements during the summer must also obtain written approval prior to summer term on a form available in the Graduate Studies Office. The approved form must be returned to Graduate Studies during the spring semester.

Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee of \$10.00 is required to change the graduation date.

Forms for applying for graduation and changing the graduation date are available at the Admissions and Records Service Center and the Graduate Studies Office.

Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed.

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Arrangements for cap, gown and hood rental are made in the campus bookstore, Titan Shops.

GRADUATE ACADEMIC STANDARDS

Grade-Point Average Requirements

A grade-point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a master's degree. This grade-point average applies to (1) all 400- and 500-level units attempted subsequent to admission to a degree program and (2) all units required on the student's graduate study plan including transfer courses. Each course on the study plan must be completed with a grade of C or better.

A degree student may request a change in study plan in order to raise the study plan grade-point average by:

1. Adding no more than six units of approved course work, or
2. Repeating no more than six units of course work in which a C or lower was earned, or
3. A combination of 1. and 2. not to exceed six units.

Requests to add courses to the study plan, repeat courses, or add courses to raise the overall grade-point average, must be approved by the graduate program adviser and the associate vice president, Academic Programs (or designee) prior to registration. When a course is added or repeated, the original

course remains on the study plan and on the student's transcript and both grades are used in calculating the student's grade-point average.

A grade-point average of at least 2.5 is required for continuing status as a postbaccalaureate student, i.e., credential or unclassified (undeclared, no degree objective).

Repeated Courses

If a grade less than C is received in a study plan course, the course must be repeated and passed with a grade of C or better. A course may be repeated only once. If a course is repeated, both grades are included when computing the student's study plan and cumulative Cal State Fullerton grade-point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.

In extenuating circumstances, the student may petition the associate vice president, Academic Programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.

Successful repetition of a course originally passed carries no additional unit credit toward a degree.

Probation

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the study plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic probation include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic probation if after completing 12 or more units, the cumulative grade-point average falls below a 2.5 average.

Disqualification

The associate vice president, Academic Programs (or designee) in consultation with the student's graduate program adviser, will disqualify a graduate student who is on probation if the student does not, or cannot, raise the study plan and cumulative grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard.

If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.

Students placed on probation for reasons other than grade-point average will be disqualified if:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extension). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new study plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president, Academic Programs (or designee).

A postbaccalaureate (i.e., credential or unclassified-undeclared) student on probation will be subject to disqualification if the cumulative grade-point average is not raised to 2.5 the semester after being placed on probation.

Appeals related to graduate degree probation or disqualification should first be directed to the department graduate program adviser. Please contact the Graduate Studies Office for further information and procedures. Appeals related to postbaccalaureate (credential or unclassified) probation or disqualification are submitted on a reinstatement form available in the Graduate Studies office or on the Graduate Studies website.

Graduate Enrollment Policies

RESIDENCE REQUIREMENT

A student is considered to be in residence when registered during regular semesters at this university. For degrees requiring 30 units, 21 units must be completed in residence at this institution. For programs requiring 42 or more units, at least half the units must be taken in residence. Approved units earned in summer sessions may be used to meet regular semester unit requirements on a course by course basis. Extension credit may not be used to fulfill the minimum residence requirement.

CONTINUOUS ENROLLMENT

A graduate degree student is required to maintain continuous enrollment in every fall and spring semester from the beginning of the program of study until award of the degree. This policy is designed to eliminate the need for readmission to the university, provide opportunity for continuous use of facilities, including the library, and assure the development of an integrated program, adequately supervised, and effectively completed within the time limitations allowed by regulations.

Unless granted an approved leave of absence, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. In order to resume study, the student needs to reapply for admission to the university and to the degree program and meet any changed or additional requirements approved in the interim.

Students who may have completed all course work, but who may not have satisfactorily completed a comprehensive examination or other requirement, are expected to maintain continuous enrollment until award of the degree.

A graduate student who finds it impossible to attend during a certain semester and is not eligible for a leave of absence, must register in Graduate Studies 700. Registration in this course is restricted to conditionally classified or classified graduate students. It carries no unit credit and does not require class attendance. Registration in this course in each semester when no other course work is taken will be necessary until award of the degree.

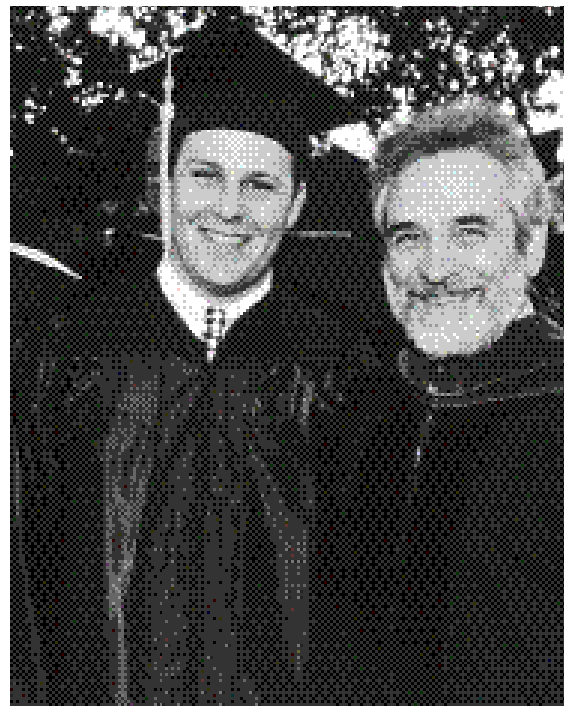
Similarly, Credential Studies 701 is available for students with a credential-only objective who find it impossible to enroll in course work and are not eligible for a leave of absence.

LEAVE OF ABSENCE

Graduate degree or credential students may request a leave of absence for up to one year. Conditionally classified or classified graduate students qualify for a leave if they are in good academic standing and have completed at least six credit hours' work toward the degree in residence at Cal State Fullerton. Students with a credential-only objective qualify if they have completed at least one semester of course work in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center in the Graduate Studies Office, and on the Graduate Studies website. Students are encouraged to submit requests for leave of absence prior to the start of the semester for which they are requesting a leave.

Any one of the following circumstances may be grounds for requesting a leave of absence:

1. Illness or disability (permanent or temporary) or similar personal exigencies including pregnancy which make it impossible or inadvisable for a student to register for classes.
2. Activities that enhance a student's professional career objectives.
3. Active duty in the armed forces of the United States.
4. Other reasons at the discretion of the director of Graduate Studies.



GRADUATE ENROLLMENT POLICIES

- Residence Requirement
- Continuous Enrollment
- Leave of Absence
- Study Load
- Extended Education
- Enrollment in 500-Level Courses by Seniors
- Postgraduate Credit
- Transfer Credit Policy

After review by the Graduate Studies Office, the academic unit (where applicable), and the Registrar's Office, a response is mailed to the student.

A first-time leave of absence of one semester only will normally be granted upon request for students who qualify and will not require an application for readmission to the university. Registration materials for the semester following the leave will be sent to the student.

Students requesting a subsequent leave or a leave longer than one semester are required to provide appropriate documentation (e.g., doctor's recommendation, verification of employment). Such requests must also be endorsed by the program adviser.

A leave granted to a degree objective student preserves the election of curriculum rights regarding catalog requirements. However, leaves of absence do not change the time limit for completion of the degree. For credential students, a leave granted by the university does not exempt them from new requirements imposed by the State regardless of the catalog year and also does not extend time limitations imposed by the State for completing specific teaching credential requirements.

STUDY LOAD

To qualify for full-time enrollment certification by the university, graduate students must carry a study load of 12 units of course work a semester or nine units of which six are in 500-level courses. A normal full-time load in summer session is one and one-third units per week of instruction.

As required by federal regulations for non-immigrant "F-1" and "J-1" visa students, the Graduate Studies office maintains a listing of programs that allow less than 12 units per semester to qualify for full-time status. These departmental unit requirements do not change the official definition (stated above) that is used to certify full-time enrollment for financial aid eligibility or loan deferment.

The maximum study load for students working toward a master's degree is 12 units per semester; in exceptional cases, however, a student may take more with the approval of the graduate program adviser. Forms to request excess units are available in the Graduate Studies Office or from the department program adviser.

EXTENDED EDUCATION

In addition to its regular academic programs, the university offers courses through Extended Education. This includes summer session, intersession, extension only courses, and adjunct enrollment. The applicability of credit earned in courses taken through Extended Education is subject to approval by the graduate program adviser and the associate vice president, Academic Programs (or designee). Consultation with a graduate adviser before taking any course through Extended Education is strongly recommended.

Any student desiring a master's degree must be admitted to the university and maintain continuous enrollment every fall and spring semester until award of the degree. Enrollment through University Extension does not maintain continuous enrollment.

Summer Session/Intersession

Appropriate courses taken during the summer session or intersession may be applied to a graduate degree program, provided the courses are approved in advance.

Enrollment in courses taken during summer session or intersession does not constitute admission to the university or enrollment as a continuing student in the university.

Extension Credit

No more than nine units of extension credit may be applied to a graduate degree. Extension credit is granted for two types of courses: (1) those with an "X" prefix in the Extended Education Bulletin and (2) those taken through adjunct enrollment.

Adjunct or Open University Enrollment

Adjunct or Open University enrollment through Extended Education permits students who are not formally admitted to the university to enroll in regular university courses, i.e., those courses listed in the university catalog, during fall or spring semesters. Courses taken through adjunct enrollment are included in the nine-unit extension credit limit.

ENROLLMENT IN 500-LEVEL COURSES BY SENIORS

Undergraduate students may enroll in graduate level courses (500-level) if they:

- a. have reached senior status (i.e., completed a minimum of 90 semester units)

- b. have the academic preparation and prerequisites required for entry into the course
- c. gain the consent of the instructor.

Students wishing to use 500-level course work taken during their undergraduate degree toward a master's degree should read the following section on Postgraduate Credit.

POSTGRADUATE CREDIT

A graduate student may petition for a maximum of nine units of postgraduate credit for course work (either 400- or 500-level) taken during the undergraduate degree at California State University, Fullerton, if:

- a. the course work was not used to meet any of the university's requirements for the baccalaureate degree including major, minor or concentration)
- b. the course work was taken during the twelve months immediately prior to the student's graduation
- c. the course work was completed with a grade of B or better.

Petition forms are available at the Admissions and Records information counter. If approved, appropriate notations will be entered on the student's transcript.

The use of postgraduate course work on a student's graduate study plan is governed by the general regulations for all graduate degrees and must be approved by the program adviser, the appropriate graduate committee and the associate vice president, Academic Programs (or designee).

TRANSFER CREDIT POLICY

Graduate students may request to apply a limited amount of transfer course work towards unit requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:

1. Each course being transferred must:
 - a. have been taken at an accredited college or university.
 - b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.
 - c. have been completed with a grade of B or better.

- d. not have been used in meeting the requirements for another earned degree (either graduate or undergraduate)
 - e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUF.
2. An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's study plan must be in residence units. Residence units are granted for courses taken at the university during regular sessions of fall and spring and any special session.
 3. Use of transfer work on a student's study plan is subject to all other policies concerning study plan course work; e.g., fifty percent must be graduate-level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.
 4. In all cases, the use of transfer course work on a student's study plan is subject to the acceptance and approval of the academic unit's graduate adviser and the associate vice president, Academic Programs (or designee). Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of both the graduate adviser and the associate vice president, Academic Programs (or designee).
 5. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.
 6. A unit of course work taken at a college or university on the quarter system will be considered as equivalent to two-thirds of a unit when such course work is considered acceptable as transfer work.

Theses and Projects



THESES AND PROJECTS

- Definition
- Annual Thesis Award
- General Regulations
- Format Guidelines and Style Manuals
- Deadlines
- Final Procedures

DEFINITION

A thesis is defined as the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It also evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

ANNUAL THESIS AWARD

An award of \$1000 along with an engraved plaque will be given each year to the student whose thesis represents the highest standard of scholarly accomplishment as determined by a panel of judges chosen from emeriti professors. Interested students should contact the Graduate Studies Office or their program adviser for further information on eligibility and deadlines. Finalists from each school may also be recommended for Honorable Mention by the judges; these will receive a certificate of Honorable Mention and a \$100 cash award.

GENERAL REGULATIONS

Of the minimum of 30 semester units of approved course work required for the master's degree, no more than six are allowed for a thesis.

When a thesis is required, the library will be provided with an approved, original in the approved binding, and an acceptable microfilm of the thesis. An abstract accompanies the thesis and will normally be published in the University Microfilms International Journal, Masters Abstracts. Copies are thereby made available for order by interested scholars.

An approved copy of the thesis or project may also be required by the student's academic department. Students should check with their graduate program adviser as to whether a copy is needed by the department as part of the requirements for graduation.

When a project is required, some record of the project, or the project itself, is filed in the academic unit and, in some cases, in the library.

A student's thesis committee is composed of a minimum of three faculty members who supervise and approve the thesis. A qualified person who is not a regular Cal State University faculty member may serve as a visiting examiner and join in the approval of the thesis. This person serves as the fourth member of the committee.

Title to theses (and projects when filed in the library) passes to the university upon their acceptance by the evaluating faculty.

Variations from procedures and regulations should be referred to the Office of Graduate Studies for review.

FORMAT GUIDELINES AND STYLE MANUALS

All-university format guidelines are included in a thesis manual that has been developed to assist the student in preparation of a thesis. Copies are available in the Office of Graduate Studies. It is the student's responsibility to make certain that the requirements are met. The

student is strongly advised to become familiar with the instructions in the manual. Theses from the library or departmental offices should not be used as examples of correct format.

The academic unit, through the student's adviser and/or committee, is responsible for the academic content and English usage in the thesis and for the student's correct use of forms of documentation and bibliography. In addition to the university format guidelines, each academic unit may select a supplementary style manual to be followed in matters of documentation and bibliography. Students should consult their academic program adviser or thesis committee chair concerning the style manual used.

If the supplementary style manual presents regulations which conflict with the all-university format guidelines published in the university thesis manual, the university regulations take precedence.

Some graduate programs require style manuals or guides designed for journal articles. Although these are helpful for abbreviations, tables, figures and footnoting, as well as other purposes, students should be aware of the difference between a thesis and an article and make appropriate adaptations when formatting their thesis, approved by the graduate program adviser.

If the academic unit does not recommend a specific style manual, the student should refer to "A Manual for Writers of Term Papers, Theses, and Dissertations" (Fifth Edition) by Kate L. Turabian or "The Chicago Manual of Style," published by the University of Chicago.

The student makes all necessary arrangements for preparing the thesis for final approval. A list of independent word processing professionals is available in the Office of Graduate Studies. The university Career Planning and Placement office also maintains a listing of students and others who have indicated their availability for word processing assignments.

DEADLINES

Adequate time should be allowed for typing, reading and approval by the adviser, the committee members, and the university thesis reader. Specific deadlines are listed each semester on the Graduate Studies website. Ample time should be allowed for any special arrangements, such as duplication of the thesis by the campus bookstore or elsewhere, prior to the deadline.

The final version of the thesis should be submitted to the student's committee for final review and approval at least six weeks prior to the last day of classes. The deadline for submission to the university thesis reader is two weeks prior to the last day of classes. For summer completion, the student should check with the academic unit and the Graduate Studies Office for appropriate deadlines. Theses are reviewed by the university thesis reader in the order in which they are received by the Graduate Studies Office.

The Graduate Studies Office must receive notification from the campus bookstore (Titan Shops Copy Center) that the thesis has been received for binding and microfilming by the official graduation date for each semester.

FINAL PROCEDURES

1. *Approval Signatures:* When the final draft is completed, the student obtains signatures on the approval page of all of the members of the committee. If there is a disagreement within the committee concerning the acceptability of the thesis, the approving signatures of a majority of the committee will be sufficient. Nonavailability of one member of the committee is not an adequate reason for acceptance of signatures by less than the full committee. No changes or additions will be allowed after the final signatures have been obtained.

The title/approval page may be photocopied onto the correct paper stock; however, the signatures must be original. Photocopied signatures are not acceptable for binding or microfilming. The signatures must be in black ink. The student should arrange for at least three original title pages to be signed by the committee members. One original is submitted to the bookstore with the thesis or project; the other originals may be used as the student's personal copy or for the departmental copy, if required.

2. *University Thesis Reader:* The thesis is ready for review by the university thesis reader after the faculty have signed off and the thesis has been produced in its final form. One unbound copy of the thesis including the original approval page is taken to the Graduate Studies Office for review by the thesis reader for conformity to all-university format guidelines. The thesis submitted to the

Graduate Studies Office for review may be photocopied or printed on plain, unlined, white paper; however, the title/approval page should be on the correct paper stock. The student will be notified of any revisions or corrections that need to be made. Final approval on format is given by the thesis reader on the "Thesis Approval Form" that is submitted with the thesis. The form is available in the Graduate Studies Office or on the website.

3. *Binding and Microfilming:* The student takes the approved copy of the thesis, the signed title and approval page, and the signed Thesis Approval Form to the campus bookstore and pays the appropriate fees (currently \$155 plus \$65 if copyright is desired). The bookstore arranges for the binding of the thesis by a local bindery and other services by University Microfilms International (UMI). Once submitted and receipted, the thesis may not be withdrawn by the student from the campus bookstore. The campus bookstore sends the approved original (including the original signed approval page) to University Microfilms International for filming and publication of the abstract, and upon its return sends it to the bindery.

An agreement is completed for UMI to publish the abstract in Masters Abstracts, prepare a microfilm negative, and sell microfilm, photocopies and papers in electronic format to interested scholars. Arrangements for copyrighting are also possible through UMI.

4. *Notification for Award of the Degree:* The grade for the thesis is reported in the usual manner to the registrar by the appropriate faculty. The bookstore notifies the Graduate Studies Office that the approved thesis has been deposited, the fees paid, and the agreement for microfilming and publication of the abstract completed by the student.

5. *Depositing of Thesis in Library:* When the thesis is returned by the bindery, the bound copy is sent by the university bookstore to the library for circulation. One set of the slides or separately mounted illustrative material is housed with the bound copy.

Graduate Student Checklist

There may be additional steps for individual students in particular programs; for these, consult the program description and the academic unit (school, department or program) offering the degree program.

□ = Action initiated by student (as indicated below)

◆ = Action initiated by the University

1. ADMISSION TO GRADUATE STANDING: CONDITIONALLY CLASSIFIED

- Apply for admission and declare objective(s), using precise codes on the application form
- ◆ Receive application acknowledgement from the Admissions Office
- Request two sets of official transcripts of all previous college-level course work attempted to be sent to Admissions Office
- Take tests, if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- Provide the department graduate program adviser with any other supporting statements or materials, as required
- ◆ Recommendation for admission made by department graduate program adviser to Admissions Office
- ◆ Receive notification of admission from Admissions Office
- Make an appointment with the graduate program adviser to discuss your academic program. Advisers for each department are listed on the Graduate Studies website.

2. GRADUATE STANDING: CLASSIFIED

- Complete any course prerequisites and/or remove deficiencies
- Apply for classified standing in the academic department offering the particular program prior to completion of nine units of study plan course work
- Consult department graduate program adviser for advisement, including development of official study plan
- Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in this catalog
- Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- ◆ Recommendation for classified standing made by graduate program adviser by sending the signed study plan to the Graduate Studies Office
- ◆ Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan
- If not received within a reasonable length of time, contact the department graduate program adviser or Graduate Studies.

3. COMPLETION OF REQUIREMENTS

- Apply for graduation prior to the beginning of the final semester. Specific deadlines are posted on the Graduate Studies website. The form is available at the Admissions and Records Service Center and the Graduate Studies Office. A graduation processing and diploma fee of \$90 (\$115 if graduating as of end of fall semester 2004) will be paid to the university cashier with the application for graduation.
- Consult the department graduate program adviser to confirm final requirements for the degree
- Complete written and/or oral examination, if required. Complete thesis or project, if applicable
- Obtain committee approval for thesis, project or results of comprehensive exam(s)
- If applicable, submit thesis to university thesis reader by deadlines listed in the class schedule and on the Graduate Studies website
- ◆ Thesis reader signs "Thesis Approval Form"
- Take approved copy of thesis with "Thesis Approval Form" to the bookstore (Titan Shops Copy Center) and make arrangements for binding, microfilming and publication of the abstract. The cost is currently \$155 plus \$65 if copyright is desired.
- ◆ Final, approved study plan, with recommendation, sent by the department graduate program adviser to the Graduate Studies Office
- ◆ A copy of the Grad Check Review Form is sent to the student showing the adviser's recommendation.
- ◆ Preliminary audit completed by Graduate Studies Office staff. The student's study plan is checked for pending grades, and completion of any other requirements.
- Deposit approved copy of thesis or project in academic department (if required)
- Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester
- ◆ Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar
- ◆ Notification of award of degree received from registrar approximately eight weeks after the end of the semester

4. COMMENCEMENT

- Make appropriate arrangements for cap, gown and hood rental in the campus bookstore
- ◆ Commencement information sent by the College Dean's Office



Academic Programs

Degree Programs

California State University, Fullerton offers the following baccalaureate degree programs, which are described on the pages listed:

B.A. American Studies	54	B.F.A. Theatre Arts	416
B.A. Anthropology	58	B.A. Women's Studies	426
B.A. Art	65	The following master's degree programs are offered:	
B.F.A. Art	67	M.S. Accountancy	45
B.S. Biochemistry	102	M.A. American Studies	55
B.S. Biological Science	86	M.A. Anthropology	59
B.A. Business Administration	94	M.A. Art	69
B.A. Chemistry	103	M.F.A. Art	70
B.S. Chemistry	103	M.S. Biology.....	87
B.S. Child and Adolescent Development	114	M.B.A. Business Administration	98
B.S. Civil Engineering	174	M.S. Chemistry	104
B.A. Communications	118	M.S. Civil Engineering	175
B.A. Communicative Disorders	401	M.A. Communications	121
B.A. Comparative Literature	196	M.A. Communicative Disorders	404
B.S. Computer Science	133	M.A. Comparative Literature	196
B.A. Criminal Justice	144	M.S. Computer Science	134
B.A. Dance	417	M.S. Counseling	140
B.A. Economics	149	M.A. Economics	150
B.S. Electrical Engineering	181	M.S. Education (with concentrations in Bilingual/Bicultural Education [Spanish-English], Educational Technology, Elementary Curriculum and Instruction, Reading, Educational Administration, Secondary Education, Special Education	155, 160, 161, 347, 368, 374, 382, 397
B.S. Engineering (Engineering Science)	171	M.S. Education (TESOL)	303
B.A. English	196	M.S. Electrical Engineering	182
B.A. Ethnic Studies (option in Afro-Ethnic Studies)	51	M.S. Engineering (Engineering Science)	171
B.A. Ethnic Studies (option in Chicano Studies)	110	M.A. English	197
B.A. Ethnic Studies (option in Asian American Studies)	79	M.S. Environmental Studies	204
B.A. French	297	M.A. French	301
B.A. Geography	210	M.A. Geography	212
B.S. Geology	215	M.S. Geology	216
B.A. German	298	M.A. German	302
B.S. Health Science	255	M.S. Gerontology.....	222
B.A. History	226	M.A. History	226
B.S. Human Services	233	M.S. Information Systems	238
B.A. International Business with a concentration in French, German, Japanese, Portuguese, Spanish or Chinese	248	M.S. Instructional Design and Technology (online only).....	245
B.A. Japanese	299	M.S. Kinesiology.....	258
B.S. Kinesiology.....	251	M.S. Library and Information Science (San Jose State)	562
B.A. Latin American Studies	266	M.A. Linguistics	274
B.A. Liberal Studies	270	M.A. Mathematics	286
B.A. Linguistics	273	M.S. Mechanical Engineering	190
B.A. Mathematics	284	M.A. Music	321
B.S. Mechanical Engineering	188	M.M. Music	321
B.A. Music	317	M.S. Nursing	335
B.M. Music	319	M.S. Physics	347
B.S. Nursing	333	M.A. Political Science	352
B.A. Philosophy	341	M.A. Psychology	360
B.S. Physics	346	M.S. Psychology (Clinical)	360
B.A. Political Science	352	M.P.A. Public Administration	367
B.A. Psychology	358	M.A.T. Science	378
B.A. Public Administration	366	M.A. Sociology	389
B.A. Radio-TV-Film	370	M.A. Spanish (including emphasis in bilingual studies)	302
B.A. Religious Studies	128	M.A. Speech Communication	404
B.A. Sociology	388	M.S. Taxation	47
B.A. Spanish	299	M.F.A. Theatre Arts (with concentrations in Acting, Directing, Design and Technical Production)	417
B.A. Special Major	562		
B.A. Speech Communication	402		
B.A. Theatre Arts	413		

Graduation Requirements for the Bachelor's Degree

UNIT REQUIREMENTS

A. Total Unit Requirements

The minimum number of semester units necessary for a bachelor's degree, including courses for the major, general education, all university requirements and free electives, exclusive of remedial courses (i.e., courses numbered 0-99), is as follows:

1. For the Bachelor of Arts degree 120-124
2. For the Bachelor of Fine Arts degree 132
3. For the Bachelor of Science degree..... 120-135
4. For the Bachelor of Music degree 132

B. Upper-Division Requirement

A minimum of 40 semester units of upper-division course work is required for any CSUF bachelor's degree. Courses offering upper-division credit are those numbered at the 300- and 400-levels.

All units from upper-division courses are applicable to the upper-division units requirement, including units from courses in the major, the minor, and general education.

C. Special Unit Totals

The maximum number of special semester units accepted for a bachelor's degree is as follows:

1. Transferable units from community or junior colleges70
2. Transferable units from a four-year university or college, or from a combination of two- and four-year institutions for degrees requiring 12 units 90
3. From credit by examination30
4. From extension and correspondence courses24
5. From credit/no credit courses36
6. From Reading Skills courses numbered at the 100- and 200-levels.....4
7. From Internship courses6
8. From Independent Study courses9
9. From Tutorial courses3

RESIDENCE REQUIREMENT

A minimum of thirty (30) semester units must be earned in courses taken at California State University, Fullerton. Twenty-four (24) of these units must be earned in upper-division courses. At least twelve (12) upper-division semester units in the major must be taken at this institution. Courses taken in extension (except for summer session and intersession courses offered as part of the special sessions program) and units earned through credit by examination may not be used to fulfill these requirements.

GRADE POINT AVERAGE REQUIREMENTS

Three grade point averages, each 2.0 or higher, are required for graduation:

- A. An average based on all units attempted, including those attempted at other institutions.
- B. An average based on all units attempted at CSUF.
- C. An average based on all units attempted in the major.

DISTRIBUTION OF REQUIREMENTS

A. General Education

A minimum of 51 semester units are needed to complete CSUF's general education requirements. See the "General Education" section of this catalog.



GRADUATION REQUIREMENTS FOR THE BACHELOR'S DEGREE

- Unit Requirements
- Residence Requirements
- Grade Point Average Requirements
- Distribution of Requirements
- Graduation Requirements Check

B. Major

The unit requirement in a major varies substantially from major to major. Some majors require as few as 33 semester units while others require as many as 104 units. Refer to the Department listings for the specific requirements of any particular major.

C. Upper-Division Baccalaureate Writing Requirement

The university requires that every person completing a bachelor's degree under 1980-81 and later catalog requirements, demonstrate writing ability acceptable for graduation. The upper-division writing requirement has two parts; students must satisfy each:

Upper-division course requirement: Each major requires that students pass a specially designated upper-division course or courses of at least three semester units.

Examination requirement: The university faculty requires that each student pass the University Examination in Writing Proficiency (EWP), which has been designed to measure writing ability.

Courses. The University Board on Writing Proficiency must certify the course or courses that each major department designates to fulfill the requirement. Departments and programs may specify either a single course of at least three units that involves intensive instruction in writing, or two or more courses (a total of at least six units) in which students are required to write one or more lengthy papers, or several shorter ones, which involve the organization and expression of complex ideas. In these courses students will be given careful and timely evaluations of their writing and suggestions for improvement. An assessment of writing competence will be included in determining the final course grade.

Students must pass these courses with a grade of C or better. A list of courses designated for each major will appear in the class schedule each semester.

Examination. After completing 60 units toward the baccalaureate, students must take the University Examination in Writing Proficiency (EWP). The EWP consists of two parts, a machine-scored test of Standard Written English, and a 90-minute essay which is evaluated by faculty readers. Students who fail the examination may retake it until they pass it. A limited number of students who have failed the EWP two or more times may enroll in English 199, Intensive Writing Review. Credit in English 199 will be equivalent to passing the examination. This course will not count toward graduation requirements, nor will it satisfy the upper-division writing course requirement described above. Information about registration for the EWP and testing dates is published in the class schedule each semester.

Petitions. In certain cases, students may petition the University Board on Writing Proficiency for exemption from or modification of the requirement.

1. Transfer students and candidates for a second baccalaureate may be certified as meeting the requirement after they have submitted to the Board acceptable evidence of having completed the equivalent to CSUF's upper-division requirement.
2. Students may petition for substitution of an alternative to the EWP when exceptional circumstances (e.g., a clinically identified learning disability), make the examination inappropriate. Petitions must include documentation of the special circumstances and propose specific alternative means of demonstrating writing proficiency.

D. Second Language Requirement

Students who enter CSUF as first-time freshman in fall 2006, or who enter a community college in fall 2006 with intent to transfer to CSUF, will be required to show proficiency in a second language as a condition of graduation in most majors with a bachelor's degree. Students can satisfy the Second Language Graduation Requirement in a variety of ways. Students may satisfy the requirement before enrolling at CSUF or, after enrolling at CSUF.

1. *Satisfying the Requirement Prior to Entry to the University:* The second language graduation requirement may be met by any one of the following options **prior** to admission:
 - a. Completion of study of a language other than English such that the total instruction in language other than English is the equivalent of three years of high school study in the same language, calculating two semesters of high school instruction as the equivalent of one semester of college instruction. Thus, two semesters of high school plus two semesters of college instruction in the same language satisfies the requirement, as does four semesters of high school plus one semester of college instruction in the same language.
 - b. Being awarded a diploma from a high school in which the language of instruction was not English.
 - c. Intermediate proficiency as certified by a recognized authority (e.g., Alliance Française, Goethe Institut, Japan Foundation).
 - d. Advanced Placement Foreign Language Examination score of 3 or better.
 - e. Completion of three semesters of a second language, in the same language at a community college or university.

- f. Completion of a CAN 8-level second language course at a community college or university.

Students will be required to submit official high school or college transcripts or other admissions documents to verify the completion of this requirement.

2. *Satisfying the Second Language Requirement after CSUF Enrollment:* If proficiency has **not** been demonstrated through one of the above options, students must meet the CSUF second language proficiency graduation requirement by completing one of the following options:
 - a. Passing an intermediate-level proficiency test as described in the ACTFL/ILR (American Council on the Teaching of Foreign Languages/ Interagency Languages Roundtable) guidelines in any two of four skills: reading, writing, listening and speaking.
 - b. Completing further study of a language other than English such that the total instruction in language other than English is the equivalent of three years of high school study in the same language, calculating two semesters of high school instruction as the equivalent of one semester of college instruction.
 - c. Successful completion of a study abroad program of one semester or more in duration in a country in which the language of instruction was not English.

E. Minors

A minor is a means by which students can enrich their academic preparation through concentrated study of a discipline related to, or different from, their declared major. Although students can pursue multiple majors, many decide that declaring a major and a minor is a more desirable choice. A minor provides a structured selection of courses to augment or complement the student's major by broadening a student's academic experience or serving as preparation for a specific career. A minor can extend the student's knowledge in two related areas (e.g., English and speech communication, anthropology and foreign languages, sociology and women's studies) or in two disparate ones (e.g., business administration and computer science, economics and foreign languages, mathematics and psychology). A minor can also enable students to systematically explore fields of knowledge about which they are curious or enthusiastic. Students may wish to consult with an adviser in their major department for recommendations of suitable minor fields of study.

A minor is not required for the baccalaureate; however, students may elect to complete one or more minors from those available and have that noted on their records. In completing the requirements for a minor, a minimum of twelve (12) units, of which at least six (6) must be upper-division, must be distinct and different from the units used to complete the requirements of the major. Any units above this minimum requirement that can be used to satisfy both the requirements for the minor and for the major may be double counted. General education courses, however, may be used to meet minor requirements.

Below is a list of currently approved minors:

Advertising
 Afro-Ethnic Studies
 American Studies
 Anthropology
 Art
 Asian Studies
 Asian American Studies
 Biotechnology
 Business Administration
 Chemistry
 Chicano Studies
 Child and Adolescent Development
 Christian Studies
 Computer Science
 Criminal Justice
 Economics
 English
 French
 Geography
 Geology
 German
 Gerontology
 Health Promotion
 History
 Human Services
 Information Systems
 International Politics
 Japanese
 Jewish Studies
 Kinesiology
 Journalism
 Latin American Studies
 Linguistics
 Mathematics
 Mathematics for Teacher Education
 Military Science
 Music
 Natural Sciences
 Philosophy
 Physics
 Political Science
 Portuguese
 Psychology
 Public Administration
 Radio-TV-Film
 Religious Studies
 Sociology
 Spanish
 Speech Communication
 Women's Studies

F. Electives

After fulfilling the requirements in general education, and a specific major (and possibly a minor), each student is free to choose the rest of the courses needed to complete the semester units required for graduation. Different majors vary considerably in both the number of units they require in their own and related fields. They also vary considerably in the amount of latitude or choice they permit in selecting courses to satisfy the major requirement.

The general education requirement encourages freedom of choice within the natural sciences, social sciences, arts and humanities, and basic subjects. Students at the university use their electives to broaden their general education, deepen some aspect of their specialties, pursue work in related fields, and satisfy curiosities and enthusiasms for particular subjects or areas of interest.

Advisement on general education and electives is provided by the Academic Advisement Center.

G. Multiple Majors and Second Baccalaureate Degrees

Within the units required for the baccalaureate, it is possible for a student to complete the requirements for more than one major within one degree (for example a B.S.) when the additional major is within the same degree (in this case, another B.S.). At least 24 units, including 12 at the upper-division level, in each bachelor of arts major, or 36 units, including 18 at the upper-division level, in each bachelor of science major, must be applied exclusively to the respective major and may not be used to meet requirements in other majors or in general education. The student shall declare the additional major with the appropriate department not later than the beginning of the student's final year of study.

The completion of additional majors will be noted at the time of graduation by appropriate entries on the academic record and in the commencement program.

It is possible for a student to complete a major in one degree (for example a B.S.) concurrently with an additional major from a different degree (for example a B.A.). This process is possible as long as the unit restrictions mentioned in the preceding paragraph are met. If the student adheres to the rules about units and how they are counted, the student will then choose which degree he or she will receive, with that degree's major being noted on the diploma (for example, B.A. in History). The completion of the second major will be noted on the student's academic record. The university does not award two degrees for multiple majors that are completed concurrently.

Second baccalaureate degrees:

First degree completed elsewhere, second at Fullerton.

Students seeking a bachelor's degree from Fullerton after having received a baccalaureate from another institution may qualify for graduation with the approval and recommendation of the faculty upon completion of the following:

- (1) General education requirements: Students holding a baccalaureate degree from an accredited institution will be held to (a) the breadth requirements of Executive Order 338, i.e., 12 units in each of the areas of arts and humanities, social sciences, and math and science, (b) the statutory requirements and (c) the English Writing Proficiency requirements. Students will not be held to specific CSUF categories or courses.
- (2) all requirements in the major field of study
- (3) residence and scholarship requirements

Two baccalaureates from Fullerton.

With the approval and recommendation of the faculty, a student may qualify for a second baccalaureate under the following circumstances:

- (1) a minimum of 30 units have been earned in residence after the first degree has been granted.
- (2) a minimum of 24 upper-division units are included among the 30 units mentioned above
- (3) a minimum of 12 units must be offered by the department in which the second degree is being sought
- (4) two or more degrees are not awarded at the same time

Units included in second baccalaureate programs may not apply to graduate degrees or credential programs.

GRADUATION REQUIREMENT CHECK

A candidate for graduation must file an application for a graduation requirements check before the first day of instruction of the semester prior to the semester in which the student expects to graduate. The \$40.00 graduation and diploma fee is required when the application is filed. A \$90.00 graduation and diploma fee will be required beginning with students who are filing to graduate in January 2004. For students applying to graduate in January 2005 and later, the fee will increase to \$115.00. Application forms are available at the Admissions and Records Service Center.

Candidates for the baccalaureate should refer to the semester class schedule for application filing dates. A senior should have completed at least 100 units (including the current work in progress) and a substantial portion of the major requirements before requesting a graduation check. If the candidate does not complete the requirements in the semester indicated, a request for change of graduation date must be submitted to the Office of Admissions and Records. The cost is \$10.00.

Faculty Approval and Recommendation

Under provisions of the Academic Senate, the Office of Admissions and Records publishes a list of degree candidates twice a year: in the fall and in the spring (for both spring and summer graduates). After review and approval by the faculty, and upon verification of the completion of requirements, diplomas are issued with the last day of the respective term as the official date of graduation.

Annual commencement exercises are held at the end of the spring semester for those who completed degree requirements mid-year and for those completing degree requirements in the spring semester or summer session. The president of the university, with the authority of the Board of Trustees, confers all degrees, subject to the completion of remaining requirements.

Note: Students completing bachelor degree requirements who wish to continue their studies at the university for postbaccalaureate or graduate degree objectives must apply for admission declaring their new objectives, e.g., educational credential(s) or master's degree.

General Education

INTRODUCTION

All students beginning studies fall 1987 or later must complete a minimum of 51 semester units of General Education courses selected in accordance with the pattern designated on the following pages. General Education courses must be selected from an approved list. Students should refer to the latest university Schedule of Classes for the most up-to-date list of approved General Education classes. A student who has a break in enrollment for more than one semester in any calendar year may be held to new catalog requirements.

CSUF students may complete lower-division general education (G.E.) requirements at a community college. In choosing equivalent courses, students must follow the CSUF General Education (G.E.) plan and not the plan of the community college. Questions can be directed to the CSUF Academic Advisement Center, University Hall 123.

A score of 145 or higher on the English Placement Test (EPT), or completion of English 99 (EPT test required) with a grade of C or better, is a prerequisite for enrollment in English 101 in Category I.B. Written Communication, for all students except those with an exemption.

A score of 50 or higher on the Entry Level Mathematics (ELM) examination is a prerequisite for enrollment in courses in Category III.A.1. Mathematics for all students except those with an exemption.

GENERAL EDUCATION REQUIREMENTS

Unit Requirements

51 total units including:

- 9 units upper-division taken as a junior or senior
- 9 units at CSUF
- 3 units in cultural diversity (courses marked with a star*)
- 9 units maximum from single department, excluding any units associated with courses used to meet Category I, Core Competencies, requirement.
- Each course counts in only one category, except those meeting Category V (Cultural Diversity)

Academic Standards

- Letter grade required
- "C" or better required in Categories I.A,B,C, and III.A.1
- CR/NC allowed if it is the only grade option available

Courses in Your Major

- Courses offered by the department of the student's major may NOT be used to fulfill the unit requirements of Categories III or IV, with the exception of categories offering choices from only one department.
- Courses that are cross-listed meet G.E. category requirements for all majors except those in the home department of the cross-listed course. The "home" department is the one under which the course description appears in the catalog. For example, ANTH is the "home" department for ANTH/CPRL 305; therefore, it may not be used by anthropology majors to meet G.E. requirements.
- Upper-division courses offered by the department of the student's major may not be used for credit.
- Upper-division G.E. courses are not applicable for graduate degree credit, regardless of the student's major or the department offering the course.

Transfer Students

- At the university's website, www.fullerton.edu, logon to your student portal and then logon to Titan Degree Audit for completing your G.E. Program.



GENERAL EDUCATION

- General Education Requirements
- Certification Policy
- California Articulation Numbers (CAN)
- Goals of General Education
- General Education Course Requirements

- IGETC-certified transfer students are required to take 9 units of upper-division course work from Categories III.A.3., III.B.3., III.C.2. and IV with the following conditions:

- No more than 6 units from any one category
- No more than 6 units from any one department
- No units from the department of student's major
- Minimum of 3 units in cultural diversity if not met prior to transfer. (Courses meeting this requirement are marked with a star *)

Students who have checklists or worksheets for "Plan B" G.E. requirements entered or transferred between fall 1987 and spring 1999) should refer to the following chart to find corresponding lists of courses that satisfy G.E. requirements:

G.E. Plan B (Fall 1987-Spring 1999)	G.E. Requirements (Fall 1999 or later)
I.A.	Same
I.B.	Same
I.C.	Same
II.A.	Same
II.B.1.	Same
II.B.2.	Same
III.A.1	III.A.2.a. or b
III.A.2.	III.A.2.c.
III.A.3.	Same
III.A.4.	III.A.1.
III.B.1.	Same
III.B.2.	Same
III.C.1.	Same
IV.A.1.	III.B.3.
IV.A.2.	III.C.2.
IV.B.	IV.
Cultural Diversity	Same (courses are marked with a star *)

Students under earlier G.E. plans or who need help with the above chart should contact the Academic Advisement Center, University Hall 123 at (714) 278-3606.

CERTIFICATION POLICY

Under provisions of Title 5 and Executive Order 595, accredited colleges and universities may certify the completion of part of the 48-51 units required in general education. Within the policy of the Board of Trustees, Cal State Fullerton will accept such certification of general education up to a maximum of 39 semester units, but may accept no more in general education than the number of units required in each area.

Transfer students who are certified in any category with fewer than the required units will be subject to additional units and will be permitted to take the additional units in upper-division categories.

There are two General Education-Breadth patterns that California community college students can complete.

CSU General Education-Breadth Program

This program is a lower-division 39 semester unit pattern. Students must take specified courses in five specific areas. Students with full certification are required to complete a minimum of 9 semester units of upper-division general education after transfer. Students may be instructed to take those 9 units in specific areas in order to complete G.E. categories.

Intersegmental General Education Transfer Curriculum (IGETC)

All lower-division Cal State Fullerton G.E. requirements may be satisfied by the completion in its entirety of this transfer curriculum at a California community college campus. Information about IGETC is available at each campus. Upper-division G.E. requirements for IGETC certified transfers are as follows:

Nine units of upper-division course work from categories III.A.3., III.B.3., III.C.2., and IV. with the following conditions:

- No more than six units from any one category
- No more than six units from any one department
- No units from the department of the student's major
- A minimum of three units of a "cultural diversity" (identified with a star *) course, if not met prior to transfer.

CALIFORNIA ARTICULATION NUMBER

California State University, Fullerton is authorized to cross-reference certain courses with a California Articulation Number (CAN). This is a system of equating courses between campuses in California. It is used by an increasing number of community colleges and four-year universities and colleges to identify some of the transferable, introductory courses in several academic disciplines.

The system assures students that CAN courses noted in the catalog of one campus will be accepted in lieu of the comparable CAN courses on another participating campus. An example is our Anthropology 101 Introduction to Biological Anthropology; CAN ANTH 2 is accepted in lieu of courses similarly marked in other university or college catalogs.

The California Articulation Numbers are listed in parentheses by the course descriptions in the catalog. A listing of courses currently approved for CAN follows:

California Articulation Number	Cal State Fullerton Courses
CAN ANTH 2	Anthropology 101
CAN ANTH 4	Anthropology 102
CAN ANTH 6	Anthropology 103
CAN ART 2	Art 201A
CAN ART 4	Art 201B
CAN ART 6	Art 106A
CAN ART 8	Art 107A
CAN ART 12	Art 216A
CAN ART 14	Art 103
CAN ART 16	Art 104
CAN ART SEQ A	Art 201A and 201B
CAN CHEM 2	Chemistry 120A
CAN CHEM 4	Chemistry 120B
CAN CHEM SEQ A	Chemistry 120A and 120B
CAN DRAM 12	Theatre 276
CAN DRAM 14	Theatre 285
CAN ENGL 2	English 101
CAN ENGR 2	EG-ME 102
CAN ENGR 6	EG-EE 203 and 203L
CAN ENGR 8	EG-CE 201
CAN ENGR 12	EG-EE 203
CAN FREN 2	French 101
CAN FREN 4	French 102
CAN FREN 8	French 203
CAN FREN 10	French 204
CAN FREN SEQ A	French 101 and 102
CAN FREN SEQ B	French 203 and 204
CAN GEOG 2	Geography 110
CAN GEOG 4	Geography 160
CAN GEOL 2	Geology 101 and 101L
CAN GEOL 4	Geology 201
CAN GOVT 2	Political Science 100
CAN HIST 8	History 170A
CAN HIST 10	History 170B
CAN HIST 16	History 110B
CAN HIST SEQ B	History 170A and 170B
CAN HIST SEQ C	History 110A and 110B
CAN JAPN 2	Japanese 101
CAN JAPN 4	Japanese 102
CAN JAPN SEQ A	Japanese 101 and 102
CAN JOUR 4	Communications 233
CAN MATH 2	Mathematics 110
CAN MATH 10	Mathematics 115
CAN MATH 16	Mathematics 125
CAN MATH 18	Mathematics 150A
CAN MATH 20	Mathematics 150B
CAN MATH 22	Mathematics 250A
CAN MATH 30	Mathematics 130
CAN MATH 34	Mathematics 135
CAN MATH SEQ B	Mathematics 150A and 150B
CAN MATH SEQ C	Mathematics 150A and 150B and 250A
CAN PHIL 2	Philosophy 100
CAN PHIL 6	Philosophy 106
CAN PHYS 2	Physics 211 and 211L

<i>Number (Cont'd)</i>	<i>Courses (Cont'd)</i>
CAN PHYS 4	Physics 212 and 212L
CAN PHYS 8	Physics 225 and 225L
CAN PHYS 12	Physics 226 and 226L
CAN PHYS SEQ A	Physics 211 and 211L and 212 and 212L
CAN PHYS SEQ B	Physics 225 and 225L and 226 and 226L and 227 plus 227L
CAN PSY 2	Psychology 101
CAN SOC 2	Sociology 101
CAN SPAN 2	Spanish 101
CAN SPAN 4	Spanish 102
CAN SPAN 8	Spanish 203
CAN SPAN SEQ A	Spanish 101 and 102
CAN SPCH 4	Speech Comm 102
CAN SPCH 6	Speech Comm 235

THE GOALS OF GENERAL EDUCATION

General education is central to a university education and should enhance students' awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying and communicating effectively these perspectives in tasks considered appropriate to particular courses.

The G.E. Program at California State University, Fullerton, is divided into four major categories:

- I. Core Competencies
- II. Historical and Cultural Foundations
- III. Disciplinary Learning
- M. Lifelong Learning.

These four areas consist of lower-division (100- and 200-level) courses in areas fundamental to a university education and upper-division (300- and 400-level) courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower-division courses.

A fifth category includes goals for learning in the area of cultural diversity. Student work in Categories III and IV must include at least one three-unit course, identified with a star (*), that meets the learning goals for Category V, Cultural Diversity.

The goals of Category I, Core Competencies, are essential goals for the entire program of general education. Specifically, G.E. courses will include student writing assignments appropriate to the course. Writing assignments in G.E. courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of

writing so that deficiencies are identified and suggestions for improvement and/or means of remediation are offered. Assessments of the student's writing competence shall be used in determining the final course grade.

The learning goals specified in this document identify ideal student learning objectives for each G.E. category and subcategory. Except where otherwise specifically provided for, no single course should necessarily be expected to pursue every goal specified for that course's category or subcategory, but the more goals that a particular course addresses the more appropriate that course will be as a general education offering.

I. CORE COMPETENCIES

Courses in Core Competencies (Oral and Written Communication and Critical Thinking) include the following overall goals for student learning:

- To organize one's thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences.
- To select and present clearly and effectively information and arguments for a variety of purposes and audiences.
- To recognize and evaluate with rigor the features, functions and contexts of language that express and influence meaning.
- To compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions and cultural values.
- To reflect in an open-minded manner on one's own thinking in relation to the ideas of others.
- To work effectively as a member of a collaborative team.

A. Oral Communication

Courses in Oral Communication include the following goals for student learning:

- To develop and present a clearly spoken message in English.
- To practice effective listening and speaking in a dialogue.
- To present an oral message clearly and effectively using relevant and adequate supporting evidence.
- To understand the influence of culture and context on oral communication.
- To understand and value difference in communication styles.
- To negotiate cooperative action and solutions to problems.
- To select and use effectively appropriate techniques and materials to support ideas and to motivate and persuade others.

B. Written Communication

Courses in Written Communication include the following goals for student learning:

- To develop and present a clearly written message in English.
- To express and advocate ideas clearly and effectively in writing.
- To support written arguments with relevant and adequate evidence.
- To demonstrate sensitivity to matters of style in written language.
- To assess with insight one's own writing by critiquing the writing of others.
- To synthesize learning through the medium of writing.

C. Critical Thinking

Courses in Critical Thinking include the following goals for student learning:

- To identify the relevant evidence and experiences needed to make a decision, solve a problem or create new knowledge.
- To clarify the facts, concepts, evidence and relationships that contribute to addressing questions and solving problems.
- To evaluate the quality and sufficiency of evidence and other forms of support for a position.
- To revise arguments and findings based on critical reflection.
- To recognize the explicit and implicit features in communication.
- To assess accurately similarities and differences in points of view.
- To monitor one's own comprehension and apply various strategies to clarify one's own thoughts and actions.
- To be organized, persistent and focused in thinking, inquiry and communication.

II. HISTORICAL AND CULTURAL FOUNDATIONS

Historical and Cultural Foundations include the Development of World Civilization and American History, Institutions and Values, the latter consisting of American history and government.

A. The Development of World Civilization

Courses in Development of World Civilization include the following goals for student learning:

- To understand holistically the origins and historical development of world civilizations within a global context.
- To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values and ideas.

- To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.
- To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.
- To understand and describe critically major political, economic, intellectual and cultural themes recurring throughout the history of the world.

B. American History, Institutions and Values

Courses in American History, Institutions and Values include the following overall goals for student learning:

- To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
- To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
- To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion and the electoral process.

1. American History

Courses in American History include the following as principal goals for student learning.

- To recognize the significance of important cultural, intellectual, moral and political struggles that have shaped contemporary American society.
- To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions and values within contexts of cultural accommodation and resistance.

2. Government

Courses in Government include the following as principal goals for student learning.

- To assess critically the Constitutions of the United States and of California, and the operation of representative democratic government under those Constitutions.
- To explain the processes and interaction between and among local, state and national government, with particular reference to California.
- To understand critically the structures, functions, and processes of the three branches of government and resulting public policies.
- To assess critically behavior and institutional practices in United States and California politics.

III. DISCIPLINARY LEARNING

Disciplinary Learning includes Mathematics and Natural Sciences (12 units minimum), Arts and Humanities, and Social Sciences.

A. Mathematics and Natural Sciences

1. Mathematics

Courses in Mathematics include the following goals for student learning:

- To understand and appreciate the varied ways in which mathematics is used in problem-solving.
- To understand and appreciate the varied applications of mathematics to real-world problems.
- To perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results.
- To demonstrate knowledge of fundamental mathematical concepts, symbols and principles.
- To solve problems that require mathematical analysis and quantitative reasoning.
- To summarize and present mathematical information with graphs and other forms that enhance comprehension.
- To utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used.
- To explain the overall process and the particular steps by which a mathematical problem is solved.
- To demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

2. Natural Sciences

Natural Sciences include the following overall goals for student learning:

- To understand how different themes of science make connections within and between the different scientific disciplines. Examples of unifying themes are:

Energy	Patterns of Change
Stability	Scale and Structure
Evolution	Science as Inquiry
System and Interactions	Science and Society
- To apply scientific methodology through active experimental methods and experiences (laboratory/activity).
- To evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.
- To understand the dynamic and evolving nature of the sciences.

- To recognize the importance of scientific paradigms and methods in understanding scientific concepts.
- To solve theoretical or experimental problems that require knowledge of science concepts and scientific reasoning.
- To understand the issues raised by science for contemporary society and to appreciate the relevance and application of science in everyday life.
- To understand that there is synergism between science and technology – advances in science drive new technologies and new technologies make possible new advances in science. The principles of science provide the underpinnings of technology and, consequently, technology should be taught in conjunction with content directly linked to the scientific disciplines.

a. Physical Science

Physical Science include the following goals for student learning:

- To understand appropriate science and technology concepts and principles as follows:

Major Ideas in Physical Science

- Energy exists in many forms. In any process, energy changes form and/or place, but the total amount of energy remains the same.
- Objects interact with one another by exerting forces. Unbalanced forces acting on an object cause change in the motion of the object.
- All matter has observable properties that depend on the conditions and scale at which we look. Investigations of matter at the atomic and subatomic levels explain the properties, reactions and interactions of matter.

b. Earth and Astronomical Sciences

Earth and Astronomical Sciences include the following goals for student learning:

- To understand appropriate science and technological concepts and principles as follows:

Major Ideas in Earth and Astronomical Sciences

- Earth materials and structures are organized in interacting systems; the earth itself is part of a planetary system.
- The earth changes continuously and is part of a universe that itself is changing. Energy and matter flow and cycle through earth and astronomical systems.

- Changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems.
- Earth and astronomical systems can be understood by applying the basic principles of the physical and life sciences.

c. *Life Science*

Life Science include the following goals for student learning:

- To understand appropriate science and technology (see previous note) concepts and principles as follows:

Major Ideas in Life Science

- Living things are made of smaller structures whose functions enable the organism to survive.
- Living things depend on each other and the physical environment as they interact to obtain, change and exchange matter and energy.
- The great diversity of living things is the result of billions of years of evolution of organisms through the mechanisms of heredity, random change and natural selection.

3. Implications and Explorations in Mathematics and Natural Sciences

Courses in this category draw upon, integrate, apply and extend knowledge and skills previously acquired in Category III.A.

Disciplinary Learning: Mathematics and Natural Sciences. These courses have a substantial scientific and/or mathematical content and require completion of appropriate courses in Categories III.A.1 and III.A.2 as prerequisites to enrollment. In addition, courses in III.A.3. Implications and Explorations in Mathematics and Natural Sciences include the following goals for student learning:

- To understand broad, unifying themes in mathematics and/or science from cross-disciplinary perspectives.
- To solve complex problems that require mathematical and/or scientific reasoning.
- To relate mathematics and/or science to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from mathematics and the natural sciences in a variety of settings, such as community-based learning sites and activities.

B. Arts and Humanities

The Arts and Humanities includes Introduction to the Arts, Introduction to the Humanities and Implications, Explorations, and Participatory Experience in the Arts and Humanities.

1. Introduction to the Arts

Introduction to the Arts include the following goals for student learning:

- To understand and appreciate one or more of the traditional artistic disciplines (art, dance, drama and music).
- Civilization.
- To recognize the social and cultural role that the arts play in a culturally diverse contemporary world.
- To understand creativity in the arts through direct participation either in the making or performing of art forms or through the experience of such a process by direct observation (such as attending dance or music concerts, plays or museums).
- To distinguish between subjective and objective responses to a work of art, and be able to articulate an informed opinion about the values of and differences between those responses.

2. Introduction to the Humanities

Introduction to the Humanities include the following goals for student learning:

- To understand the distinctive characteristics of the humanistic perspective.
- To understand the historical and cultural factors, in a global context, that led to the development of the humanistic perspective.
- To understand the differences between the humanistic and other perspectives, as well as the differences among the humanistic disciplines.
- To understand and appreciate the contributions of the humanities to the development of the political and cultural institutions of contemporary society.
- To be familiar with and understand major texts (both written and oral), key figures, significant traditions and important themes in the humanities.
- To analyze the meaning of major texts (both written and oral) from both Western and non-Western cultures, either in English or, if appropriate, in the language of the texts being analyzed.
- To apply the humanistic perspective to values, experiences and meanings in one's own life, and demonstrate how understanding the humanities can shed light on what it means to be human today.

3. Implications, Explorations, and Participatory Experience in the Arts and Humanities

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.B.

Disciplinary Learning: Art and Humanities, and require completion of appropriate courses in Categories III.B.1 and III.B.2 as prerequisites to enrollment. In addition, courses in III.B.3. Implications, Explorations and Participatory Experience in the Arts and Humanities include the following goals for student learning:

- To understand broad, unifying themes in the arts and/or humanities from cross-disciplinary perspectives.
- To solve complex problems that require artistic or humanistic understanding.
- To relate the arts and/or humanities to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from the arts and/or humanities in a variety of settings, such as community-based learning sites and activities.
- In arts courses, to deepen previously acquired artistic appreciation and understanding through participation either in the making or performing of art forms or through the experience of such a process by direct observation.

C. Social Sciences

Introduction to the Social Sciences and Implications, Explorations and Participatory Experience in the Social Sciences.

1. Introduction to the Social Sciences

Introduction to the Social Sciences include the following goals for student learning:

- To reflect on what it means to be a social being.
- To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere.
- To understand the origins, workings and ramifications of social and cultural change in our own society or elsewhere.
- To understand what makes a social science different from other disciplines.
- To understand and compare the distinctive methods and perspectives of two or more social science disciplines.
- To understand major concepts, methods, theories and theorists in one or more of the social sciences.

- To apply these methods, perspectives and concepts to everyday, “real life” situations.
- To appreciate the relevance of the social sciences to social, political and/or economic institutions and behavior.
- To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes.

2. Implications, Explorations and Participatory Experience in the Social Sciences

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.C. Disciplinary Learning: Social Sciences, and require completion of appropriate courses in Category III.C.1 as a prerequisite to enrollment. In addition, courses in III.C.2. Implications, Explorations and Participatory Experience in the Social Sciences include the following goals for student learning:

- To understand broad, unifying themes in the social sciences from cross-disciplinary perspectives.
- To solve complex problems that require social scientific reasoning.
- To relate the social sciences to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.

IV. LIFELONG LEARNING

Lifelong Learning provides the opportunity for students to integrate the elements of their university experience (core competencies, historical and cultural foundations, and disciplinary learning) in attempting to address the complex context and trajectory of human life. Courses in this category include the following goals for student learning:

- To understand the human being as an integrated physiological, sociocultural and psychological organism.
- To understand the course of human life, that is, how human life and experience are constructed and altered through biological, psychological, social, scientific, technological and cultural influences.
- To understand conceptions of the course of human life from different cultural perspectives.
- To understand the importance of a life-long commitment to physical activity and a healthy manner of living for both personal well-being and civic responsibility.
- To understand the basis and the means by which individuals and society make decisions.

V. CULTURAL DIVERSITY

Students must complete at least one three-unit course that includes all of the following learning goals for cultural diversity:

- To understand that culture is socially constructed and fundamental to social interaction.
- To appreciate the complex relationships that gender, ethnicity and class bring to a discussion of society and culture.
- To understand that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- To recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.

Courses in General Education that meet these learning goals will be identified by a star (*) in appropriate publications.

GENERAL EDUCATION COURSE REQUIREMENTS

I. CORE COMPETENCIES (9 units minimum)

NOTE: A grade of C or better is required in sections I.A., I.B., and I.C. and III.A.1.

- Oral Communication (3 units minimum)**
- Written Communication (3 units minimum)**
Students must satisfy the English Placement (EPT) requirement prior to enrollment in the course.
- Critical Thinking (3 units minimum)**

II. HISTORICAL AND CULTURAL FOUNDATIONS (12 units minimum)

- The Development of World Civilization (6 units minimum)**
- American History, Institutions and Values (6 units minimum)**
Courses in this section meet Title 5, section 40404 requirements by providing a “comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under the Constitution, and the process of state and local government.”
 - American History (3 units minimum)**
 - Government (3 units minimum)**

NOTE: Transfer students from outside the State of California who have ALREADY completed a basic course in American Government may substitute Political Science 300 Contemporary Issues in California Government and Politics (3) for Political Science 100.

III. DISCIPLINARY LEARNING (27 units minimum)

A. Mathematics and Natural Sciences (12 units)

At least one laboratory course must be taken in III.A.2a., III.A.2b., III.2c or III.3. Approved laboratory courses are indicated with a dagger (†).

- Mathematics (3 units minimum)**
Students must pass the Entry Level Mathematics (ELM) test before taking any course in this section.
- Natural Sciences (6 units minimum including at least one laboratory course.)**
 - Physical Science (0-3 units; 3 units minimum must be taken in 2a Physical Science or 2b Earth and Astronomical Science)*
 - Earth and Astronomical Science (0-3 units; at least 3 units must be taken from 2a or 2b)*
 - Life Science (3 units minimum)*
- Implications and Explorations in Mathematics and Natural Sciences (0-3 units)**

B. Arts and Humanities (9 units minimum)

- Introduction to the Arts (3 units minimum)**
 - Introduction to the Humanities (3 units minimum)**
 - Implications, Explorations and Participatory Experience in the Arts and Humanities (6 units minimum)**
- C. Social Sciences (6 units minimum)
- Introduction to the Social Sciences (3 units minimum)**
 - Implications and Explorations in the Social Sciences (3 units minimum)**

IV. LIFE-LONG LEARNING (3 units minimum)

V. CULTURAL DIVERSITY

One three-unit course identified with a star (*) from Sections III.B.3, III.C.2, or IV must be taken.

Teaching Credentials

INTRODUCTION

California State University, Fullerton offers a full range of national and state-approved credential programs leading to careers in education. From its earliest days to the present, this has been one of the chief missions of the university. Pursuing a teaching credential in California is a complicated matter because of the number of specific requirements that must be met. Credential requirements are established by the Legislature and enforced by the Commission on Teacher Credentialing (CTC). This commission also reviews and approves all credential preparation programs, such as those at the university. An academic major in education is not permitted in California, thus students seeking teaching credentials must do so in conjunction with, or after the completion of, a baccalaureate degree program in an academic area outside of education.

CSUF offers programs leading to basic teaching credentials, specialist credentials and services credentials. The specialist and services credentials, described briefly below, are more advanced programs designed to be taken in conjunction with graduate study.

In addition to the \$55 CSU Application Fee, all applicants to a credential program at CSUF will pay a \$50 Teacher Education Credential Program Application and Processing Fee. Instructions for applying to a Credential Program and submitting the fee can be obtained at the Admissions to Teacher Education Center, located in Education Classroom 190, or by calling (714) 278-3352, or visiting the website at <http://hdcs.fullerton.edu/Education>.

In this section of the catalog, information is presented regarding:

- A. Center for Careers in Teaching
- B. Basic Credential Programs
- C. The Multiple Subject Credential
- D. Multiple Subject Matter Preparation Program
- E. Blended Teacher Education Program
- F. The Single Subject Credential and Subject Matter Preparation Programs
- G. Education Specialist Credentials
- H. Services Credential Programs

A. CENTER FOR CAREERS IN TEACHING

Humanities 113

(714) 278-7130

www.fullerton.edu/cct

The Center for Careers in Teaching provides up-to-date, accurate information to students planning to become elementary, middle school, high school and/or special education teachers. Undergraduate students are encouraged to come to the center for early academic advising and counseling to best prepare for the credential programs at Cal State Fullerton. The Center for Careers in Teaching provides informative seminars throughout the semester where students learn about the various credential program requirements and how to efficiently blend requirements for General Education, a major and credential program prerequisites. These seminars and the other services provided by the center, including evaluation of transcripts for the Multiple Subject Matter Preparation Program, are geared toward the undergraduate planning to enter the teaching profession.

The Center for Careers in Teaching also works with local community colleges to facilitate the transition of transfer students who are planning to become teachers. The center's staff members meet with community college counselors to develop specific transfer plans for prospective teachers and are available to give classroom presentations upon request. Transfer students are encouraged to attend a seminar at the Cal State Fullerton campus even while attending the community college. See the Center for Careers in Teaching website for the current seminar schedule.



TEACHING CREDENTIALS

Education Classroom Building 190

(714) 278-3411

<http://hdcs.fullerton.edu/Education>

TEACHING CREDENTIAL PROGRAMS

- Center for Careers in Teaching
- Basic Credential Programs
- Multiple Subject Credential
- Multiple Subject Matter Preparation Program
- Blended Teacher Education Program
- Single Subject Credential and Subject Matter Preparation
- Education Specialist Credentials
 - Mild/Moderate
 - Moderate/Severe
 - Early Childhood Special Education
 - Resource Specialist
 - Reading Specialist
- Services Credentials

B. BASIC CREDENTIAL PROGRAMS

In California there are three basic teaching credentials: the Multiple Subject Credential, Single Subject Credential and the Education Specialist Credential. The Multiple Subject Credential authorizes a person to teach in a classroom where many different subjects are taught by a single individual, such as in elementary schools. The Single Subject Credential authorizes a teacher to teach in a classroom where only one subject is taught, such as a classroom in departmentalized high schools and junior high schools. Thus the person interested in elementary school teaching should pursue the program designed for the Multiple Subject Credential, and the person interested in teaching a specific subject at the junior high or high school level should pursue the program for the Single Subject Credential.

The Education Specialist Credentials are designed for persons interested in working with children and adults with disabilities. Those who work with K-12 students should pursue the Mild/Moderate or the Moderate/Severe Credential. Persons interested in working with infants, toddlers and preschoolers should pursue an Early Childhood Special Education/Specialist Credential.

In California a prospective teacher earns first a professional (preliminary) credential and then completes a two-year induction program. The professional (preliminary) credential is the basic credential for the beginning teacher.

Minimum Requirements for a Preliminary Multiple Subject, Single Subject or Education Specialist Credential

Although it is possible to complete the minimum requirements for a preliminary basic teaching credential in four years, it generally takes a good student with accurate academic advising about four and a half years full time to complete all the requirements for a preliminary basic teaching credential and a baccalaureate degree. The minimum requirements for a preliminary basic credential include:

1. A baccalaureate degree in a field other than professional education from a regionally accredited college or university.
2. An approved program of professional preparation, including supervised student teaching and passing teacher performance assessments. A two-semester or three-semester program may be taken during the fourth and/or fifth year of study. Cal State Fullerton offers national and state-approved professional preparation programs through the School of Education in the College of Human Development and Community Service. Further information about internships, including admission and prerequisite

requirements, is provided in this catalog under the Departments of Elementary and Bilingual Education, Secondary Education, and Special Education.

3. Passage of the California Basic Education Skills Test (CBEST), a test of reading comprehension, writing, critical thinking and mathematics skills. CSUF is one of the state-approved testing centers for this examination, as well as for other examinations used in the teacher credentialing process.
4. Demonstration of subject matter knowledge appropriate to the specific credential being authorized. This can be achieved either by passing a state-approved subject matter examination, which is the California Subject Examination for Teachers (CSET), or by completing a state-approved subject matter preparation program
5. Satisfactory completion of at least two semester units of work on the provisions and principles of the U.S. Constitution or passage of an examination on this area.
6. Passage of the Reading Instruction Competence Assessment (RICA), a state-mandated examination for reading instruction. This is required for the Multiple Subject Credential and the Education Specialist Credentials, but not for the Single Subject Credential.

Overview sessions offered by the School of Education are helpful to those students who are ready to apply to a credential program. Schedules for these sessions are available in Education Classroom 190 or on the hotline at (714) 278-3411. (Listen for overview promptings.)

Internship Programs - All Credentials

CSUF offers internship programs in Elementary and Bilingual, Secondary and Special Education Credential Programs. Candidates must be enrolled in the credential program.

C. MULTIPLE SUBJECT CREDENTIAL

In California, professional teacher preparation is a two- or three-semester program taken during the fourth and/or fifth year of college; there is no major in education. Since students devote their first three years of work to completing general education, major and subject matter preparation requirements, it is essential that students consider their selection of an academic major carefully.

The Center for Careers in Teaching, in conjunction with various departments, has developed sample academic plans that show students how to efficiently blend the requirements for graduation and admission to the credential program for a wide variety of majors. These plans are posted on the Center

for Careers in Teaching website (www.fullerton.edu/cct). According to California law, any major (other than education) can be selected.

D. MULTIPLE SUBJECT MATTER PREPARATION PROGRAM (MSMPP)

The Multiple Subject Matter Preparation Program requires course work in each subject area taught in the elementary classroom. A grade of C or better, or credit, is required in all classes used to meet the Multiple Subject Matter Preparation Program requirements. Students are reminded that any class also intended to apply to the major or GE must be taken for a letter grade.

The specific requirements of the CSUF Multiple Subject Matter Preparation Program are subject to change by the California Commission on Teacher Credentialing. Students enroll in this program by obtaining an official transcript evaluation through procedures established by the Multiple Subject Matter Preparation Program coordinator, whose office is located in the Center for Careers in Teaching, Humanities 113, (714) 278-7130.

1. Language Arts (21 units)

- 1.1 Written Communication: Completion of campus GE requirement (3)
- 1.2 Oral Communication: Completion of campus GE requirement (3)
- 1.3 Critical Thinking: Completion of campus GE requirement (3)
- 1.4 Language Structure and Acquisition
 - 1.41 Language Acquisition: English/Linguistics 206, Reading 340, Speech Comm 407 (3)
 - 1.42 Language Structure: English 303 (3)
- 1.5 Survey of literature: Asian American Studies 327, Chicana/o Studies 330, 333, 336, 337, Comparative Lit 110, 111, 324, 325, English 200, 211, 212, 221, 222, 381 (3)
- 1.6 Children's Literature: English 341, Theatre 311 (3)

2. History and Social Science (21 units)

- 2.1 U.S. Government: Completion of campus GE requirement (3)
- 2.2 U.S. History: History 180, 190, 170A, Honors 201A, American Studies 201 (3)
- 2.3 World History & Culture: History 110A (3)
- 2.4 World Geography: Geography 100, 160 (3)
- 2.5 California Studies: American Studies

395, History 408, Liberal Studies 310 (3)

- 2.6 Cultural Diversity: Afro-American Studies 309, 310, 311, American Studies 301, 450, Anthropology 350, Asian American Studies 300, 340, 342, Chicana/Chicano Studies 305, 331, Geography 332, Sociology 357, Speech Comm 320, Women's Studies 302 (3)

- 2.7 *Additional upper-division social science (3)

* Requirements in American Studies, Child and Adolescent Development, Liberal Studies and other social science majors cover this requirement through classes in the major.

3. Mathematics (9 units)

- 3.1 Mathematics: Completion of campus GE requirement (3)
3.2 Math Concepts for Elementary Teachers: Mathematics 303A and Mathematics 303B (6)

4. Science (12 units)

Students fulfill this 12-unit section by taking 6 units of GE courses (4.1 and 4.2 or 4.3) and 6 units of Science Education (4.4) OR 9 units of GE courses (4.1 and 4.3) and 3 units of Science Education (4.4).

- 4.1 Life Science: Biology 101 or 102 (3)
4.2 Physical Science (Physics or Chemistry): Chemistry 100, 102, Physics 101 or 102 (0-3)
4.3 Earth/Space Science: Geology 101 or 102 (3)
4.4 Science Education: Science Ed 410 and/or 453 (3-6)
4.5 One lab required

5. Visual and Performing Arts (12 units)

- 5.1 **Art: Art 101, 380 (3)
5.2 **Music: Music 100, 101, 433 (3)
5.3 Dance: Dance 101, 471 (3)
5.4 Theater: Theatre 100, 402A (3)

Upper-Division Arts Education. At least 6 of the 12 units must be selected from: Art 380, Dance 471, Music 433, Theatre 402A

**Liberal Studies majors may address one domain (either 5.1 or 5.2) through Liberal Studies 302A, 302B, 303.

6. Physical Education (3 units)

Movement for Children: Kinesiology 386 (3)

7. Health (3 units)

- 7.1 Health Issues for Children: Health Science 358 (3)

8. Human Development (3-6 units)

8.1 Child and Adolescent Development majors: Child and Adolescent Studies 325A (3) plus 325B (3)

All other majors: Child and Adolescent Studies 312 or Psychology 361 (3)

9. Field Experience (3 units)

Ed Sec/Special Ed/Ed El 110 or Ed El 315A/B (3) plus four courses with field experience components.

10. Integrative Studies:

- Requirement met through interdisciplinary major (American Studies, Asian American Studies, Chicana/o Studies, Child and Adolescent Development, Liberal Studies, Women's Studies) or
- Met through two or more integrative studies courses

The above Multiple Subject Matter Preparation Program has been designed for maximal compatibility with the campus General Education program. Nevertheless, good academic advising and careful course selection each semester are essential if a person is to complete major requirements, Multiple Subject Matter Preparation Program requirements and General Education requirements in the most efficient way. Students are urged to contact the Center for Careers in Teaching, Humanities 113, or call (714) 278-7130 for transcript evaluation and advising early in their academic careers.

The California Commission on Teacher Credentialing requires that students using a subject matter competency program rather than the examination undergo an assessment in addition to course grades. Information about the assessment associated with the Multiple Subject Matter Preparation Program can be obtained from the coordinator of the program.

E. BLENDED TEACHER EDUCATION PROGRAM

Students in the Blended Teacher Education Program (BTEP) combine their bachelor's degree requirements with credential program classes to simultaneously earn a baccalaureate degree and a Professional (preliminary) Credential. BTEP students complete the requirements for a bachelor's degree in either child and adolescent development or liberal studies and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching special education).

This academically challenging program is ideal for the strong, committed student who plans to teach elementary school or special education. Field experiences working with children every semester from semester 2 through semester 8 are an essential element in the program. BTEP students also have

regular contact with faculty from the Elementary and Bilingual Education Department throughout their program of study.

Students admitted to BTEP are members of a learning community where they make close friends and establish support networks. Each semester, students take at least one or two classes reserved for BTEP students. Faculty members focus these classes on teacher preparation issues.

First-time freshmen may apply to the program March through June prior to their entering the university in the fall semester. Up to 75 freshmen are accepted for BTEP each year. Applicants are encouraged to apply early for priority consideration. Applications for admission to BTEP are processed through the Center for Careers in Teaching. Online applications may be downloaded from www.fullerton.edu/cct.

F. SINGLE SUBJECT CREDENTIAL AND SUBJECT MATTER PREPARATION

Although a person seeking a Single Subject Credential may complete any academic major, most people decide to complete the degree major closest to the subject field in which they wish to be authorized to teach. CSUF offers a Single Subject Credential program in each of the following state-authorized subject fields.

Art
Biology
Business Education
Chemistry
English (English, Theater)
French
German
Geology
Japanese
Mathematics
Music
Physical Education
Physics
Social Science (Anthropology, American Studies, Economics, Geography, Chicana/o Studies, History, Afro-Ethnic Studies, Psychology and Sociology)
Spanish

To demonstrate subject matter competence, a person must either pass the appropriate state-approved examination, or complete a state-approved subject matter preparation program. These subject matter preparation programs generally coincide sufficiently with the degree major to make it possible to complete major requirements and subject matter preparation requirements using many of the same courses. But degree programs and subject matter preparation programs serve different purposes: taking one is not a guarantee that you will have satisfied the requirements of the other.

For students seeking Single Subject Credentials, please discuss the option of test or subject matter preparation program with the adviser for your academic major. CSUF offers subject matter preparation programs associated with all of the above credentials with the exception of Business Education.

Good advising and careful planning are crucial. Transfer students seeking a CSUF subject matter preparation program should seek a transcript evaluation from the adviser in their academic major. Single subject matter preparation programs are in transition because of changes in the state standards. See www.fullerton.edu/cct for current information.

G. EDUCATION SPECIALIST CREDENTIALS

CSUF offers several state-approved programs leading to basic specialized credentials. These specialist credentials are oriented toward postbaccalaureate course work and coincide with master's degree programs. Further information about specific requirements for each can be obtained under the appropriate departmental listing in this catalog.

CSUF offers the following Specialist Credential programs:

1. Mild/Moderate Disabilities - to teach persons with mild/moderate disabilities. See Department of Special Education, School of Education, College of Human Development and Community Service.
2. Moderate/Severe Disabilities - to teach persons with moderate/severe disabilities or who have multiple disabilities. See Department of Special Education, School of Education, College of Human Development and Community Service.
3. Early Childhood Special Education - to teach infants, toddlers and preschoolers with or at risk for disabilities or developmental delays, ages birth through five years of age and their families. See Department of Special Education, School of Education, College of Human Development and Community Service.
4. Resource Specialist (Certificate of Competency) - to serve as a resource specialist in programs serving special education students, their parents and their regular teachers. See Department of Special Education, School of Education, College of Human Development and Community Service.
5. Reading and Language Arts Specialist - to teach reading to students of diversified

grade and ability levels and to assist all teachers in being better reading teachers. See the Reading Department, School of Education, College of Human Development and Community Service.

H. SERVICES CREDENTIALS

CSUF offers the following Services Credential programs:

1. Administrative Services (Preliminary Level) - the first step of the two-step administrative services credential structure, authorizing service as a school site administrator, principal or other administrative officer of a school district. See Department of Educational Leadership, School of Education, College of Human Development and Community Service.
2. Administrative Services (Professional Level) - the second step of the two-step administrative services credential structure. See Department of Educational Leadership, School of Education, College of Human Development and Community Service.
3. Clinical Rehabilitative Services Credential in Language, Speech and Hearing - provide services to students with disorders in language, speech and hearing. See Department of Speech Communication, College of Communications.
4. Special Class Authorization - to become a classroom teacher to students with severe disorders of language. See Department of Speech Communication, College of Communications.

INTRODUCTION

University Extended Education (UEE) is a

University Extended Education

rich and varied component of Cal State Fullerton. UEE works with university academic units to create and administer non-state-funded programs that extend Cal State Fullerton's resources out into the community. This includes academic credit courses, certificate programs for professional development, English classes for non-native speakers of English, classes for retirees, classes for children and teens, summer camps, delivery of distance learning via telecommunications technology and international programs.

DEGREE CREDIT COURSES

Intersession Classes for CSUF and Non-CSUF Students

University Extended Education administers Intersession classes, which are open to CSUF students and the public. Intersession is a great time to squeeze in a class or two to keep on track and graduate on time. Courses may be applied toward graduation requirements. Both undergraduate and graduate-level courses are offered.

Intersession is held in January between the fall and spring semesters. More than 100 degree credit courses are offered in a variety of fields and can be completed in less than a month. A class schedule for Intersession is mailed to all Cal State Fullerton students in November. Enrollment is through University Extended Education.

Open University (Adjunct Enrollment) for Non-CSUF Students

University Extended Education administers Open University for people who are not currently admitted to Cal State Fullerton. Enrollment is available in most undergraduate and graduate-level courses through a process called adjunct enrollment (also known as Open University on many campuses). In fall and spring, registration is provided on a space available basis after students admitted to a Cal State Fullerton degree program have registered. In summer, special registration provisions may be made for Open University students to enroll at the same time as CSUF students.

Open University is useful for people who: missed the deadline for admission to the university; have been disqualified; are otherwise ineligible for admission and need to raise their grade point average; need to earn prerequisites for admission to a degree program or certificate; or need to enroll in GRAD 700.

Open University is not available to: students who are currently admitted to CSUF, with the exception of matriculated students who need to enroll in GRAD 700; foreign students with scores of less than 500 on the TOEFL examination or its equivalent; or foreign students with an I-20 from another university.

Upon successful completion of a course, students receive degree credit. When students are admitted to the university, the courses may then become part of their degree program transcript. These courses may also be transferred to other institutions. Students can earn up to 24 units toward a baccalaureate degree and six to nine units toward a master's degree through Open University. For specifics on graduate degrees, check with the Graduate Studies Office.

Off-site Master's Programs

The College of Business and Economics in partnership with University Extended Education offers the Spectrum MBA. This program features an accelerated timeline, small classes for enhanced learning, instruction by full-time faculty, and the standard of excellence that is to be expected from the state's largest business school. Classes are scheduled in the evening and held at a convenient site near the Irvine Spectrum.

The Department of Accounting, in partnership with UEE, now offers a Master of Science in Taxation-South Orange County. The curriculum is designed for persons working in the tax field. Classes are in the evening at local accounting firms and the CSUF Irvine classroom site.



UNIVERSITY EXTENDED EDUCATION

Registration & Information: Building T-14
(714) 278-2611

www.csufextension.org

- Degree Credit Courses
- American Language Program
- International Programs
- Professional Continuing Education
- Distance Education
- Lifelong Learning
- UEE Class-Site Locations

THE AMERICAN LANGUAGE PROGRAM

The American Language Program is a high-quality, non-credit intensive English program specifically designed to prepare international students for study in a U.S. college or university. TOEFL preparation is included for all levels. A Pre-MBA program is offered to students seeking to prepare for the MBA program here at Cal State Fullerton.

For more information, visit the American Language Program office on campus in T-14 or call (714) 278-2909, email alp@fullerton.edu, or see our website at <http://alpfullerton.edu>.

INTERNATIONAL PROGRAMS

University Extended Education extends the resources of the university into the global community via academic credit courses, certificate programs and other learning experiences. The programs are customized as needed to meet students' needs. A variety of methods are used to deliver the classes. Students may attend classes at Cal State Fullerton, or faculty may teach in the host country. Courses may also be delivered by distance education technology such as the Internet or interactive televised instruction.

PROFESSIONAL CONTINUING EDUCATION

Professional development programs are provided in a variety of areas through continuing education classes and certificate programs.

Programs for Educators

The many education reforms in California have created a heightened need for professional development for teachers. To meet this need, University Extended Education offers professional development opportunities for educators in the areas of reading, mathematics, fine arts, beginning teacher training, technology, educational leadership, special education and foreign language. Most courses are available online.

Certificate Programs

Extended Education offers more than 60 certificate programs. Program design and oversight is provided by advisory boards comprised of nearly 800 leaders from business and industry, and the Cal State Fullerton faculty. These board members share their expertise to create programs that are on the cutting-edge of current theory, practice and technology.

Certificate programs are designed for people who want formal recognition for completing a structured and rigorous course of study for a specific field that is not part of a university degree program. Certificates are awarded when participants complete course

requirements.

Programs are currently offered in:

- Banking & Finance
- Biotechnology
- Business & Management
- Computer IT Technologies
- Criminal Justice
- Digital Arts
- Education & Training
- Engineering
- Environmental Compliance
- Forensic Science
- Geriatric Care Management
- Gerontology
- Grant Preparation
- Human Resources
- International Business
- Manufacturing & Distribution
- Meeting Planning
- Mental Health
- Real Estate Appraisal

New programs are continuously being developed. For a free catalog or brochure, contact University Extended Education at www.csufextension.org or call (714) 278-2611.

DISTANCE EDUCATION

Distance Education classes and programs are delivered through telecommunications technologies such as interactive televised instruction (ITI) and the Internet. University Extended Education's Distance Education unit develops online courses and degree programs, and provides video/audio streaming, multimedia development and videoconferencing services. Current programs include ITI courses delivered from the Fullerton campus to the CSUF Garden Grove Center and the El Toro Campus, an exchange of two-way video classes with other CSU campuses, the ACME Program (in partnership with Warner Bros.), and a statewide nursing RN-to-BSN degree completion program.

Distance Education helped develop and continues to provide support for CSUF's first totally online master's degree – Instructional Design and Technology. Development of online formats for degree credit courses and certificate programs is ongoing. For more information, visit the Distance Education.

LIFELONG LEARNING

University Extended Education offers programs for personal enrichment including programs for children, youth and retired persons. Continuing Learning Experience (CLE), an organization of retired persons, provides about 180 course offerings a year. UEE also has a partnership with the Fullerton Arboretum to provide learning experiences for children and adults. UEE also holds Children's Summer Art Camp and Children's Summer Writing Camp, as well as other classes for children and teens in fall and spring.

UEE CLASS-SITE LOCATIONS

Cal State Fullerton Campus
800 N. State College Boulevard

CSUF Garden Grove Center
12901 Euclid Street

CSUF Grand Central Art Center
125 N. Broadway, Santa Ana

CSUF @ Irvine
CPEI
8659 Research Drive, Irvine

International Education

INTRODUCTION

Today's university students face exciting new opportunities and challenges as they enter the 21st century. A study experience in another country is the ideal way to prepare students for the demands of a global economy and to enhance their potential for success in a multicultural working and living environment. Study abroad enables students to see things from another point of view, which helps them develop analytical and critical thinking skills. Living in another culture adds to understanding of oneself and the world around us. Career-wise, study abroad participants return from their experience with qualifications that distinguish their background from others.

Cal State Fullerton offers a variety of study abroad options.

- International Programs ("I.P.") The system-wide study abroad program of the California State University
- Cal State Fullerton International Exchange Programs
- Programs at other CSU campuses and Independent Study Abroad

The Office of International Education and Exchange, located in University Hall 244, is where students can go for information and advisement on study abroad. The office is staffed by a professional study abroad adviser and includes a Study Abroad Resource Library, as well as Internet resources. Students are advised to visit the Office of International Education and Exchange as early as possible in the planning process for their study abroad experience. Careful planning will result in selection of the best program for the student and minimize any potential difficulties with transfer credit or financial aid. The Office of International Education and Exchange can be reached at (714) 278-2787 or www.fullerton.edu/international/studyabroad/

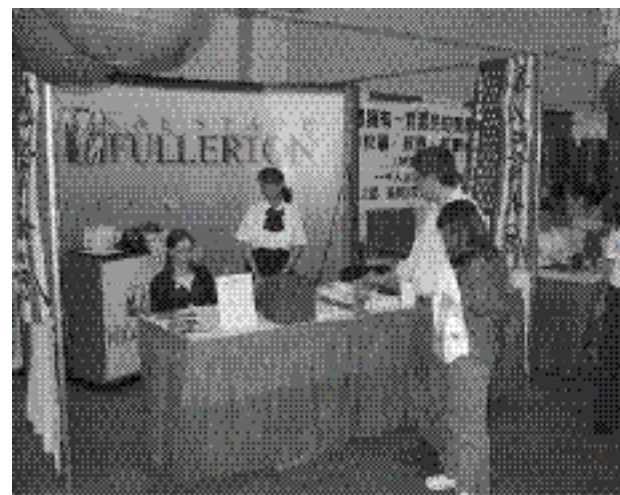
THE CSU INTERNATIONAL PROGRAMS ("I.P.")

The International Programs is the system-wide study abroad program of the CSU. It is affiliated with over 70 distinguished universities and other institutions of higher education in 18 countries where students can pursue course work for CSU resident credit. Founded in 1963, the International Programs focuses on academic year studies and offers participants an array of study options related to specific degree and career objectives. International Program participants earn resident credit at Cal State Fullerton while pursuing full-time study at a host university or special study center abroad. Programs are available in the countries listed below.

Admission to the International Programs usually requires that students have upper-division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may participate in the intensive language acquisition programs in France, Germany and Mexico. California community college transfer students are eligible to apply directly from their campuses if they also apply for and meet the admission requirements of Cal State Fullerton and have a cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study or other course work prerequisites.

Participants in the International Programs pay most home campus fees in addition to a modest International Programs enrollment fee. Enrollment fees are kept at an affordable level because part of students' costs are supported by the State of California. Costs vary by country, as students are responsible for their own housing, meals, transportation and incidentals. If you qualify for financial aid you may apply it to your year abroad. The Office of International Education and Exchange works very closely with the Office of Financial Aid to maximize students' financial aid opportunities. The Office of International Education and Exchange provides five CSUF students with roundtrip airfare through an annual competition.

For more information, visit the Office of International Education and Exchange, University Hall 244 and review the International Programs website at www.gateway.calstate.edu/csuienet/. The application deadline is February 1 for most programs; May 1 for Australia and New Zealand. Applications are available in the Office of International Education and Exchange, University Hall 244.



DIRECTOR

Robert B. Ericksen

ASSOCIATE DIRECTOR

Lay Tuan Tan

STUDY ABROAD ADVISER

Jean Hotta, Patrick Frazier

PROGRAMS OFFERED

CSU International Programs
International Student Exchange Programs
Study Abroad Seminar Requirement
Study Abroad Programs at Other CSU Campuses
Independent Study Abroad

DEPARTMENT WEBSITE

<http://distance-ed.fullerton.edu>

Australia

University of Queensland
Queensland University of Technology (QUT)
Griffith University

Sydney

University of Western Sydney (UWS)
Macquarie University, Sydney

Melbourne

Victoria University of Technology

Canada

Anglophone Universities:

Bishop University
Concordia University
McGill University

Francophone Universities:

Université Laval
Université de Montréal
Université de Sherbrooke
École de Hautes Etudes Commerciales de
Montreal (HEC)
École polytechnique
Université du Québec
Université du Québec à Chicoutimi
Université du Québec à Hull
Université du Québec à Montréal
Université du Québec à Rimouski
Université du Québec à Trois-Rivières
Université du Québec en Abitibi-
Témiscamingue
École de Technologie Supérieure

Chile

Pontificia Universidad Católica de Chile
(Santiago)

China

Peking University, Beijing

Denmark

Denmark's International Study Program
(the international education affiliate of the
University of Copenhagen)

France

Aix-en-Provence
Paris III-Censier
Paris VI-Pierre et Marie Curie
Paris VIII-Vincennes à Saint-Denis
Paris X-Nanterre
Paris XI-Orsay
Paris XII-Créteil
Paris XIII-Villetaneuse

Germany

Baden-Württemberg Student Exchange
Program including:
Fachhochschule Furtwangen
Universität Heidelberg
Universität Hohenheim
Pädagogische Hochschule Ludwigsburg
Fachhochschule für Technik, Mannheim
Fachhochschule Nürtingen
Fachhochschule Reutlingen,
Fachhochschule Rottenburg
Universität Stuttgart
Berufsakademie Stuttgart
Hochschule für Druck und Medien
Staatliche Hochschule für Musik, Trossingen
Universität Tübingen

Israel

The Hebrew University of Jerusalem
University of Haifa
University of Tel Aviv

Italy

CSU Study Center (Florence)
Università degli Studi di Firenze
La Accademia di Belle Arti di Firenze

Japan

Waseda University (Tokyo)

Korea

Yonsei University (Seoul)

Mexico

Instituto Tecnológico y de Superiores de
Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch)
Massey University (Palmerston North)

Spain

Universidad Complutense de Madrid
Universidad de Granada

Sweden

Uppsala Universitet

Taiwan

National Taiwan University
National Tsing Hua University

United Kingdom

Bradford University
Bristol University
Hull University
Kingston University (Greater London)
Sheffield University
University of Wales, Swansea

Zimbabwe

University of Zimbabwe (Harare)

INTERNATIONAL STUDENT EXCHANGE PROGRAMS

Cal State Fullerton has direct institutional exchange programs with five universities. These exchange programs allow for the exchange of faculty and students for the purposes of teaching, study, research, and for the promotion of intercultural understanding and cooperation.

France - University of Paris

Germany - Fachhochschule Nürtingen

Japan - Nanzan University

Mexico - Universidad Autónoma de
Guadalajara

United Kingdom - Royal Holloway and
Trinity College Carmarthen

Additional exchange opportunities are under development at the time of catalog publication. Visit the Office of International Education and Exchange for further information.

The cost of participation varies from country to country, but in general, students pay their own Cal State Fullerton fees, housing, meals, transportation and incidental expenses. Often, costs are comparable to studying at Cal State Fullerton while living in a nearby apartment. Study abroad costs are kept as low as possible, and students who qualify for financial aid may apply it to their exchange program costs.

Academic advising before departure is essential. Before going abroad, the student and an academic adviser will complete an Academic Advisement Form to identify the Cal State Fullerton credit that will be awarded after completing the study abroad program. Students who plan ahead and work closely with their academic advisers usually get full credit for the classes they take abroad.

The application deadline is February 1 for most programs; October 1 and April 1 for others. Application forms and further information are available in the Office of International Education and Exchange, University Hall 244.

STUDY ABROAD SEMINAR REQUIREMENT

A two-day pre-departure seminar is required for participation in the CSU International Programs and for International Exchange Programs. The goals of this seminar include assisting students in adjusting to living in a new culture, understanding the intercultural adaptation process, and in developing strategies for managing culture shock. Speech Communications 322 (one credit unit, to be taken on a credit/no credit basis) is offered in fulfillment of this requirement. An additional short pre-departure practical orientation may also be required. Further information is available in the Office of International Education and Exchange.

STUDY ABROAD PROGRAMS AT OTHER CSU CAMPUSES

Cal State Fullerton students may participate in study abroad programs at other CSU campuses. The Blue Book, published by the Office of the Chancellor, is designed to market study abroad programs open to all CSU students. Copies of The Blue Book are available for review in the Office of International Education and Exchange, University Hall, room 244.

INDEPENDENT STUDY ABROAD

If none of the aforementioned programs meets a student's needs, another option may be to participate in a program run by a private organization or another university. There are literally thousands of such programs. Reference materials about such opportunities are kept in the Study Abroad Resource Library in the Office of International Education and Exchange, University Hall 244. Brochures advertising such opportunities are organized in the library by country, and students are invited to come in, browse through the materials, and take home any brochures that are of interest to them. Credit earned on these programs is subject to the approval of the appropriate academic department for determination of equivalency.

International Programs



**ASSOCIATE VICE PRESIDENT,
ACADEMIC PROGRAMS**

Keith O. Boyum

ACADEMIC PROGRAMS OFFICE

McCarthy Hall 111

INTRODUCTION

Cal State Fullerton is committed to bringing global materials and themes to the experiences of the university community. This mission leads the university to encourage and support student, faculty and staff international activities within normal constraints of budgets and competing obligations. Formally and informally, the world reaches out to our community, and Cal State Fullerton in turn reaches out to the world. As phrased in the university Mission & Goals, *we seek to be a comprehensive, regional university with a global outlook.*

The Office of Academic Programs, in cooperation with the Office of International Education and Exchange, coordinates all aspects of this commitment to academic internationalization. Specifically, the associate vice president for Academic Programs is responsible for overseeing and encouraging the internationalization of the curriculum. Toward this end, contacts are initiated with sister institutions throughout the world to foster cooperative programs, and often the exchange of faculty and students.

STUDENT INVOLVEMENT

Cal State Fullerton seeks to prepare students for a world in which the exchange of goods and people via modern means of travel is low-cost and frequent and in which the exchange of ideas via modern media and the Internet can be almost free. For some students this preparation involves study abroad for an extended period such as a year or a semester. Other students may take part in shorter experiences abroad, sometimes led by CSUF faculty. Still others find that faculty, staff and other members of our community (including students from other countries who study here) bring global or international outlooks that enrich life in and outside of the classroom.

INTERNATIONAL AGREEMENTS

Like most other universities in the United States, Cal State Fullerton also fosters a global outlook by establishing and maintaining official relationships with universities abroad. A growing list included forty institutional-level agreements as of spring 2003, a number that is sure to grow in the ensuing months and years. Some relationships between CSUF and non-U.S. institutions feature reciprocal short-term faculty exchanges; the exchange of lecturers, delegations, cultural groups, and artists; or agreements whereby Cal State Fullerton may temporarily hire needed faculty from non-U.S. universities. Other agreements facilitate the enrollment of students from abroad who wish to take short courses at Cal State Fullerton, study for a CSUF degree, or undertake research under the direction of CSUF faculty.

Cal State Fullerton's oldest institutional relationship, begun in 1984, is with Fudan University in Shanghai, China. Each June a CSUF delegation is hosted by Fudan; CSUF welcomes a professor from Fudan each year; and a variety of other exchanges occur from time to time.

Active international agreements with universities abroad included the following as of spring 2003.

Australia

Curtin University
University of New England

Cambodia

Pannasastra University

Chile

Universidad del Desarrollo

China

Fudan University
 Central University for Nationalities
 Northwest University
 Liaoning University
 Weihai Campus, Harbin Institute of
 Technology
 Central-South University
 Heibei University
 Hong Kong University, School of
 Professional and Continuing Education
 Shanghai University
 Southeast University
 University of Tibet

Ecuador

Universidad del Pacifico

Finland

Lapeenranta University of Technology

France

University of Paris X

Germany

Fachhochschule Nürtingen
 Fachhochschule Karlsruhe

India

University of Delhi

Indonesia

Universitas Katolik Parahyangan

Japan

Nanzan University
 Okayama University

Lithuania

Kaunas University of Technology

Mexico

Universidad Autonoma de Guadalajara

Peru

Universidad San Ignacio de Loyola

Taiwan

National Sun Yat-sen University
 Chung Hua University
 Southern Taiwan University of Technology

Thailand

Chiang Mai University
 Khon Kaen University
 National Institute of Development
 Administration

United Kingdom

University of London
 Trinity College, Wales

Vietnam

University of Economics
 National Economics University
 University of Social Sciences &
 Humanities
 Hue University
 Thu Duc University of Agriculture

INTERNATIONAL PROGRAMS

Two accredited master's programs are currently being offered overseas. The College of Business and Economics administers an MBA program at Universidad San Ignacio de Loyola in Lima, Peru. The College of Communications administers an M.A. in Communications through Hong Kong University's School of Professional and Continuing Education. Both of these master's programs are taught on site by CSUF faculty who spend a portion of each semester in the respective country. Some courses are also offered to students online via the Internet. Students in Peru and Hong Kong complete the same program as resident students enrolled in the U.S. and receive their degrees from Cal State Fullerton.

FURTHER INFORMATION

Faculty and staff interested in participating in an international exchange can contact the Office of Academic Programs, McCarthy Hall 111 (714.278.3602).

Students interested in studying abroad can refer to the "International Education" section of this catalog or contact the Office of International Education and Exchange, University Hall 244 (714.278.2787).

Curricula Information



CURRICULA INFORMATION

- Course Descriptions
- Course Numbering Code
- Student-to-Student Tutorials
- Independent Study
- Cross-Disciplinary Programs
- B.A. Special Major
- Air Force Reserve Officer Training Corps (AFROTC)
- Master of Library and Information Science Degree Program
- Library Course
- University Studies Courses

COURSE DESCRIPTIONS

Course descriptions briefly describe the content or subject matter to be covered and provide additional information on units of credit, the level of instruction (see course numbering code), prerequisites and the type of course (lecture, laboratory, activity, seminar and individually supervised work).

COURSE NUMBERING CODE

The first number in each course designation is intended to indicate the level of complexity of the course. In addition, the first number also is a rough index of the student's year of study at the university. The following are guidelines for course numbering.

001-099

Courses that carry no credit toward a degree or credential. Generally, developmental, remedial, or pre-college in content.

100-199

Lower-division courses designed primarily for freshman level, but also open to other students. These courses are generally introductory in nature and are usually designed without prerequisites.

200-299

Lower-division courses designed primarily for sophomore level, but also open to other students. Although there is no clear distinction between lower-division courses listed at the 100 or 200 level, there is an inherent assumption that students in these courses have acquired skills appropriate to the second year of university level work.

300-399

Upper-division courses designed primarily for juniors, but also open to other students. Third year or junior-level course work is likely to emphasize specialization in the disciplines. It is expected that specific prerequisites are used to indicate the necessary competencies required for study at this level. These courses do not give graduate credit.

400-499

Upper-division courses designed primarily for seniors, but also open to other students. Prerequisite work is required. Course work is intended to provide depth of understanding or additional focus appropriate to the disciplines. Courses at the 400 level are sufficiently sophisticated for inclusion on graduate study plans if additional assignments are given to graduate students.

500-599

Courses designed for graduate students who are enrolled in advanced degree programs. The courses of study are advanced and specialized in nature and require substantial undergraduate preparation. Undergraduate students may enroll if they have reached senior status, have the prerequisites required for entry into the course, and have gained consent of the instructor. Courses at the beginning 500 level may be used on joint doctoral study plans if the approved program provides for such use.

600-699

Courses designed for graduate students beyond the master's level who are enrolled in joint-doctoral programs. The courses of study take up advanced topics using sophisticated approaches

that presume prior study at the graduate level within the same, or a closely related, discipline. Master's program students may enroll only with consent of both the instructor and the graduate adviser. Closed to undergraduates.

700-701

Course numbers for graduate and post-baccalaureate students (including those seeking a credential) to maintain continuous enrollment during a particular semester, when they are not enrolled in regular courses. These numbers do not represent courses and do not therefore grant credit.

900-999

Courses specifically designed for professional groups seeking vocational improvement or career advancement. Credit for these courses does not apply to undergraduate degrees, graduate degrees or credentials at the university.

An honors section of a course shall use the letter H. A laboratory course which accompanies another course should use the letter L. A variable topics course shall use the letter T.

A controlled entry course is one which has enrollment requirements in addition to any prerequisite courses. Additional requirements include prior approval of the instructor, special academic advisement, a qualifying exam, a placement test, an audition, a teaching credential, or similar special qualifications. Controlled entry courses are designated in the class schedule by using an appropriate explanatory footnote.

Special Course Numbers

For uniformity, certain types of courses have been listed by all departments and colleges with the same numbers: 499 and 599 are used respectively for undergraduate and graduate independent study; 496 for student-to-student tutorials; 497 and 597 for a project; and 498 and 598 for a graduate thesis.

Explanation of Course Notations

Certain notations are uniformly used in the course descriptions in this catalog.

1. The figure in parentheses following the course title indicates the number of semester units for the course. Courses offered for varying units are indicated as (1-3) or (3-6).

2. A course listing such as Afro-Ethnic Studies 108 (3) (Same as Linguistics 108) indicates that a student taking the course may choose to count it in either of those two disciplines.
3. A notation such as (Formerly 433) following the course title and the number of units indicates the same course previously was numbered 433.

STUDENT-TO-STUDENT TUTORIALS

The student-to-student tutorial provides a formal way to encourage students to learn through teaching. It also provides tutoring to all students who need and want tutorial assistance.

In those departments that choose to offer such courses, the courses are numbered 196 or 496 and carry one to three units of credit. The prerequisites include a grade point average of at least 3.0 and/or consent of the instructor. The tutor and tutee(s) will work in mutually advantageous ways by allowing all involved to delve more carefully and thoroughly into the materials presented in this specific course.

One to three students may be tutored by the tutor unless the instructor decides that special circumstances warrant increasing the usual maximum of three tutees. Three hours of work per week are expected for each semester unit of credit, and this work may include, apart from contact hours with tutees, such other activities as: tutorial preparations; consulting with instructors; reporting, analysis and evaluation of the tutorial experiences; and participation in an all-university orientation and evaluation program for tutors.

A maximum of three units may be taken each semester. No more than three units of any combination of tutorial courses (496) may count toward an undergraduate degree program. The course must be taken as an elective and not counted toward general education, major or minor requirements. The course can be taken on a credit/no credit basis by the tutor.

Requests for tutors must be initiated by tutees and can be initiated up until the official university census date. Tutors electing to respond to such requests will receive credits at the end of the semester and can register in the course until the official university census date. Both tutors and tutees must submit written reports, analyses and evaluations

of their shared tutorial experience to the instructor, and both must participate in an all-university orientation program, as well as in any conference or critique that the instructor of the course may require.

Further information can be obtained from the department in which the student is interested in a student-to-student tutorial.

INDEPENDENT STUDY

By registering for an independent study course, a student may pursue topics or problems of special interest beyond the scope of a regular course under the supervision of a faculty adviser. The work is of a research or creative nature, and normally culminates in a paper, project, comprehensive examination, or performance. Independent study units shall not be granted for teaching duties, administering classes, tutoring students or grading courses; or for internships. For independent study used on graduate study plans, 300-level courses may not be used as the sole basis for 499 Independent Study. 300- and 400-level course work may not be used as the sole basis for 599 Independent Study. 100- and 200-level courses may not be used as any part of the basis for 499 or 599 Independent Study.

Before registering, the student must get a topic approved by the instructor who will be supervising independent study and by the department chair. Independent study used on a graduate study plan must also be approved by the departmental graduate program adviser.

A student may take no more than six units of independent study at the undergraduate level (299 and 499 numbered courses) in a given semester. No more than nine units of independent study may be applied toward completion of the baccalaureate degree.

A graduate student may apply no more than six units of independent study (499 or 599 numbered courses) toward completion of the master's degree.

CROSS-DISCIPLINARY PROGRAM

A cross-disciplinary program is an endeavor involving two or more existing academic departments which need not be within the same school. Such programs are administered by program councils composed of representatives elected by participating departments.

Current programs include:

College of Humanities and Social Sciences

Asian Studies, Minor

Asian American Studies Option, B.A. Ethnic Studies

Asian American Studies, Minor

Environmental Studies, M.S.

Gerontology, M.S.

Gerontology, Minor

Latin American Studies, B.A.

Latin American Studies, Minor

Liberal Studies, B.A.

Special Major, B.A.

Women's Studies, B.A.

Women's Studies, Minor

The program descriptions are located within the departmental section of this catalog.

B.A. SPECIAL MAJOR

The undergraduate special major program provides opportunities for selected students to pursue individualized programs of study leading to a degree when legitimate academic and professional goals can be satisfied by a judicious selection of courses from two or more fields, and when these aims cannot be satisfied by the authorized standard degree majors, double majors, or other available cross-disciplinary programs. The special major program is designed for exceptional cases of individual students only and provides an opportunity to develop a concentration or specialization outside of existing majors. This program is not intended as a means of by-passing normal graduation requirements or as a means by which students who fail to complete the degree major in which they are enrolled may graduate.

Students interested in a bachelor's degree with a special major should consult with the Office of Academic Advisement. Guidelines for developing the major are as follows:

1. Entrance to the special major program is normally at the beginning of the junior year (60 units remaining for graduation).
2. The minimum requirement for the major is 48 units. A minimum of 36 upper-division units must be included in the major.

3. Although students may include on their study plans, course work in progress and a maximum of 12 units of course work completed prior to the time of filing, approval of these courses is not automatic.
4. No more than six units of 499 (Independent Study) and/or internship course work may be included in the major.
5. Neither lower- nor upper-division courses applied to general education breadth requirements will be applicable toward the major.
6. At least three units of appropriate course work in methodology shall be included in the student's study plan. Where appropriate, this requirement may be waived by the University Curriculum Committee.
7. All courses in the major must be taken for a letter grade. A grade-point average of 3.0 in the major is required for graduation.
8. Prior to taking any substitute course work, a petition for change of the study plan must be approved by the student's adviser and the University Curriculum Committee.
9. A senior thesis shall be written by the student in this program during the semester preceding graduation. This thesis must show scholarly evidence of the merit in the student's choice of an interdisciplinary program. This paper shall be written under the direction of the student's special major adviser and approved by the faculty designated by the departments represented on the student's study plan.

AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)

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

For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at (310) 338-2770.

MASTER OF LIBRARY AND INFORMATION SCIENCE DEGREE PROGRAM

Pollak Library (South Wing) 67
(714) 278-2064

The Master of Library and Information Science (MLIS) degree program is offered on the Cal State Fullerton campus by San Jose State University's College of Library and Information Science. Accredited by the American Library Association in 1969, the SJSU College of Library and Information Science (SLIS) was accorded its most recent accreditation update in January 2000, making it the only ALA accredited program in the 23-campus California State University system.

San Jose State began offering classes at Cal State Fullerton in 1989 and has enjoyed continuous growth since that time. Applicants are screened and admitted by San Jose State even though they plan to take classes through the distance education program at Cal State Fullerton.

The program requires the successful completion of 42 units, and it may be taken in its entirety at Fullerton. In addition to the MLIS, the program also offers an accredited School Library Media Credential, as well as an emphasis in archival studies.

For further information, call MLIS's Cal State Fullerton office at the above number or visit the school's website at <http://witloof.sjsu.edu>.

LIBRARY COURSE

Course is designated as LIBR in the class schedule.

302T Library Research Methods for Specific Majors (1)

Library research methodology and introduction to library resources in special subject areas such as business, education and science.

UNIVERSITY STUDIES COURSES

Courses are designated as UNIV in the class schedule.

100 Introduction to University Studies (1-3)

Prerequisite: consent of director of academic advising services. Designed for first-time freshmen in learning communities. Provides support in transition from high school to university study. Introduction to higher education structure and expectations, general education, roles and responsibilities of university students. The seminar is offered for 1, 2 or 3 units in the fall and/or spring semester. Extensive reading and writing assignments related to the first year college experience are required. Three units maximum.

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

Prerequisites: a 2.75 or higher grade point average and simultaneous assignment as a peer mentor in section of University 100. Instructional assistance to incoming freshmen by advanced peer mentors. In collaboration with faculty member and a student affairs professional, peer mentors assist in a variety of University 100 instructional and student support activities, including tutoring, developing topics and modules for University 100, and the analysis and evaluation of the first-year experience.

499 Independent Study (1-3)

Prerequisite: consent of instructor and approved learning plan. Independent research or applied project, under the direction of a faculty member. May be repeated for a maximum of six total units of credit.

