

A young woman with dark hair, wearing a white lab coat, is seated at a desk in a laboratory or office environment. She is looking intently at a laptop screen. Her hands are resting on the desk near the laptop. The background is slightly blurred, showing what appears to be a laboratory setting with various pieces of equipment.

academic programs

Graduation Requirements for the Bachelor's Degree



GRADUATION REQUIREMENTS FOR THE BACHELOR'S DEGREE

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

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
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 colleges.....70
2. Transferable units from a four-year university or college, or from a combination of two- and four-year institutions for degrees requiring 120 units.....90
3. From credit by examination.....30
4. From extension and correspondence courses.....24
5. From credit/no credit courses.....36
6. From internship course.....6
7. From independent study courses.....9
8. From tutorial courses.....3

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.

B. Major

The unit requirement in a major varies substantially from major to major. 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 (2.0) 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 Examination in Writing Proficiency (EWP). To avoid delaying graduation, students should not postpone taking the exam later than the junior year. The EWP consists

of a 90-minute essay. The EWP is evaluated by faculty selected throughout the university who are trained specifically for this responsibility. A limited number of undergraduate students who have failed the EWP two or more times may apply for a specially designated non-credit writing course, English 199, Intensive Writing Review. Passing this course is 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

Cal State Fullerton has postponed for two years the second language requirement that was scheduled to take effect in fall 2006 in order to further study the impact of this requirement on enrollment. Students who enter CSUF as first-time freshmen in fall 2008, or who enter a community college in fall 2008 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, with exceptions for high-unit majors. Proficiency is normally demonstrated by achievement of an intermediate level of competency in a language other than English or American Sign Language. 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, Instituto Cervantes, 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
European Studies
French
Geography
Geology
German
Gerontology
Health Science
History
Human Services
Information Systems
International Politics
Japanese
Jewish Studies
Journalism
Kinesiology
Latin American Studies
Law, Politics and Society
Liberal Studies
Linguistics
Mathematics
Mathematics for Teacher Education
Military Science
Music
Natural Sciences
Philosophy
Physics
Political Science

Portuguese
Psychology
Public Administration
Public Relations
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 appro-

priate 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, as well as minimum residence requirements, are met for both degrees. The completion of the second degree will be noted on the student's academic record.

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 595, 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

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 \$115.00 graduation and diploma fee is required when the application is filed. 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 90 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



GENERAL EDUCATION

Introduction

Titan Degree Audit

General Education Requirements

Certification Policy

Lower-Division Transfer Patterns by Major

California Articulation Numbers (CAN)

Goals of General Education

General Education Course Requirements

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 courses. 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 “CR” or better, is a prerequisite for enrollment in English 101 in G.E. 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 G.E. Category III.A.1., Mathematics, for all students except those with an exemption.

TITAN DEGREE AUDIT

The Titan Degree Audit (TDA) serves as an advising tool for both students and academic advisers. The report provides information on student progress towards the completion of general education, major and other degree requirements. Students can access their TDA by logging on to TITAN Online and selecting the “Student Academics” tab. The student’s campus-wide ID number and PIN are required to log in.

GENERAL EDUCATION REQUIREMENTS

Unit Requirements

51 total units including:

- 9 units upper division taken as a junior or senior
- 9 units in residence at CSUF
- 3 units in cultural diversity (courses marked with an asterisk*)
- Limited to either 9 units or 3 courses from a single department, excluding courses in G.E. Category I, Core Competencies
- Each course counts in only one G.E. category, except those meeting Category V, Cultural Diversity

Academic Standards

- Letter grade required
- “C” (2.0) or better required in G.E. Categories I.A, I.B, I.C. and III.A.1. Thus, a grade of C– (1.7) is not sufficient to fulfill these requirements
- 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. 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, Afro-Ethnic is the "home" department for Afro-Ethnic Studies 311/Human Services 311; therefore, it cannot be used by Afro-Ethnic majors to meet G.E. requirements.
- Upper-division courses offered by the department of the student's major may not be used for G.E. 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

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

(1) *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 in residence after transferring to CSUF. Students may be instructed to take those 9 units in specific areas in order to complete G.E. categories.

(2) *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. 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/or 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 an asterisk* course, if not met prior to transfer.
- Using their student portal, students can access their Titan Degree Audit to get a summary of their G.E. requirements.

CSUF General Education Plans

Students who have checklists or worksheets for "Plan B" (G.E. requirements for those who 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 (courses are marked with a star *)	Same

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.

LOWER-DIVISION TRANSFER PATTERNS BY MAJOR

Lower-Division Transfer Patterns (LDTP) present potential transfer students with a set of "road maps" to follow that will ensure appropriate academic preparation for studies at CSU and decrease time to graduation once these students enter the CSU. The LDTP for each discipline or major has statewide as well as campus-specific components. The statewide component of the LDTP is appropriate for any CSU campus that offers the major and is comprised of general education course work as well as some courses within the discipline. The campus-specific component identifies discipline-related course work relevant to the major at the specific CSU campus where the student intends to transfer. Together these components for an LDTP will typically total at least 60 units, which is the number of units needed to transfer to CSUF as an upper-division student.

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:

<i>California Articulation Number</i>	<i>Cal State Fullerton Courses</i>
CAN ANTH 2	ANTH 101
CAN ANTH 4	ANTH 102
CAN ANTH 6	ANTH 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	CHEM 120A
CAN CHEM 4	CHEM 120B
CAN CHEM SEQ A	CHEM 120A and 120B
CAN DRAM 12	THTR 276
CAN DRAM 14	THTR 285
CAN ENGL 2	ENGL 101
CAN ENGR 2	EGME 102
CAN ENGR 6	EGEE 203 and 203L
CAN ENGR 8	EGCE 201
CAN ENGR 12	EGEE 203
CAN FREN 2	FREN 101
CAN FREN 4	FREN 102
CAN FREN 8	FREN 203
CAN FREN 10	FREN 204
CAN FREN SEQ A	FREN 101 and 102
CAN FREN SEQ B	FREN 203 and 204
CAN GEOG 2	GEOG 110
CAN GEOG 4	GEOG 160
CAN GEOL 2	GEOL 101 and 101L
CAN GEOL 4	GEOL 201
CAN GOVT 2	POSC 100
CAN HIST 8	HIST 170A
CAN HIST 10	HIST 170B
CAN HIST 16	HIST 110B
CAN HIST SEQ B	HIST 170A and 170B
CAN HIST SEQ C	HIST 110A and 110B
CAN JAPN 2	JAPN 101
CAN JAPN 4	JAPN 102
CAN JAPN SEQ A	JAPN 101 and 102
CAN JOUR 4	COMM 233
CAN MATH 2	MATH 110
CAN MATH 10	MATH 115
CAN MATH 16	MATH 125
CAN MATH 18	MATH 150A
CAN MATH 20	MATH 150B
CAN MATH 22	MATH 250A
CAN MATH 30	MATH 130
CAN MATH 34	MATH 135
CAN MATH SEQ B	MATH 150A and 150B
CAN MATH SEQ C	MATH 150A and 150B and 250A
CAN PHIL 2	PHIL 100

CAN PHIL 6	PHIL 106
CAN PHYS 2	PHYS 211 and 211L
CAN PHYS 4	PHYS 212 and 212L
CAN PHYS 8	PHYS 225 and 225L
CAN PHYS 12	PHYS 226 and 226L
CAN PHYS SEQ A	PHYS 211 and 211L and 212 and 212L
CAN PHYS SEQ B	PHYS 225 and 225L and 226 and 226L and 227 and 227L
CAN PSY 2	PSYC 101
CAN PSY 6	PSYC 201
CAN SOC 2	SOCI 101
CAN SPAN 2	SPAN 101
CAN SPAN 4	SPAN 102
CAN SPAN 8	SPAN 203
CAN SPAN SEQ A	SPAN 101 and 102
CAN SPCH 4	HCOM 102
CAN SPCH 6	HCOM 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 five categories:

- I. Core Competencies
- II. Historical and Cultural Foundations
- III. Disciplinary Learning
- IV. Lifelong Learning.
- V. Cultural Diversity

These G.E. categories 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.

Category V 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 an asterisk (*), 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 for 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).
- To recognize the historical relationship between the arts and the development of 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 lifelong 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 an asterisk (*) in appropriate publications.

GENERAL EDUCATION COURSE REQUIREMENTS

I. CORE COMPETENCIES (9 units minimum)

NOTE: A grade of "C" (2.0) or better is required in sections I.A., I.B., and I.C. and III.A.1.

A. Oral Communication (3 units minimum)

B. Written Communication (3 units minimum)

Students must satisfy the English Placement (EPT) requirement or be exempt from the EPT prior to enrollment in the course.

C. Critical Thinking (3 units minimum)

II. HISTORICAL AND CULTURAL FOUNDATIONS (12 units minimum)

A. The Development of World Civilization (6 units minimum)

B. 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."

1. American History (3 units minimum)

2. 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 (†).

1. Mathematics (3 units minimum)

A grade of "C" (2.0) or better is required in this section. Students must pass the Entry Level Mathematics (ELM) test or be exempt from the ELM before taking any course in this section.

2. Natural Sciences (6 units minimum including at least one laboratory course.)

- a. Physical Science (0-3 units; 3 units minimum must be taken in 2a Physical Science or 2b Earth and Astronomical Sciences)
 - b. Earth and Astronomical Science (0-3 units; at least 3 units must be taken from 2a Physical Science or 2b Earth and Astronomical Sciences)
 - c. Life Science (3 units minimum)
- #### 3. Implications and Explorations in

Mathematics and Natural Sciences (0-3 units)

B. Arts and Humanities (9 units minimum)

1. Introduction to the Arts (3 units minimum)

2. Introduction to the Humanities (3 units minimum)

3. Implications, Explorations and Participatory Experience in the Arts and Humanities (3 units minimum)

C. Social Sciences (6 units minimum)

1. Introduction to the Social Sciences (3 units minimum)

2. 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 an asterisk (*) from Categories III.B.3, III.C.2, or IV must be taken.

Teaching Credentials

INTRODUCTION

California State University, Fullerton offers a full range of nationally accredited and state-approved credential programs leading to careers in education. From its earliest days to the present, teacher preparation has been one of the chief missions of the university. Students pursuing a teaching credential in California must navigate a number of specific requirements. Credential requirements are established by the Legislature and enforced by the California Commission on Teacher Credentialing (CCTC). The Commission also reviews and approves all university credential preparation programs. 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://ed.fullerton.edu/Education>.

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

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

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 go 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 are geared toward the undergraduate who is 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



TEACHING CREDENTIAL INFORMATION

Admission to Teacher Education

Education Classroom Building 190

(714) 278-3411

<http://ed.fullerton.edu>

Center for Careers in Teaching

(714) 278-7130

Humanities 113

www.fullerton.edu/cct

TEACHING CREDENTIAL PROGRAMS

Basic Credential Programs

Integrated Teacher Education Programs

Multiple Subject Credential

Streamlined Teacher Education Program

Single Subject Credential and Subject Matter
Preparation Program

Education Specialist Credentials

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Early Childhood Special Education

Resource Specialist

Reading Language Arts Specialist

Administrative Services

Clinical Rehabilitative Services

college. See the Center for Careers in Teaching website at www.fullerton.edu/cct for the current seminar schedule.

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 preliminary credential and then completes a two-year induction program. The preliminary credential is the initial 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 nationally accredited and state-approved professional preparation programs through the College of Education. 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. The State of California is currently modifying how basic skills competencies are demonstrated (CBEST). Please check with the Teacher Education Office (EC 182) for updated information.
4. Demonstration of subject matter knowledge appropriate to the specific credential being authorized. For single subject candidates, 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. Multiple subject candidates must demonstrate subject matter competence by passing the Multiple Subjects CSET. Mild/Moderate and Moderate/Severe education specialist candidates must demonstrate subject matter competence. Please check with the Admission to Teacher Education (EC 182) or the admissions coordinator for the Department of Special Education for updated information.
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 from a regionally accredited college or university, or a B.A./B.S. degree awarded by a CSU campus.
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 College of Education are helpful to those students who are interested in applying to a credential program. Schedules for these sessions are available in Education Classroom 190 or on

the hotline at (714) 278-3412 (listen for overview promptings). Overview schedules are also on the College website.

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 prior to seeking an internship credential.

C. INTEGRATED TEACHER EDUCATION PROGRAMS

Integrated teacher education programs are designed for students who begin their college careers committed to pursuing a career in teaching. Such programs combine the requirements for the bachelor's degree and preliminary teaching credential in an efficient program of study. Multiple and single subject integrated program requirements are limited to 135 units by Title V regulations. Cal State Fullerton freshmen, as well as community college freshmen who plan to transfer to a CSUF integrated program, should seek early and frequent advising to ensure all lower-division GE and major requirements are fulfilled. Integrated teacher preparation programs at Cal State Fullerton are known as Streamlined Teacher Education Programs (STEP). Information about these programs is available at the Center for Careers in Teaching website at www.fullerton.edu/cct or in the CCT office located in H-113.

D. 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.

E. STREAMLINED TEACHER EDUCATION PROGRAM

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. Students in STEP complete the requirements for the bachelor's degree in either Child and Adolescent Development, Liberal Studies or Religious Studies, and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching students with Mild/Moderate or Moderate/Severe disabilities at the K-12 level). A STEP option is available in English for students who want to teach English at the high school level.

Students in STEP benefit from early field experience in K-12 classrooms, regular contact with faculty members from their major departments and from the education departments and regular advisement and support throughout the program. Students in STEP also have multiple opportunities to meet and work with other students in the program, facilitating their social connections with other students with similar career aspirations.

Transfer students may also participate in STEP. To be well-positioned to participate in the program, they must seek advisement from their community college counselor as early in their academic careers as possible. Students in this program must take a particular pattern of courses to satisfy General Education Program requirements. Also, community college students may follow the Lower-Division Transfer Pattern (LDTP) for Integrated Teacher Preparation. Transfer students should check the Center for Careers in Teaching website for more information.

For further information about STEP, please visit the Center for Careers in Teaching website at www.fullerton.edu/cct or visit the Center directly in H-113.

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)
Foundational level Math (FLM)
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 post-baccalaureate 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, College of Education.
2. Moderate/Severe Disabilities - to teach persons with moderate/severe disabilities or who have multiple disabilities. See Department of Special Education, College of Education.
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, College of Education.
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, College of Education.
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, College of Education.

H. ADMINISTRATIVE SERVICES CREDENTIALS

CSUF offers the following Administrative 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, College of Education.

2. Administrative Services (Professional Level) - the second step of the two-step administrative services credential structure. See Department of Educational Leadership, College of Education.

I. CLINICAL REHABILITATIVE SERVICES

1. Clinical Rehabilitative Services Credential in Language, Speech and Hearing - provide services to students with disorders in language, speech and hearing. See Department of Human Communication, College of Communications.
2. Special Class Authorization - to become a classroom teacher to students with severe disorders of language. See Department of Human Communication, College of Communications.

University Extended Education

INTRODUCTION

University Extended Education (UEE) is a 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, region and the world. This includes academic credit courses, certificate programs for professional development, English classes for non-native speakers of English, Osher Lifelong Learning Institute, classes for children and teens, summer camps, international programs and delivery of instruction via distance education telecommunications technology.

DEGREE CREDIT COURSES

Intersession Classes for CSUF and Non-CSUF Students

University Extended Education offers degree credit courses in Intersession, the "winter semester." Classes are open to CSUF students and the public. Intersession is a great time to squeeze in a class and stay on track to graduate on time. Courses may be applied toward graduation requirements.

Intersession is held in January between the fall and spring semesters. Almost 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 (for Non-CSUF Students)

Open University enrollment provides an opportunity for individuals who are not currently admitted to Cal State Fullerton to enroll in undergraduate and graduate-level classes. Registration is provided on a space available basis.

Registration in Open University is available to: members of the general public, international students with an I-20 from another institution and students disqualified (DQ) from Cal State Fullerton. It is a great vehicle for those who missed the deadline for admission to CSUF or those who need to earn prerequisites for admission to a degree program or credential.

Open University is NOT available to: students currently admitted to CSUF or foreign students with scores less than 500 on the TOEFL examination or foreign students without an I-20 from another educational institution.

Open University does not constitute admission to CSUF. Credit earned through Open University is designated as special session credit. Only the first 24 units earned through Open University may count toward a bachelor's degree. Open University courses cannot be used to fulfill the residence requirement (30 semester units) for a bachelor's degree. For graduate degrees, normally six to nine units of approved special session credit may apply, but for degrees which require more than 30 units, more units of credit may apply. Please consult the department graduate advisor.

Off-site Graduate Degree Programs

The College of Business and Economics offers an MBA program in the Irvine Spectrum area. This program features an accelerated timeline, evening classes, a cohort format, instruction by full-time faculty, and a standard of excellence that is to be expected from the state's largest business school.



UNIVERSITY EXTENDED EDUCATION

Registration & Information

College Park 100

(714) 278-2611

www.csufextension.org

DEGREE CREDIT COURSES

American Language Program

International Programs

Extension Programs

Distance Education

Lifelong Learning

UEE Class-Site Locations

The Department of Accounting also offers a Master of Science in Taxation at the classroom facility in Irvine. Classes are held in the evening, and the program schedule accommodates tax season.

A Master of Science in Counseling program is offered at CSUF Garden Grove Center. This program, which was designed to meet a growing demand for this degree, features a cohort format, convenient evening classes, and a central/south Orange County location.

These off-site graduate degree programs are not part of the state-funded curriculum. This means these programs do not receive state tax revenue to contribute to their pricing; therefore, they have a different fee structure than similar CSU programs supported by state tax funds.

These programs are administered through University Extended Education.

THE AMERICAN LANGUAGE PROGRAM

The American Language Program welcomes international students who want to improve their English language skills and prepare for studying in a U.S. college or university. ALP offers a variety of programs, such as:

1. Intensive Academic English: This program provides 24 hours a week of academic English instruction to prepare students to be successful in a U.S. college or university. Advanced students may also take one or more university courses for credit. Conditional admission to Cal State Fullerton is available for all undergraduate majors and most graduate majors.
2. A Pre-MBA program is available for advanced students who want to prepare to enter the MBA program at Cal State Fullerton. Students may take some elective courses, such as Business English and Writing, GMAT Preparation and TOEFL Preparation. Undergraduate business courses may also be available.
3. English Language classes are offered for students or working professionals who want to improve their skills for business (Accent Reduction, Business Writing, Advanced Grammar, Advanced Oral Language, Current Events) or for re-entering the university (TOEFL Preparation, GMAT Preparation).
4. Short-term programs for individuals and groups.

For more information, visit ALP Student Service in College Park 100, call (714) 278-2909, e-mail alp@fullerton.edu, or visit <http://alp.fullerton.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.

Working in concert with the academic colleges, International Programs, Asia provides a wide variety of training programs designed to meet the needs of professionals from Asia who wish to learn American business, public administration or education concepts and strategies. In addition, the Experience China program provides classroom experiences in China for American teachers and CSUF students.

University Semester Abroad at CSUF is an opportunity for international students to study at Cal State Fullerton for a semester or two.

EXTENSION PROGRAMS

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

Programs for Educators

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 include School Business Management, and online programs in Gifted and Talented Education, Instructional Design and Technology, and Postsecondary Reading and Learning. A Level II Education Specialist Credential is also offered online.

Certificate Programs

Extended Education offers more than 50 certificate programs. Program design and oversight is provided by advisory boards comprised of nearly 700 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 program requirements.

Programs are currently offered in:

Applied Forensic Science
Business and Management
Computer IT Technologies
Criminal Justice
Education
Engineering
Fiduciary Management
Finance
Forensic Accounting
Grant Preparation
Human Resources
Insurance/Health Care
Interpretation & Translation
Manufacturing and Distribution
Pharmaceutical Engineering
Real Estate Appraisal
Sales & Marketing
Six Sigma
Technical Writing
Writing – Fiction
Writing – For Children

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 pro-

grams, 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 Irvine 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 website at <http://distance-ed.fullerton.edu>.

LIFELONG LEARNING

University Extended Education offers programs for personal enrichment including programs for children, youth and retired persons. Osher Lifelong Learning Institute (OLLI), 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, as well as other classes for children and teens.

UEE CLASS-SITE LOCATIONS

Cal State Fullerton Campus
800 N. State College Boulevard
Fullerton, CA 92834

CSUF Garden Grove Center
12901 Euclid Street
Garden Grove, CA 92840-5214

CSUF @ Irvine Institute (formerly known
as CPEI)
8659 Research Drive
Irvine, CA 92681

International Education



ACTING DIRECTOR

Lay Tuan Tan

STUDY ABROAD ADVISER

Matthew Walters

PROGRAMS OFFERED

CSU International Programs
International Student Exchange Programs
Study Abroad Seminar Requirement
Independent Study Abroad

DEPARTMENT WEBSITE

<http://www.fullerton.edu/international>
or www.fullerton.edu/world

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/studyabroad/

THE CALIFORNIA STATE UNIVERSITY INTERNATIONAL PROGRAMS

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

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 20 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia

Griffith University
Macquarie University
Queensland University of Technology
University of Queensland
University of Western Sydney
Victoria University

Canada

The universities of the Province of Quebec including:

Bishop's University
 Concordia University
 McGill University
 Université Laval
 Université de Montréal
 Université du Québec system

Chile

Pontificia Universidad Católica de Chile (Santiago)

China

Peking University (Beijing)

Denmark

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

France

Institut des Etudes Françaises pour Étudiants Étrangers L'Académie d'Aix-Marseille (Aix-en-Provence)

Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry.

Germany

University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

Ghana

University of Ghana, Legon

Israel

Tel Aviv University
 The Hebrew University of Jerusalem
 University of Haifa

Italy

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

Japan

Waseda University (Tokyo)

Korea

Yonsei University (Seoul)

Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch)
 Massey University (Palmerston North)

South Africa

University of Kwazulu-Natal
 Nelson Mandela Metropolitan University

Spain

Universidad Complutense de Madrid
 Universidad de Granada

Sweden

Uppsala University

Taiwan

National Taiwan University (Taipei)
 National Tsing Hua University

United Kingdom

Bradford University
 Bristol University
 Hull University
 Kingston University
 Sheffield University
 University of Wales Swansea

Zimbabwe

University of Zimbabwe (Harare)

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

The Office of International Education and Exchange works closely with the Office of Financial Aid to maximize students' financial opportunities. In addition, the Office of International Education and Exchange provides five CSUF students with round trip airfare through an annual competition.

To qualify for admission to the International Programs, students must have upper-division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in France, Germany and Mexico. California community colleges transfer

students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other course-work prerequisites.

Additional information and application materials may be obtained on campus at the Office of International Education and Exchange, University Hall 244, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210, or visiting the International Programs' website at www.gateway.calstate.edu/csuienet/.

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.

Brazil

CAPES-FIPSE grant-funded exchange program: Students study at either Universidade Federal Paraiba (UFP) or Universidade Federal Fluminense (UFF) – Natural Science semester program

Finland

Lappeenranta University of Technology

France

The University of Paris, MICEFA
 CERAM Sophia Antipolis, Euro American Institute (EAI)

Germany

Fachhochschule Nürtingen
 Hochschule Karlsruhe – Technik und Wirtschaft (University of Applied Sciences) – semester long program for ECS majors

Italy

Florence, Humanities summer program

Japan

Nanzan University
 Lithuania

Mexico

Mexico Universidad Autónoma de
Guadalajara (UAG)

Spain

Elche, Alicante, Humanities summer
program

United Kingdom

London Semester Abroad Program
(Humanities semester program)

Trinity College, Carmarthen, Wales
(Theater semester program)

Royal Holloway University of London,
England (Natural Sciences &
Mathematics program)

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

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 informa-
tion are available in the Office of International
Education and Exchange, University Hall 244.

STUDY ABROAD SEMINAR

All study abroad students are encouraged
to participate in a pre-departure seminar. The
goals of this seminar include assisting students
in adjusting to living in a new culture, under-
standing the intercultural adaptation process,
and in developing strategies for managing
culture shock.

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 and Web directories
about such opportunities are kept in the
Study Abroad Resource Library in the Office
of International Education and Exchange,
University Hall 244. Academic credit transfer
and financial aid can be arranged in advance
through completion of a "consortium agree-
ment."

International Programs

INTRODUCTION

"We are a comprehensive, regional university with a global outlook."

– Preface, University Mission Statement

To implement that mission statement, California State University Fullerton (CSUF) encourages and supports off-campus international educational programs as well as welcoming the on-campus participation of international visitors, scholars, and international students as valid, desired, and increasingly important aspects of our mission as a regional university with a global outlook.

The university encourages its constituent departments, programs, and support units to plan and provide opportunities that meet the academic and professional needs of students, faculty, and staff.

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 the exchange of faculty and students.

Faculty who are interested in exchange programs or in developing partnerships abroad should consult www.fullerton.edu/AcademicPrograms/ and click on the "International Partnerships" tab. Also, visit www.fullerton.edu/world for additional information.

INTERNATIONAL OPPORTUNITIES FOR STUDENTS

Cal State Fullerton students should consult with their departmental or college-level program advisers for information about specific universities with whom we have exchange partnerships and/or special summer or short term study abroad experiences. To ensure adequate support services and to review potential transferability of academic credits, please consult with the Study Abroad Office which is located in the Office of International Education and Exchange (University Hall - 244).

Current California State University Fullerton students planning to study abroad should consult <http://www.fullerton.edu/StudyAbroad/>.

Incoming students from other nations must work through the University's Office of Admissions and Records if applying for degree program. Students may also gain entry by working with the American Language Program. Please review the applicable Catalog sections about these offices under the heading Admission Requirements.

INTERNATIONAL AGREEMENTS

Similar to 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 61 institutional-level agreements as of spring 2007, a number that is sure to grow in the ensuing months and years. Some relationships between our university and non-U.S. institutions feature reciprocal short-term faculty exchanges; the exchange of lecturers, delegations, cultural groups, and artists; or agreements whereby our university may temporarily hire needed faculty from non-U.S. universities. Other agreements between our university and non-U.S. institutions facilitate the enrollment of students from abroad who wish to take short courses, study for a degree, or undertake research with the guidance and direction of our 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 University; CSUF welcomes a professor from Fudan University each year; and a variety of other exchanges occur from time to time.



ASSOCIATE VICE RESIDENT, ACADEMIC PROGRAMS

Robert (Ray) Young

ACADEMIC PROGRAMS OFFICE

McCarthy Hall 111

Active international agreements with universities abroad included the following partners:

Australia

Curtin University of Technology
University of New England

Brazil

Universidade Federal Fluminense
Universidade Federal de Paraiba

Cambodia

Pannasastra University of Cambodia

China

Central University for Nationalities
Central South University of Technology
Fudan University
Guizhou College of Finance & Economics
Hubei Institute for Nationalities
Northwest University
South China Normal University
University of Hong Kong S.P.A.C.E.
Hunan University
Nanjing Xiaozhuang College
Shanghai University
Shanghai University of Science & Technology
Tibet University
Xiamen University

Ecuador

Universidad Del Pacifico

Egypt

Ahram Canadian University
University of Alexandria

Finland

Lappeenranta University of Technology

France

Ceram Sophia Antipolis
University of Paris

Germany

Karlsruhe University

Fachhochschule der Bundesanstalt fur Arbeit
Nuertingen-Geislingen University
The Friedrich-Alexander University
University of Applied Science, Heidelberg

India

University of Delhi

Indonesia

Universitas Diponegoro
Parahyangan Catholic University

Japan

Nanzan University
Okayama University
Jin-Ai University

Korea

Inha University
Korea University
Kangnam University
Kookmin University
Anyang University
Sungsim Junior College of Foreign Languages

Lithuania

Kaunas University of Technology

Mexico

Universidad Autonoma de Guadalajara
Universidad Autonoma de Tiaxcala

Paraguay

Escuela de Administracion de Negocios de Educacion Superior

Peru

Universidad San Ignacio de Loyola

Taiwan

Southern Taiwan University of Technology

Chung Hua University
National Taitung University
College of Management, National Sun Yat-sen University
Diwan University

Thailand

Chiang Mai University
Khon Kaen University
National Institute of Development Admin

United Kingdom

Royal Holloway and Bedford College-University of London
Trinity College

Vietnam

Vietnam National University, Ho Chi Minh City
Vietnam National University, Hanoi
Hanoi University of Foreign Studies, Hanoi
Hue University
The National Economics University
University of Economics

Curricula Information

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).

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 that 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.

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 pre-



CURRICULA INFORMATION

- Course Descriptions
- Course Numbering Code
- Student-to-Student Tutorials
- Independent Study
- Cross-Disciplinary Programs
- Master of Library and Information
Science Degree Program
- Library Course
- University Studies Courses

requisites 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.

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 (Same as Linguistics 108) indicates that a student taking the course may enroll 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 PROGRAMS

A cross-disciplinary program is an endeavor involving two or more existing academic departments which need not be within the same college. 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.

European Studies, B.A.

European Studies, Minor

Gerontology, M.S.

Gerontology, Minor

Latin American Studies, B.A.

Latin American Studies, Minor

Women's Studies, B.A.

Women's Studies, Minor

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

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://slisweb.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)

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 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 nine total units of credit.

