

CALIFORNIA STATE UNIVERSITY, STANISLAUS



**2007-2008
Graduate Catalog**



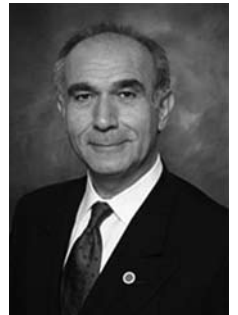
CALIFORNIA STATE UNIVERSITY, STANISLAUS 2007-2008 Graduate Catalog

Requests for further information should be addressed to:

Admissions & Records
California State University, Stanislaus
One University Circle
Turlock, California 95382-0299 • 209/667-3122
www.csustan.edu

Message from the President

Welcome to California State University, Stanislaus. We offer a first-rate educational experience on our beautiful campus in northern California's rich valley. We are small enough to foster the formation of lifelong relationships inside the classroom and out; yet big enough to offer a wide range of courses and activities to encourage you to stretch yourself and make the most of your college years.



The focus of a Stanislaus education is engagement: our mission is to engage every member of our campus in expanding their intellectual, creative, and social horizons in a diverse community committed to nourishing a thirst for lifelong learning. Testimony to our success is the fact that among the 23 campuses of the California State University system, CSU Stanislaus has one of the best retention rates. It's simple: students stay where they find an environment that helps them succeed. Our student-centered community is committed to access, especially for first-generation students. Our students enjoy regular contact with faculty, consistent advising, connection to the campus through organizations and activities, and engagement in the classroom—all factors that will help make your college experience truly stimulating and rewarding.

Our campus offers the beauties of nature on 228 acres graced by a wealth of lakes and fountains, yet we are just ninety minutes from the big-city excitement of San Francisco. We offer a wide range of fully accredited academic programs and we are recognized for our commitment to diversity and a student body drawn from many nations.

Of course, most important are the people. The faculty at CSU Stanislaus are exceptional. They embrace the mutuality of learning and teaching, for themselves and their students. They recognize that students learn in different ways and they seek out the best strategies—from interdisciplinary teaching to using technology in the classroom—to help our students succeed.

CSU Stanislaus is a university on the move, always reaching higher. We are engaged in working with our communities, our alumni, and our dynamic student body in exploring the issues that face our nation and our world. We are fully prepared to meet the challenges of higher education and to help students define their future contributions to our global society. Pursuing a college education is a challenging journey that will change your life; CSU Stanislaus is a wonderful place to begin.

Hamid Shirvani
President



Vision Statement

CSU Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence, and cultural engagement for California's greater Central Valley and beyond. We will serve our diverse student body, communities, and state by creating programs, partnerships, and leaders that respond effectively to an evolving and interconnected world.

Mission

The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

Institutional Accreditation

CSU Stanislaus received its first accreditation in 1964 and a 10-year accreditation in 1999 from:

Western Association of Schools and Colleges

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: (510) 748-9001 * Fax: (510) 748-9797 * www.wascweb.org

Specialized Accreditation

The following programs are accredited by their specialty organizations:

College of the Arts

- Art — National Association of Schools of Art and Design
- Music — National Association of Schools of Music
- Theatre — National Association of Schools of Theatre

College of Business Administration

- AACSB International — The Association to Advance Collegiate Schools of Business

College of Education

- National Council for Accreditation of Teacher Education
- California Commission on Teacher Credentialing

College of Human and Health Sciences

- Nursing — Commission on Collegiate Nursing Education

- Psychology — Association for Behavior Analysis
- Social Work — Council on Social Work Education

College of Humanities and Social Sciences

- Public Administration — National Association of Schools of Public Affairs and Administration

College of Natural Sciences

- Chemistry — American Chemical Society

CSU Stanislaus at a Glance

Reputation

For the first time in the University's history, *The Princeton Review* named CSU Stanislaus as one of the best 366 colleges in the nation as well as among the 165 "Best Value Colleges." The University is among the Top 100 colleges for bachelor's degrees awarded to Hispanic students and is designated as an Hispanic-serving Institution by the U.S. Department of Education. The American Association of State Colleges and Universities recognized CSU Stanislaus as one of 12 public universities nationwide (CSU Stanislaus being the sole university in the west) that demonstrate exceptional performance in improving retention and graduation rates. CSU Stanislaus consistently receives high ratings from the Western Association of Schools and Colleges (WASC). It is noted for small class sizes and a low percentage of student debt upon graduation.

Campus

California State University, Stanislaus blends modern facilities with the pastoral charm of the countryside. The University enjoys an ideal location in the heart of California's Central Valley, a short distance from the San Francisco Bay Area, Monterey, Big Sur, the Sierra Nevada mountains, and the governmental hub of Sacramento. The 228-acre campus is located in the City of Turlock—a community that prides itself on its small-town atmosphere, clean living space, excellent schools, and low crime rate. The campus itself is a beautiful, park-like setting in an environment conducive to learning. Shaded by hundreds of trees and graced by ponds, trickling streams and waterfalls, the picturesque campus encourages and welcomes students, faculty, staff, and the community to actively participate in the learning-centered activities sponsored by the campus.

Facilities

The campus originally housed two buildings: the Classroom Building, renamed **Dorothy and Bill Bizzini Hall**; and the library building, named after

founding President **Dr. J. Burton Vasché**. A few years later, the art, theatre, music, and science buildings were added. The **Health Center**, dedicated in 1981, provides basic medical services, health maintenance, and health education.

The **University Union** building houses CSU Stanislaus Bookstore, the Associated Students, Inc. office, the Carol Burke game room, TV lounge, and the Warrior, Stanislaus, and Lakeside conference rooms. The **Dining Hall** complex offers a 553-seat cafeteria, a smaller dining room, Mom's smoothie bar, and Pop's convenience store.

The **Residence Life Village** student housing complex opened in 1993 and includes apartment-style accommodations with laundry facilities, a computer lab, recreation room, courtyard with barbecue areas, and a pool. Phase III, completed in 2004, nearly doubled the capacity and added a unit for the Faculty in Residence, a dining facility, a second pool, and more sports courts.

Physical education facilities include a fieldhouse, a 2,300-seat gymnasium, soccer field, baseball and softball diamonds, tennis courts, all-weather track, and swimming pool.

Demergasso-Bava Hall, built in 1998, houses classrooms, lecture halls, laboratories and faculty offices, several academic departments, The Signal (the student newspaper), the campus radio and television stations, and the Distance Learning Center.

The **Mary Stuart Rogers Educational Services Gateway Building**, completed in 2002, provides one-stop student services, including the Graduate School, enrollment, advising, counseling, and career development, and houses several administrative offices.

The **John Stuart Rogers Faculty Development Center**, which opened in 2003, offers faculty members a gathering place to form research partnerships, promote service learning, integrate academic technology into pedagogical practices, and work on projects in multimedia laboratories.

The **Bernell and Flora Snider Music Recital Hall**, dedicated in 2003, provides the ideal acoustical showcase for student, faculty, and guest talent.

The **Nora and Hashem Naraghi Hall of Science**, completed in 2007, offers a new observatory, animal care complex, and cutting-edge technology for the sciences.

Values

To achieve our mission and vision:

- We inspire all members of the campus community to demand more of self than we do of others, to attain new knowledge and challenge assumptions. We challenge one another to be fully engaged, responsible citizens with the ethics, knowledge, skills, and desire to improve self and community.
- We value learning that encompasses lifelong exploration and discovery through intellectual integrity, personal responsibility, global and self-awareness, grounded in individual student-faculty interactions.
- We are a student-centered community committed to a diverse, caring, learning-focused environment that fosters collegial, reflective, and open exchange of ideas.
- We, as students, create the collegiate experience through initiative, participation, motivation, and continual growth to meet the demands of self and others.
- We, as faculty, elicit, nurture, and enhance the different voices of our selves, students and communities through deliberate engagement, continual discovery, and ongoing transformation.
- We, as staff and administrators, contribute to the learning environment by demonstrating the knowledge, skills, and values that serve and support the University's mission.

We encourage you to learn more about our vision of lifelong learning and our commitment to engage our community of learners. Information on contacting our Admissions & Records office appears below.

Admissions & Records
California State University, Stanislaus
One University Circle
Turlock, California 95382 · (209) 667-3152
www.csustan.edu/grad

Summary

Location: Turlock, California

Organization: College of the Arts, College of Business Administration, College of Education, College of Human and Health Sciences, College of Humanities and Social Sciences, College of Natural Sciences

First Class: 1960 (as Stanislaus State College)

President: Dr. Hamid Shirvani

Faculty: 292 full-time

Enrollment: 8,800 (as of Fall 2007)

Affiliation: The California State University (23-campus system)

Fields of study: Undergraduate degrees in 40 majors; graduate degrees in 23 majors; credentials in teacher preparation and in four professional areas; and more than 1,000 courses

Student Aid: About 65 percent of students receive some form of financial aid

Athletics: NCAA Division II

Women: Basketball, cross country, soccer, volleyball, softball, track and field

Men: Baseball, basketball, cross country, golf, soccer, track and field

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*Graduate, credential and certificate programs are listed alphabetically within the department and college that house them. Those that belong to a college, but not to a specific department, are listed first.

Please consult the Undergraduate catalog for undergraduate courses.

Conditions of Accuracy

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the California State University, by the Chancellor or designee of the California State University, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed as, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the Chancellor of the California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

Catalog Orders

Reference copies of the University Catalog are available from the Vasché Library. The catalog can also be accessed online at <http://web.csustan.edu/Catalog>. Personal copies can be purchased at CSU Stanislaus Bookstore on campus for \$10 including tax. To order by mail from within the continental United States, write to CSU Stanislaus Bookstore, 801 W. Monte Vista Avenue, Turlock CA 95382 and include \$16.95 to cover catalog, tax, handling and postage. For international orders, send U.S.\$25. You may also call (209) 667-3161.

Schedule of Classes Orders

The Schedule of Classes can be accessed online at <http://web.csustan.edu/classschedule>.

College Year Calendar

See the Schedule of Classes and <http://web.csustan.edu/classschedule> for registration dates.

Summer Term 2007

February 1-April 30.....Priority Admission Filing Period
June 11-July 20.....Session A
July 4.....Fourth of July Holiday (Campus closed)
July 23-August 17.....Session B

Fall Semester 2007

October 1-November 30, 2006.....Priority Admission Filing Period
September 1, 2007.....Village Move-in Day
September 3.....Labor Day (Campus Closed)
September 5.....Classes Begin
October 2...Applications Due for Winter/Spring/Summer '08 Graduation
October 2.....Enrollment Census Date:
Enrollments are not accepted after this date.

October 10.....Columbus Day (Offices Open, No Classes)
November 12.....Veterans' Day observed (Campus Closed)
November 22-23.....Thanksgiving Holiday (Campus Closed)
December 10.....Last Day of Classes
December 11.....Reading Day
December 12-14, 17-18.....Final Examinations
December 21.....Last Day of Term
December 17-21.....Grades Due from Faculty
December 25, 2007-January 1, 2008.....Holiday Break (Campus Closed)

Winter Term 2008

June 1-30, 2007.....Priority Admission Filing Period
January 3, 2008.....Classes Begin
January 10, 2008.....Enrollment Census Date
Enrollments are not accepted after this date.

January 21, 2008.....Martin Luther King Day (Campus Closed)
January 31, 2008*.....Last Day of Classes
February 1, 4, 2008.....Final Examinations
February 7, 2008.....Last Day of Term
February 6-7, 2008.....Grades Due from Faculty
**Thursday, January 31, meets as a Monday instructional day.*

Hours of Operation

Regular hours are 8 a.m. to 5 p.m. Monday through Friday. Summer hours are observed from June through August, and are from 7:30 a.m. to 4 p.m. weekdays. Some smaller campus offices temporarily close during the winter and summer terms. Please call to verify office hours before visiting.

Spring Semester 2008

August 1-31, 2007.....Priority Admission Filing Period
February 5-6, 2008.....Academic Holiday (Offices Open, No Classes)
February 8, 2008.....Winter/Spring Recess (Offices Open, No Classes)
February 13, 2008.....Classes Begin
March 2, 2008....Priority Financial Aid Application Deadline for Fall 2008
March 11, 2008.....Enrollment Census Date:
Enrollments are not accepted after this date.

March 31, 2008.....Cesar Chavez Day (Campus Closed)
March 24-28, 2008.....Spring Break (Offices Open, No Classes)
May 21, 2008*.....Last Day of Classes
May 22-23, 27-29, 2008.....Final Examinations
May 26, 2008.....Memorial Day (Campus Closed)
June 4, 2008.....Last Day of the Term
June 1-June 6, 2008.....Grades Due from Faculty
May 30, or 31, 2008.....Commencement
**Wednesday, May 21, meets as a Monday instructional day.*

The 4-1-4 at CSU Stanislaus

California State University, Stanislaus was the first public, four-year university in California to adopt a 4-1-4 academic calendar. Now in its 30th year, it is well received by students and faculty. The 4-1-4 academic year consists of two 13-week semesters and a month-long winter term required for graduation. Fall semester ends before the holiday break and spring semester finishes in late May or early June. A typical student load is four courses in the fall, one course during winter term, and four courses in the spring—hence “four-one-four.”

Although exactly equivalent to traditional semester or quarter programs in terms of instructional weeks (30), credit units earned, teaching loads, and registration fees, the structure of the 4-1-4 year provides greater opportunities for an innovative and challenging curriculum. The unique dimension of 4-1-4 is the winter term in which students and faculty concentrate on one course or project. To stimulate academic innovation and encourage students to explore unfamiliar disciplines, many winter term courses and projects are graded on a Credit/No Credit basis.

Winter term provides an unusual chance for intensive pursuit of a single subject. This concentration of time, resources, and energy constitutes a new intellectual experience for most undergraduates.

General Information

California State University, Stanislaus is an exceptional public university that, because of its student-friendly size and commitment to excellence, is able to offer all the benefits of a private education. CSU Stanislaus offers baccalaureate degrees in the liberal arts, sciences, business and education, as well as teaching credentials, master's degree programs, and other professional studies.

The University is composed of the College of the Arts, College of Business Administration, College of Education, College of Human and Health Sciences, College of Humanities and Social Sciences, and the College of Natural Sciences. Additional course offerings developed specifically for learners seeking professional or personal development are available through University Extended Education. CSU Stanislaus continues to emphasize quality and excellence in education and to respond to the needs of its diverse student population. Through a strong commitment to diversity and educational equity, CSU Stanislaus helps all students reach their full potential.

Affiliations

CSU Stanislaus is part of The California State University, a 23-campus system across California. With more than 450,000 students, it is the largest, the most diverse, and one of the most affordable university systems in the country. CSU campuses emphasize access to quality public higher education and workforce preparation that is responsive to regional needs.

CSU Stanislaus is a member of the Western Undergraduate Exchange (WUE) program, giving students from outside of California a valuable opportunity to participate in California's top-notch public university system. The WUE is a part of the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in Arizona, Montana, Oregon, Alaska, Nevada, Utah, Colorado, New Mexico, Washington, Hawaii, South/North Dakota, Wyoming, and Idaho may enroll at CSU Stanislaus at a reduced tuition level: 150 percent of in-state resident tuition. WUE tuition is considerably less than nonresident tuition.

History

The State Legislature established what was then known as Stanislaus State College in 1957. The first classes opened in September of 1960 on the Stanislaus County Fairgrounds. In 1965, the College moved to its permanent campus. It was awarded university status and renamed California State University, Stanislaus in 1985.

Residents of San Joaquin County gained access to public higher education when the University opened the Stockton Center on the campus of San Joaquin Delta College in 1974. In the fall of 1998, the Center, renamed CSU Stanislaus-Stockton Center, moved to its permanent site on Magnolia Avenue in downtown Stockton.

Academic Programs

The University offers nearly 100 majors, minors, concentrations and teaching credentials, 23 master's degree programs and five graduate certificate programs as well as pre-professional programs in law, medicine, dentistry, pharmacy, physical therapy, veterinary medicine, optometry, laboratory technology, and medical laboratory technology.

Faculty

The highly accessible faculty is renowned for teaching, research, and service. More than two-thirds of the faculty are full-time tenured or tenure-track. Eighty percent of full-time faculty hold doctorates or terminal degrees in their fields. There are 285 full-time and 210 part-time faculty.

Student Body

The diverse student body includes many first-generation college students and working parents. The student body of 8,800 includes 7,034 undergraduate students and 1,766 graduate students (fall 2007). Average class size is 15 to 40.

Student Life

CSU Stanislaus sponsors nearly 80 student groups, including professional, recreational, religious, cultural, and Greek organizations. The Associated Students, Inc. (ASI) is CSU Stanislaus' student government. ASI organizes intramural sports leagues, community wellness programs, and university spirit events. The University Student Union, run by students for students, brings the campus community together and includes the Student Union Board of Directors, Union Program Board, Outdoor Adventure Program, Indoor Adventure Program, and Multicultural Events.

CSU Stanislaus' residential community, The Village, lets students immerse themselves in all aspects of the university experience while giving a plethora of support resources and guidance. Residents enjoy rooms that provide more space, as well as a higher level of privacy, than can be found in most on-campus living communities. The freshman housing community offers three styles of lodging (single suites, double suites, and apartments), while upper division residents enjoy apartment-style accommodations. The vast majority of residents are housed in four-bedroom single occupancy apartments complete with lounge furniture, a full kitchen, bathroom, and living room.

Athletics

The University fields 14 intercollegiate men's and women's sports teams in the California Collegiate Athletic Association and is affiliated with the National Collegiate Athletics Association (NCAA) Division II.

Alumni

The success of an educational institution is measured by the success of its graduates. CSU Stanislaus prides itself on its contributions to the economy of the state of California and to a wide range of fields that include education, public service, law enforcement, business, and health care. Since the founding class, 35,000 alumni have proudly called CSU Stanislaus their alma mater. The Alumni Council promotes involvement in the community with activities such as fundraisers, service projects and family-oriented outings. It also supports current students with scholarship endowments.

Scholarships

Students who demonstrate academic excellence may receive monetary support from nearly 140 available scholarships, many offering multiple awards. Any full-time matriculated CSU Stanislaus student may apply. Scholarships are funded by private gifts, business donations, and endowments. Most awards range from \$100 to \$5,000 per academic year, averaging about \$500. Since 1996, more than \$10 million has been pledged and/or gifted to the CSU Stanislaus Foundation in support of scholarships, endowed scholarships and endowed operations from private donors. Department scholarships are for students who have declared a specific major. Open scholarships are unrestricted.

For complete information, contact the Financial Aid and Scholarships Office at (209) 667-3336 or visit the Web site at www.csustan.edu.

The Library

The University Library provides major educational, cultural, and information services to the University and the community. The library's mission is to support and supplement classroom and independent learning; facilitate and support student and faculty research; and provide users with lifelong skills in identifying, locating, evaluating, and synthesizing information. The library staff is dedicated to offering excellent reference, instruction, and access services to the University's campus and distance learning programs. The collection includes 361,000 volumes, 2,000 periodical subscriptions, 1.3 million microforms, 4,700 audiovisual materials, access to 70+ electronic databases and a growing number of electronic journals, video recordings, compact discs, and e-books. Since 1965 the library has been a partial depository of federal, state, and local documents. Other special collections include the University archive, with documents on local and University history, and the juvenile collection, which has 5,900 volumes of award-winning and notable titles in children's literature.

Student Success Center

Student success is of great importance to the entire campus community at CSU Stanislaus. Our excellent retention rate (80% of first-year students) can be attributed to effective programs and efforts. The First Year Programs are designed to assist first-time students with their transition and acclimation to CSU Stanislaus, and provide a forum in which to discuss any academic questions or concerns.

The Summer Reading Project gives incoming students a common intellectual exercise to jump-start their university experience. The Tutoring Program offers free group and individual tutorial services in most subjects.

The Reentry/Adult Student Program assists those who have either deferred admission to college or are returning after a minimum 5-year absence. The "Welcome Week-Ready for Success Now" early evening workshops are held the first week of each fall and spring semester.

The Senior Scholar Program offers Senior Scholars (who are academically qualified and are 60 or older) an opportunity to attend university courses while keeping tuition costs very affordable. The Graduating Student Program is designed to help students transition to life after college. The program includes workshops for students who have almost completed the requirements for graduation from CSU Stanislaus. The Faculty in Residence program fosters an increased academic focus to residential living, promotes out-of-classroom connections to faculty, and provides increased academic-related programming for residential students.

Special Learning Opportunities**Lecture Series and Cultural Offerings**

The University offers a wide variety of public programs, activities and entertainment including theater, concerts, and art exhibits. Renowned personalities who have given special lectures include journalists Ellen Goodman and Cokie and Steve Roberts, the legendary Bill Cosby, historian Carlos Cortés, former U.S. Secretary of Education Richard Riley, and former Secretaries of State Colin Powell and James A. Baker III. Performers Nancy Wilson, Willie Nelson, Ray Charles, B.B. King, Manhattan Transfer, Vince Gill, Van Cliburn, the Temptation Review featuring Dennis Edwards, and the cast from Beach Blanket Babylon have entertained the campus and its community.

Office of International Education

The Office of International Education promotes the internationalization of the teaching, research, and service missions of CSU Stanislaus through campuswide efforts such as International Student Services, Study Abroad, faculty exchange, faculty and staff development, international development projects, linkages with the Northern San Joaquin Valley's diverse ethnic groups, and integration of "global learning goals" into the curriculum.

International Student Services

International Student Services within the Office of International Education assists the University's F-1 and J-1 visa students and scholars in making the most of their experience at CSU Stanislaus. Services include comprehensive orientation and advising on immigration matters, academic matters, cultural adjustment, financial issues, housing, transportation, and employment.

Study Abroad

The Office of International Education offers opportunities for CSU Stanislaus students to study in many different parts of the world for various lengths of time. Through studying abroad, students gain an international perspective, increased independence and self-confidence, and a strong professional advantage. Students earn regular academic credit. All campus financial aid (except Work-Study) applies. (Students will not receive credit for foreign study undertaken without prior planning or approval of CSU Stanislaus.)

For more information, contact the Office of International Education at (209) 667-3117 or stop in at the Student Services Building 144.

English as a Second Language

The English as a Second Language program is designed for students, both international and permanent residents, for whom English is not a native language. The three courses in the program provide intensive instruction and tutoring in writing and reading. All courses yield graduation credit. For information contact the Department of English at (209) 667-3361.

Centers and Institutes

The Centers and Institutes of CSU Stanislaus exist to advance the goals of the University and to enhance its programs of instruction, scholarship, and service. They provide a means for interdisciplinary collaboration and a method by which extramural funds and fees can be employed to supplement other resources. A description of the Centers and Institutes may be found in the Faculty Handbook. For more information about the Centers and Institutes, please contact the directors listed below.

University-wide Centers and Institutes

Child Development Center	Jennifer Esterly
Center for Direct Instruction	Cathy Watkins
Center for Portuguese Studies	Elmano Costa
Center for Public Policy Studies	John Garcia and Kelvin Jasek-Rysdahl

College of Business Administration

College of Business Administration	
Management Development Center	Nael Aly

College of Human and Health Sciences

Behavioral Intervention Services	Jane S. Howard
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College of Humanities and Social Sciences

Institute for Archaeological Research	Sari Miller-Antonio
Institute for Cultural Resources	Thomas E. Durbin
Center for Economic Education	Kelvin Jasek-Rysdahl and Elaine Peterson

National Honor Societies

All Disciplines: Phi Kappa Phi. Recognizes and encourages superior scholarship in all academic disciplines in institutions of higher learning. Eligibility includes juniors, seniors, graduate students, faculty, and alumni. Membership is by invitation only.

College of Business Administration

Business Administration: Sigma Beta Delta. Encourages and recognizes scholarship and accomplishment among students (of business, management, and administration) and encourages and promotes aspirations toward personal and professional improvement, and a life distinguished by honorable service to humankind. Eligibility includes juniors, seniors, and graduate students.

College of Education

Education: Phi Delta Kappa. Promotes quality education, with particular emphasis on publicly supported education, as essential to the development and maintenance of a democratic way of life. Eligibility includes undergraduate education majors, graduate students, and professional educators.

College of Human and Health Sciences

Nursing: Nursing Honor Society. Recognizes superior achievement, develops leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of individuals in the profession of nursing. Eligibility includes juniors, seniors, graduate students in professional programs in nursing, faculty, and alumni.

Psychology: Psi Chi. Encourages, stimulates, and maintains excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. Eligibility includes sophomores, juniors, seniors, and graduate students.

College of Humanities and Social Sciences

Anthropology: Lambda Alpha. The CSU Stanislaus chapter is Epsilon of California. Encourages and stimulates scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline among students, faculty and other persons engaged in the study of anthropology.

Communication Studies: Lambda Pi Eta. Recognizes and encourages scholastic achievement and professional development in the field of communication studies. Eligibility includes sophomores, juniors, seniors, and graduate students.

Economics: Omicron Delta Epsilon, an international Honor Society. Promotes and acknowledges excellence in the field of economics and unites students and faculty who have a specific interest in economics. Eligibility includes juniors, seniors, and graduate students who have completed at least 12 units of economics coursework and have met specific academic requirements.

History: Phi Alpha Theta. Recognizes and encourages excellence in the study of history. Eligibility includes juniors, seniors, and graduate students.

Political Science: Pi Sigma Alpha. Stimulates scholarship and intellectual interest in political science. Eligibility includes juniors and seniors who have completed ten upper-division units in political science.

Sociology: Alpha Kappa Delta. Promotes an interest in the study of sociology, research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Eligibility includes juniors, seniors, graduate students, and faculty.

Internships

Many academic departments at CSU Stanislaus offer internship opportunities to undergraduate and graduate students. Placements in a variety of private, non-profit, and public agencies are designed to encourage both pre-professional training and the integration of field and classroom experiences. Interested students should contact their academic advisers.

Community Service and Service Learning

The Office of Service Learning, located in the Faculty Development Center, assists faculty and students with the development of service learning opportunities. A principal goal of service learning is the promotion of student learning through active participation in meaningful service directly related to course content. This means students spend various amounts of time in community organizations working with real people with real needs. The Office of Service Learning can recommend course options with a service component, volunteer sites as well as faculty and student resources available to encourage active learning both in the classroom and the community. Please call (209) 667-3311 for additional information.

University Extended Education

University Extended Education (UEE) provides inviting, engaging, and transformative lifelong learning experiences that promote educational success and strengthen the personal and professional growth of its students. For additional information on UEE's mission or program offerings, call (209) 667-3111, or stop by the office at Mary Stuart Rogers Building 240. You may also visit the Web site at www.ExtendedEd.com.

Technology Training: University Extended Education operates the Learning and Technology Training Center located in the Educational Services Building. This Center serves as one of the most modern multimedia classrooms in Central California. Residents from Stanislaus and the adjoining counties enjoy this modern training center designed and operated to meet their continuing needs to learn new software, strengthen existing skills, and learn the essential information necessary to earn software certifications.

Open University: This UEE program opens the doors to university classes for students who are not formally admitted and enrolled in the University. The Open University program serves as many things: an invitation to try out the University, a resource for those who need a class for personal or professional development, or a second chance for low GPA students. Students may only enroll on a space-available basis and with the permission of the instructor in any regularly scheduled course offered by the University. Since enrollment is permitted on a space-available basis, enrollment approval is given on the first day of instruction. If a student wishes to have credit applied toward a degree, a maximum of 24 units is allowable for a baccalaureate degree.

Certificate Programs: UEE offers intensive, one- to two-semester certificate programs that provide core knowledge in a specific field or skill set. UEE offers an array of certificate programs for professional development in business, computers, medical, and legal topics. These programs award students continuing education units and certificates upon successful completion. Please call or visit the Web site for a current schedule.

Personal Development: UEE also provides opportunities for students to participate in courses focused on personal development. Through a partnership with leading e-learning providers, UEE now offers an extensive library of online, non-credit courses. Courses focus on building specific skills and are offered in a variety of topics such as computers, the Internet, writing, and special interest.

Contract Courses: Organizations planning continuing education courses using their own instructors may contract with UEE to offer extension credit for approved off-campus courses.

Teacher Education: For teacher education needs, UEE offers a variety of options. Test preparation classes and substitute teacher workshops are offered for those looking to enter the teaching field. For those currently teaching and needing extension credits, UEE offers computer-based teacher education, which covers pertinent topics and awards credit.

Corporate Resource Services: Workforce development is a core program area for UEE. UEE offers customized on-site training programs for area businesses and government agencies. Organizations that wish to upgrade their work force, acquire knowledge and skills in a specific field, stay current with new developments, improve customer service, or need specialized training will benefit from this distinctive program.

CSU Stanislaus-Stockton Center

California State University, Stanislaus-Stockton Center is a proponent of higher education's role in improving the economic, social, and cultural life of San Joaquin County.

Located within University Park at 612 East Magnolia Street in Stockton, California, CSU Stanislaus-Stockton Center is an off-campus site of California State University, Stanislaus. The Stockton Center offers upper-division and graduate courses at flexible hours that earn full academic credit and lead to selected baccalaureate and master's degrees and credentials. It has computer lab facilities, a library access center, student lounge, exercise room, game room, health services, bookstore, and several beautifully landscaped courtyards for informal student and faculty gatherings. The Stockton Center provides selected student services including admissions information, academic advising, financial aid, graduation evaluations, career planning, teaching credential analysis, cashiering, WPST testing, and writing tutoring.

Working with other institutions, CSU Stanislaus-Stockton Center offers collaborative initiatives and programs to benefit the community. It provides an opportunity to create a unique environment for learning and to form partnerships in the Stockton area and beyond. During the more than thirty years that CSU Stanislaus has been a presence in Stockton, it has developed productive relationships with other institutions and organizations.

22 GENERAL INFORMATION

Graduate degrees provided at CSU Stanislaus-Stockton Center include:

Master's Degrees

- Education (M.A.)
 - Elementary Education
 - Secondary Education
 - Multilingual Education
 - Reading
 - Administration and Supervision
- Public Administration (M.P.A.)
- Social Work (M.S.W.)

Credentials

- Elementary—CLAD/BCLAD (Preliminary and Clear)
- Secondary — Preliminary and Clear
- School Administration — Preliminary and Professional
- Reading
- Teacher Internships (Multiple Subject/CLAD)

Business Administration

The College of Business Administration also offers undergraduate and graduate courses toward the B.S. in Computer Information Systems and the Master of Business Administration (MBA) degrees at the Stockton Center.

Accreditation: Degree programs offered at CSU Stanislaus-Stockton Center are fully accredited by the Western Association of Schools and Colleges and are an integral part of the program of CSU Stanislaus. In addition, the following programs, offered at the Stockton Center, are accredited by their speciality organizations:

College of Business Administration — the Association to Advance Collegiate Schools of Business (AACSB International)

College of Education — the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

Public Administration — the National Association of Schools of Public Affairs and Administration (NASPAA)

Nursing — National League for Nursing

Social Work — Council on Social Work Education

Office hours are from 8 a.m.-7 p.m. Monday-Thursday and 8 a.m.-5 p.m. Friday. For more information, please call (209) 467-5300 or visit the Website at <http://stockton.csustan.edu>.

The Graduate School

Steven Graham, M.A., *Associate Director, Recruitment and Operations*
Dennis Sayers, Ed.D., *Director, Interdisciplinary Studies program*

Office: Mary Stuart Rogers Educational Services Gateway Building 160
Phone: (209) 667-3129

The Graduate School is committed to the development of scholarly leaders through outstanding graduate and postbaccalaureate programs that require students to demonstrate critical thinking and analysis, the ability to integrate theory and practice, and creativity in scholarly endeavors. Students emerge equipped to face real-life challenges and contribute to the body of knowledge in their fields of study.

The Graduate School develops, plans, assesses, improves, and administers the policies and procedures established by the Graduate Council, the chief governance body for graduate and postbaccalaureate programs.

Student Learning Goals

To ensure the quality of the advanced programs and student learning experiences, the Graduate Council established six student learning goals for graduate/postbaccalaureate students. Students will be expected to demonstrate:

1. Advanced knowledge, skills, and values appropriate to their discipline.
2. Ability to be creative, analytical, and critical thinkers.
3. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
4. Relevant knowledge of the global perspectives appropriate to their discipline.
5. Knowledge of new and various methods and technologies as appropriate to their discipline.
6. Advanced oral and written communication skills, complemented as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.

The Graduate Council continually assesses the achievement of these goals using surveys, program reviews, and analyses of student academic performance.



The Graduate Experience

One in five students at California State University, Stanislaus is enrolled in graduate or postbaccalaureate study. This is a significant portion of the student body and the group is extremely diverse in purpose, background, ethnicity, tradition, and age. This diversity provides a valuable context for quality research and learning. The University has become known for its responsiveness to individual students, its collaborative spirit, and the accessibility of its outstanding teacher-scholar faculty. Graduate students emerge with the knowledge, dispositions, and confidence to provide scholarly leadership.

Graduate Programs

The University offers the Master of Arts and Master of Science degree and certificate programs below. Specific program requirements are in the catalog sections of the individual departments. Many graduate and postbaccalaureate credential programs can be completed in their entirety through enrollment in late afternoon and evening coursework.

Program	Director
Business Administration (MBA)	Randall B. Brown
Business Administration (MSBA)	Andrew Wagner
Executive Master of Business Administration (EMBA)	Ashour Badal
Criminal Justice (MA)	Peter Nelligan
Ecology and Sustainability (MS)	Ann Kohlhaas
Ecological Conservation	
Ecological Economics	
Education (MA)	
Curriculum & Instruction (C&I)	Ramón Vega de Jesús
Elementary Education	Armin Schulz
Multilingual Education	Juan Flores
Reading	Susan Neufeld
Secondary Education	Armin Schulz
Educational Technology	Dawn Poole
School Administration	Chet Jensen
School Counseling	Connie Kane
Special Education	Karen Sniezek
Physical Education	Shawna Young
English (MA)	
Literature	Arnold Schmidt
Rhetoric and the Teaching of Writing	Mark Thompson
Teaching English to Speakers of Other Languages (TESOL)	Stephen B. Stryker
Genetic Counseling (MS) — Fall 2008	Janey Youngblom

History (MA)	
International Relations	Bret Carroll
Secondary School Teachers	Bret Carroll
Interdisciplinary Studies (MA/MS)	Dennis Sayers
Child Development	
Marine Sciences (MS)	Pamela Roe
Psychology (MA)	William F. Potter
Behavior Analysis (MS)	William F. Potter
Counseling (MS)	Kurt Baker
Public Administration (MPA)	April Hejka-Ekins
Social Work (MSW)	Margaret Tynan

Certificate Programs

Child Development	Rita Asher
Community College Leadership	John Borba
Cross-Cultural, Language & Academic Development (CLAD)	Juan Flores
Gerontology	Paul O'Brien
Middle/Junior High School Studies	Armin Schulz
Printmaking	Gordon Senior
Reading Specialist	Susan Neufeld
Teaching English to Speakers of Other Languages (TESOL)	Steve Stryker

Master's Degree Program Requirements

Required Units

The number of units required for a master's degree varies, depending on the field and the degree sought. The Master of Arts degree must include a minimum of 30 units; the Master of Science, a minimum of 36 units. Only graduate courses (5000 series) and approved upper-division courses are acceptable to meet the unit requirement. Non-5000 courses and unapproved upper-division courses are counted in calculating the student's study load but cannot be counted toward the unit or grade point average requirements for the master's degree.

Residency

A graduate education is a rigorous intellectual endeavor, designed to prepare scholars to evaluate and contribute to their field and its body of knowledge. This is best accomplished in a continuing environment of mentoring, collaboration, and exchange of ideas.

Consequently the master's degree program includes the following:

1. At least 21 units of the graduate program coursework must be taken in residency at CSU Stanislaus.
2. No more than 9 units toward the degree may be earned prior to program admission. This includes all transfer work and all work in progress at the time of admission. Exceptions must have prior written approval from the College Dean.
3. No credit by examination units may be used to fulfill degree requirements. Credit by examination may be used to fulfill prerequisites but may not apply toward the degree.
4. Open University, extension, and correspondence credits may not be used to meet graduate program requirements without prior authorization by the College Dean. Requests for approval must have the recommendation of the program director before they will be reviewed by the College Dean. The recommendation of the program director does not guarantee approval by the College Dean.

Rigor

1. At least half of the units must be in courses designed primarily for master's degrees — numbered in the 5000 series. Most programs require more than 15 units of 5000 series coursework.
2. Evidence of satisfaction of the Graduate Writing Proficiency Requirement.
3. A grade point average of 3.0 or better in all courses taken to satisfy the requirements of the degree.
4. No grade lower than a C- in a course taken to satisfy the requirements of the degree program. Most programs require no grade lower than a B on courses used to satisfy program requirements.
5. Appropriate coursework from a field other than the major may be required at the discretion of the major department.
6. A thesis, a project, or comprehensive examination must be completed and approved by the student's department and the College Dean.

Relevance

1. No course used to meet the requirements of the degree was taken more than seven years prior to the award of the degree. Some programs require that the program be completed in less than seven years. Check with the program for specific details. (For more information see Limitations to the Validation of Expired Courses or Units).

Responsibility

It is the student's responsibility to satisfy requirements and complete the specific courses included in the program. Drafting a program completion plan, setting personal academic goals, and maintaining regular communication with a major adviser are recommended.

Once a degree program has been approved by the student's graduate committee, it may be changed only on the written request of the student and the written approval of the major adviser and the College Dean. Substitution for discontinued courses will be authorized by the major adviser and approved by the College Dean. Forms for requesting a change to program are available in the Graduate School office and on the Web site at http://www.csustan.edu/admissions/forms_publications.asp.

Graduate Writing Proficiency Requirement

All graduate students must demonstrate competency in writing skills in English to meet the requirement for a master's degree. A candidate for an advanced degree can satisfy the CSU writing requirement by (a) satisfactory completion of the course designated by the department as assessing writing proficiency in standard English or (b) satisfactory completion of an alternative plan adopted by the department and approved by the Graduate Council. Candidates should consult the appropriate department for specific details.

Foreign Language Requirement

While skill in a foreign language is not a general University requirement for admission to, or completion of, the master's degree program, certain programs may require that students demonstrate reading mastery of one foreign language, usually equivalent to two years of collegiate study. Candidates should consult the appropriate department for specific details.

Scholarship & Expectations of Students

Students admitted to postbaccalaureate and graduate programs are expected to make systematic and successful progress towards the completion of their programs. The following policies are designed to assist the student in that endeavor.

Graduate Probation and Disqualification

Advanced credential and master's candidates should check carefully with the department about probation, disqualification, and appeals of disqualification; each department has the authority to develop policy and procedures in addition to the University standards.

The following policies govern postbaccalaureate and graduate students:

Probation

1. A student who is enrolled in a graduate degree program in conditionally classified or classified standing will be placed on academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 (grade of B) in all units applicable to the degree program.
2. A student who is enrolled in a credential program in postbaccalaureate classified or postbaccalaureate unclassified standing will be placed on academic probation if the student fails to maintain a cumulative grade point average of at least 2.75 in all units applicable to the credential.
3. A student who is in postbaccalaureate unclassified standing and is taking courses for personal or professional development will be placed on academic probation if the student fails to maintain a cumulative grade point average of at least 2.5 in all postbaccalaureate units at the University.
4. A student who withdraws from all or a substantial portion of a program in two successive terms or in any three terms may be placed on probation by the department.
5. The department may place a student on probation for repeated failure to progress toward the degree objective.
6. Failure to comply, after due notice, with an academic requirement may result in the department placing the student on probation.
7. A student placed on probation will be notified in writing and will be provided with the conditions to be met for removal from probation, as well as the circumstances which will lead to disqualification.

Disqualification

A graduate or postbaccalaureate classified student will be subject to disqualification if, while on probation, the student fails to raise his/her grade point average to 3.0 within the time specified by the department. The disqualification decision for classified graduate students is the responsibility of the appropriate department. The disqualification decision for persons admitted to “Postbaccalaureate Standing: Unclassified” status is the responsibility of the Associate Vice President for Enrollment Management.

Administrative Academic Probation and Disqualification

Consistent with guidelines issued by the Chancellor of The California State University, a postbaccalaureate or graduate student may also be placed on probation or disqualified by appropriate campus authorities for repeated withdrawal, failure to progress toward an educational objective, and noncompliance with an academic department’s program requirements.

Appeal of Disqualification Status

A student who believes his/her disqualification was arbitrary, capricious, or discriminatory has the right of appeal. The “Postbaccalaureate Standing: Unclassified” student should direct the appeal to the Graduate School. Students admitted to Graduate Standing should direct their appeal to the appropriate department chair.

The appeals committee will consist of a faculty member from the department who is selected by the department chair, a faculty member from the department who is selected by the student, and the chair of the appeals committee — a faculty member selected from outside the department by the College Dean.

Professional Ethics

Students admitted to a master’s degree program or credential program are expected to adhere to the standards of conduct detailed in the program’s statement of professional ethics. Students who are admitted to Postbaccalaureate Standing: Unclassified status are expected to adhere to the standards of conduct detailed in the CSU Stanislaus Student Handbook statement of ethics. Failure to follow these guidelines or violations of the standards constitute student misconduct and will be handled in accordance with the student disciplinary guidelines in the CSU Stanislaus Student Handbook.

Intellectual Honesty

Respect for ownership and the expression of ideas is fundamental to advancing civilization, and it is a central feature of academic integrity. The expression of ideas is protected by law and appropriate citation credit is an ethical requirement for all scholarship. Plagiarism and any other representations in which a person knowingly presents the works of another without proper citation is cause for disciplinary action as detailed in the CSU Stanislaus Student Handbook.

Repeating Courses to Improve Performance

A postbaccalaureate student who was admitted to the University as an undergraduate and who is enrolled in an undergraduate degree program will be treated as an undergraduate for purposes of repeating a course. Graduate students, with prior permission of the department, may repeat a course, and the original grade will be included in computing the overall grade point average but will not be included in computing the grade point average for the master’s degree.

Graduate Credit for Undergraduate – 4000-Level Courses

On occasion, to provide a breadth of content in a student's graduate program, a 4000-level course is used to satisfy a program requirement. When this occurs, performance expectations for graduate students enrolled in undergraduate or dual-listed courses are increased to satisfy the rigors of graduate work. Often, additional reading, writing, and/or oral presentation are employed to meet this standard.

In addition, the standard of quality for written and oral performance in the course is significantly higher than that of an undergraduate. When using a 4000-level course to satisfy graduate program requirements, it is the student's responsibility to verify with the instructor and program director that the performance expectations have been adjusted to meet graduate standards. The Instructor Verification Form is used for this purpose and is available at the Graduate School. A copy of the form should be placed in the student's permanent file for later verification when clearing for graduation.

Interruption of Program

A request for a leave of absence is not required by the Graduate School; however, it may be required by the program. Students should consult with the specific graduate program director for individual program policy. If enrollment is interrupted for more than one semester, it will be necessary for students to reapply to the University and program.

Continuous Enrollment

Once all coursework is completed, it is expected that students will maintain continuous enrollment in 7005 Continuing Thesis or Project until all degree requirements have been met. Students must maintain their Graduate Standing: Classified status and be enrolled in graduate coursework in order to apply for graduation. If the program is interrupted, reapplication to the Graduate School and program is necessary.

Seven-Year Limit

Consistent with Title 5, of the California Code of Regulations, CSU Stanislaus policy specifies that no more than seven consecutive years may be used to complete the requirements for a graduate degree. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination or such other demonstration of competence as may be prescribed.

At CSU Stanislaus, courses expire at the end of the designated academic term. A table is provided to illustrate course expiration dates.

Sample Course Expiration Dates

Course Taken	Expires End of Term
Fall 1999	Summer 2006
Winter 2000	Fall 2006
Spring 2000	Winter 2007
Summer 2000	Spring 2007
Fall 2000	Summer 2007
Winter 2001	Fall 2007
Spring 2001	Winter 2008
Summer 2001	Spring 2008
Fall 2001	Summer 2008
Winter 2002	Fall 2008
Spring 2002	Winter 2009
Summer 2002	Spring 2009

Limitations to Validation of Expired Courses or Units

Expired coursework may be validated only upon the recommendation of the graduate program director and approval of the College Dean. Certain restrictions apply:

- A maximum of one third of all courses used to satisfy program degree requirements are eligible for validation.
- Only courses completed at CSU Stanislaus are eligible for validation. Courses transferred from other universities are never validated.
- Courses completed more than ten years prior to the completion of the requirements for the degree are not eligible for validation.

Requirements for Validating Expired Courses or Units

Credits earned at CSU Stanislaus more than seven years before completion of the degree may be used to meet degree requirements only under the following conditions: (a) the student must demonstrate a current proficiency in the subject matter of the course in an examination administered by the original instructor of record or, if unavailable, a qualified substitute appointed by the departmental Graduate Committee or Program Director; (b) validation is available only upon the approval of the department chair and final inclusion of validated coursework in a degree program requires departmental recommendation, including appropriate documentation used to determine currency, and approval of the College Dean. A Validation of Outdated Coursework form is available from the Graduate School Office or on its Web site.

Culminating Experience

A culminating experience is required for each master's degree. Individual departments permit one or more culminating experiences described in this section. Students who have enrolled in thesis or project units will not be permitted to change to another culminating experience after the initial semester of such enrollment.

1. A thesis is the written product of the systematic study of a significant problem. It clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. Normally, an oral defense of the thesis will be required.
2. A project is a significant undertaking of a pursuit appropriate to the fine and applied arts or to professional fields. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It must be described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. An oral defense of the project may be required.
3. A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination must evidence independent thinking, appropriate organization, critical analysis, and accuracy of documentation. A record of the examination questions and responses shall be maintained in the department.

Criteria for the Thesis or Project

No academic distinction is made between a thesis, a project, or comprehensive examination. Each is equally acceptable as a means of fulfilling the requirements for the master's degree. Specific departmental instructions or requirements should be ascertained by the candidate before enrollment in these courses.

Whether a student is preparing a thesis or a project, it should be noted that the quality of the work accomplished is a major consideration in judging acceptability. The finished product must evidence originality, appropriate organization, clarity of purpose, critical analysis, accuracy and completeness of documentation. Critical and independent thinking should characterize every project. Mere description, cataloging, compilation, or other superficial procedures are not adequate.

The quality of the writing, format, and documentation must meet standards approved by the department granting the degree. Format and writing must be consistent with the dictates of a style manual authorized by the department. The student must consult with the department and the Graduate School concerning these matters before beginning work on the thesis or project.

Procedures for Writing the Thesis or Project

All theses and projects must be written using the format requirements listed in the University guidelines. These guidelines are available on reserve in the Library or on the Web site at

http://www.csustan.edu/academics/GradSchool/thesis_project.asp.

1. Registration for thesis or project requires a prospectus approved by the student's thesis committee. Instructions for developing and gaining prospectus approval are available from the department.
2. A student whose thesis or project is planned to extend over more than the term of first enrollment in 5990 or 5960 may receive only a Satisfactory Progress (SP) grade.
3. Students who have completed all registrations for their graduate coursework, and who have registered for the maximum number of thesis or project semester units required by the program, are required to show ongoing progress and maintain continuous enrollment. Course 7005 Continuing Thesis or Project is provided for this purpose. Enrollment in 7005 is required each term: Summer, Fall, Winter, and Spring. Failure to maintain continuous enrollment will result in loss of graduate standing and necessitate reapplication to the Graduate School and program, as well as payment for prior semesters. In addition, students who have not maintained continuous enrollment will not be cleared for graduation.
4. Before a thesis or project is officially accepted by the Master's Committee, it must meet all the requirements outlined in the section titled Criteria for the Thesis or Project.
5. No coauthored theses or projects are allowed. If two or more candidates are collaborating on research or a project, each must develop, write, and submit a separate and distinct thesis or project.
6. Once the thesis or project is accepted by the student's committee, one copy is to be submitted to the Library for reader review by the deadline date established by the Graduate School. Once the reviewed copy is returned to the student and any editing changes requested have been made, two (2) copies of the approved thesis or project are to be submitted to the Library no later than the deadline for final submission.

Binding expenses are the student's responsibility. The Enrollment Services Office will not record a grade other than "SP" until the thesis/project committee chair has given final approval for the thesis or project. Contact the Graduate School for detailed information on the review, approval, and bindery process.

7. Receipt of an approved thesis or project is the equivalent to publication, and the thesis or project will be available to the public in the University library, including worldwide interlibrary loan.
8. A student may arrange to have the thesis or project published in microfilm form, with an abstract of the thesis published in the quarterly periodical, *Masters Abstracts*. Further details of the microfilming and copyright procedure may be obtained from the University Librarian.

Composition of Thesis or Project Faculty Committee

The following policies are used to determine thesis and project committee membership.

1. The master's committee normally is composed of three members from the full-time instructional faculty, tenured or tenure track.
2. Under certain circumstances, a retired or emeritus faculty member with an academic specialization and/or qualifications that are not held by another department member may serve as a volunteer third committee member, but not as the committee chair.
3. Normally, the chair of the master's committee and the second member are from the department in which the thesis or project is written.
4. When appropriate, the committee may add to the three-member master's committee one individual who is not a member of the University faculty. Such an individual must be approved by the other members of the thesis or project committee of the student's major department and the College Dean.
5. The approval of master's committee appointments is the responsibility of the department in which the student is seeking the degree.

Research Ethics and Protocol

All research conducted by faculty, staff, or students, or using University facilities, personnel or students must comply with relevant federal, state, and University policies. Failure to follow these policies will lead to a research misconduct inquiry and may result in student research not being accepted in fulfillment of a degree requirement. Additionally, failure to comply with University requirements means that the researcher is not acting as an employee or student of the University, and he or she will be personally responsible for any legal actions resulting from the research activity.

Under University policy, all research involving live human beings as subjects must be reviewed and approved by the Institutional Review Board for the Protection of Human Subjects in Research. This approval must be obtained in writing prior to any data collection (e.g., pilot work, field testing). All research, research training, experimentation, biological testing, teaching, and related activities involving live vertebrate animals conducted at CSU Stanislaus or by CSU Stanislaus students or employees must be reviewed and approved by the Animal Welfare Committee.

All research involving radioactive or other hazardous waste materials must be reviewed and approved by the University Risk Management Officer prior to obtaining the materials. Additional information on policy and procedures for conducting research at CSU Stanislaus may be obtained from the Office of Research and Sponsored Programs, (209) 667-3493.

Catalog Year for Graduation Requirement (Catalog Year)

Students who, since gaining Classified Graduate Standing status, have maintained continuous enrollment, may elect to satisfy the degree requirements in effect at the time of gaining Classified Graduate Standing status or at the time of completing their degree requirements.

Applying to Graduate with a Master's Degree

A request that the master's degree be granted must be filed, including verification of payment of the graduation fee, with the Enrollment Services Office within the first two weeks of a semester in which the degree requirements are to be completed. Applications must be filed by March 1 in order for students to be listed in the commencement brochure. Failure to complete requirements for the degree during the term of the application necessitates the filing of a new application for the new intended term of completion.

Qualifying for Honor Recognition at Graduation

To be eligible to receive the master's degree with distinction, students must have earned at least a 3.9 grade point average in the program for the master's degree and be recommended by their department for distinction.

Applying for the Award of a Graduate Certificate

When the requirements for an academic graduate certificate program have been completed, the student must submit a completed Application for Graduate Academic Certificate, including verification of payment of the certificate fee, to the program director of the area offering the certificate program. The program director will approve the award of the certificate and forward the form to the Graduate School for issuance and posting of the certificate.

Program Evaluation Survey

Graduating students are asked to complete a Graduate Student Program Evaluation Survey. The information in the survey helps the Graduate School and programs monitor the quality of students' experiences in the CSU Stanislaus graduate programs. It also provides valuable data regarding the effectiveness of the School and programs in helping students to achieve the graduate student learning goals. Results from the survey are completely confidential and are used to assist program assessment and planning.

California State University, Stanislaus									
Admission Requirements for Master's, Credential and Certificate Programs*									
Master Code	Minimum GPA 1	Test Required2	Letters of Reference	Personal Statement	Additional Application required by Department	Deadline for Department Application	Terms Accepted		
Business Administration (MBA)	05011	GRE or GMAT	3	Yes	MBA Program Office	Varies; see department	All		
Business Administration (EMBA)	05011	GMAT	2	Yes	College of Business Admin	Varies; see department	Varies; see department		
Business Administration: International Finance (MSBA)	05041	GMAT	3	Yes	College of Business Admin	Varies; see department	Fall		
Criminal Justice (MA)	21051	None	3	Yes	Criminal Justice	Varies; see department	Fall and Spring		
Ecology and Sustainability (MS)	04201	GRE	3	Yes	Biological Sciences	Varies; see department	F/W/Sp		
Education: C & I, Elementary (MA)	08021	MAT or GRE	3	Yes	Teacher Education	Varies; see department	F/Sp/Su		
Education: C & I, Multilingual (MA)	08904	MAT or GRE	3	Yes	Teacher Education	Varies; see department	F/Sp/Su		
Education: C & I, Reading (MA)	08301	MAT or GRE and CBEST	3	Yes	Teacher Education	Varies; see department	F/Sp/Su		
Education: C & I, Secondary (MA)	08031	MAT or GRE	3	Yes	Teacher Education	Varies; see department	F/Sp/Su		
Educational Technology (MA)	08992	MAT or GRE	2	No	Advanced Studies	Varies; see department	Fall and Spring		
Education: School Administration (MA)	08271	MAT	2	No	Advanced Studies	Varies; see department	All		
Education: School Counseling (MA)	08261	MAT and CBEST	3	Yes	Advanced Studies	December 1/April 1	Fall and Spring		
Education: Special Education (MA)	08081	MAT	3	Yes	Advanced Studies	Varies; see department	Fall and Spring		
Education: Physical Education (MA)	08351	MAT	3	No	Physical Education	Varies; see department	Fall and Spring		
English Literature or RTW (MA)	15011	Program Discretion	2	Yes	English	Varies; see department	F/W/Sp		
English TESOL (MA)	15081	GRE	2	Yes	English	Varies; see department	All		
Genetic Counseling (MS) – Fall 2008	12171	GRE	3	Yes	Biological Sciences	Varies; see department	Fall		
History (MA)	22051	GRE	None	Yes	History	Varies; see department	Fall and Spring		
Interdisciplinary Studies (MA/MS)	49993	GRE	None	Yes	Graduate School	Varies; see department	All		
Marine Science (MS)	49022	GRE & Biology	3	Yes	Biological Sciences	February/September	Fall and Spring		
Postbaccalaureate/Undeclared	00000	None	None	Yes	N/A	Fall/Spring/Summer	All		
Psychology: Behavior Analysis (MS)	20031	GRE	3	Yes	Psychology	February 1	Fall		
Psychology: Counseling (MS)	20011	GRE	3	Yes	Psychology	February 1	Fall		
Public Administration (MPA)	21021	None	3	Yes	Politics/Public Administration	Varies; see department	Fall and Spring		
Social Work (MSW)	21041	None	3	Yes	Social Work	February 28	Fall		

Credit/ Certificate Code	Minimum GPA 1	Test Required2	Letters of Reference	Personal Statement	Additional Application required by Department	Deadline for Department Application	Terms Accepted
Single Subject Instruction	100	CBEST	4	Yes	Credential	Varies; see department	Fall and Spring
Multiple Subjct Instruction	200	2.75 CBEST	2	Yes	Credential	Varies; see department	All
Reading/Language Arts Specialist	400	3.00 CBEST	1+	Yes	Teacher Education	Varies; see department	F/Sp/Su
Mild/Moderate Disabilities	469	2.75 CBEST	1+	Yes	Advanced Studies	Varies; see department	Fall and Spring
Mild/Moderate Disabilities	468	2.75 CBEST	1+	Yes	Advanced Studies	Varies; see department	Fall and Spring
Preliminary Administrative Services	301	2.75 CBEST	1	No	Advanced Studies	Varies; see department	All
Parapl Personnel Services	802	2.75 MAT and CBEST	3	Yes	Advanced Studies	December/April 1	Fall and Spring
Certificates							
Child Development	00000	Minimum GPA 1	Letters of Reference	Personal Statement	Additional Application required by Department	Deadline for Department Application	Terms Accepted
Community College Leadership	00000	2.50	None	No	Psychology	Varies; see department	Varies; see department
Cross-Cultural, Language & Academic Development	00000	2.75	2	Yes	Advanced Studies	May 30	Varies; see department
Middle/Junior High School Studies	00000	by formula	3	Yes	Teacher Education	Varies; see department	Varies; see department
Primining	00000	3.00	3	Yes	Teacher Education	Varies; see department	Varies; see department
Reading Specialist	00000	2.50	3	Yes	Art	Varies; see department	Varies; see department
Teaching English to Speakers of Other Languages	00000	3.00	1+	Yes	Teacher Education	Varies; see department	Varies; see department
	00000	3.00	2	No	English	Varies; see department	Varies; see department

* Admission requirements are meant as a guideline only. Additional requirements may apply. Always contact the program directly for complete and updated information.

1. GPA requirements vary with individual programs in addition to the university admission which is calculated by using the last 60 graded semester units and a minimum GPA of 2.5

2. TOEFL scores for paper testing: 550 total, 54 part scores: English, History requires 575 total, 57 part. Computer based testing scores are 213 total and 21 part scores, English and History: 233 total and 23 part scores

3. Hybrid, online format for delivery of courses

Graduate Admission, Application and Registration

Steps in the Admission Process

Admission Procedures

Both admission to the Graduate School and admission to a specific graduate program are required to pursue a graduate degree or postbaccalaureate credential at California State University, Stanislaus. Students are responsible to ensure that the requirements of both admission processes are completed by the published deadlines.

I. Admission to the Graduate School

Admission to the Graduate School is required for students to enroll in postbaccalaureate courses at CSU Stanislaus. Deadlines for application are published by the Office of Enrollment Services. To avoid delays, students are encouraged to apply as early as possible.

Requirements

1. Completion of a four-year college course of study and a baccalaureate degree from an institution accredited by a regional accrediting association, or completion of equivalent academic preparation as determined by appropriate campus authorities;
2. Good academic standing at the last college or university attended;
3. A grade point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted; and
4. Fulfillment of the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe.

These minimum requirements for admission to graduate and postbaccalaureate programs at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. In unusual circumstances, a campus may make exceptions to these criteria.



2. Admission to a Graduate/Postbaccalaureate Program

In addition to Graduate School admission, program admission is required to pursue a graduate degree or postbaccalaureate credential at California State University, Stanislaus. Many programs employ a referral system, and students must be admitted to the program before they will be admitted to the Graduate School. In this case, students should apply concurrently to the program and the Graduate School.

Programs admissions are competitive and many have specific application deadlines. Some programs have one admission date per year. For these reasons and to ensure full consideration, students are encouraged to apply to the program as early as possible.

All master's degree and credential program applicants may also be required to provide additional transcripts and test scores to their graduate program department or the Credentials Office. If you have further questions regarding the items you need to submit, please contact the program coordinators. Contact information can be found at www.csustan.edu.

Qualifying Examinations

Some programs require that students earn a specific score on a qualifying examination to be considered for graduate program admission. Examples of qualifying examinations include the GMAT, GRE, MAT, CBEST, and CSET. Contact the specific graduate program office for information on qualifying examination requirements. Students intending to make application to a graduate program at CSU Stanislaus should request that their scores be sent to the Graduate School. Qualifying examinations must be taken within five years of program admission to be valid. Information regarding registration, fees, and schedules is available from the University Testing Office or the Graduate School.

Admission Classifications

California State University, Stanislaus uses five classifications to identify student admission status. Once students have satisfied the requirements for admission to the Graduate School and/or program, one of the following classifications will be assigned.

Graduate Standing: Classified

Candidate satisfies all professional, personal, and scholastic requirements including qualifying exams for admission to a degree program. Admission interviews, experience, and measures of potential for success may also be used to inform competitive admission decisions.

Graduate Standing: Conditionally Classified

Candidate is judged by appropriate campus authority to have deficiencies which can be remedied with additional preparation. Programs which are at capacity do not have access to this classification.

Postbaccalaureate Standing: Classified

Candidate satisfies all professional, personal, and scholastic requirement including examinations for admission to an initial or advanced credential program. Admission interviews, experience, and measures of potential for success may also be used to inform competitive admission decisions.

Postbaccalaureate Standing: Provisionally Classified

Candidate demonstrates strong potential for admission but needs to complete prerequisite coursework for the program. There is a clear expectation that students will achieve a higher classification before their Provisional Classification expires after one term. If not, students must reapply to the program and justify their progress. This classification is also assigned to students who are seeking to clear their teaching credential or those who are earning a postbaccalaureate certificate.

Postbaccalaureate Standing: Unclassified

Student seeks to enroll in courses for professional or personal growth. This classification is assigned to qualified students who are seeking individual courses for personal or professional growth, attempting to raise a GPA or applying to a second bachelor's degree.

Special Admissions**Early Start Alumni Admission Program**

A last-semester senior who is within 9 units of earning a baccalaureate degree may enroll in an upper-division or graduate level course(s) and apply them to an advanced credential or master's degree objective by requesting postbaccalaureate credit during the term in which they intended to graduate. The student must submit a Request for Postbaccalaureate Credit form to the Enrollment Services Office. Approval of the department graduate director is required. This action must be taken at the time of registration; retroactive authorization will not be granted. The student must apply to the University and the program for postbaccalaureate work.

Admission of Non-Resident and International Students

The Graduate School seeks to bring students from all parts of the nation and world to the campus. To ensure their success, non-resident and international applicants normally must be eligible for Graduate Standing: Classified status to be admitted to the Graduate School. All other admission classifications for non-residents or international students must be by special action of the program and have approval of the College Dean.

Graduate and Postbaccalaureate TOEFL Requirements

Because English is the language of instruction at the University, students should be prepared to write their theses, examinations, and seminar papers in English. All graduate and post baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum 550 total score and 54 part score on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based TOEFL must present a 213 total score and 21 part score or above. Applicants taking the Internet-Based TOEFL must present a 80 total score and minimum part scores of 20 Reading, 19 Listening, 16 Writing. The International English Language Testing System (IELTS) will substitute for TOEFL, with a minimum Band score of 6.5. Some programs may require a higher score.

Second Master's Degrees

Students are not permitted to pursue two master's degrees simultaneously. Those wishing to pursue a second master's degree after the award of the first must obtain the approval of the College Dean. Some restrictions apply:

1. Students may not earn a second master's degree in the same field.
2. Coursework used to satisfy the requirements of the first degree may not be used to satisfy the requirements of the second degree.
3. Students may not be awarded two degrees in the same degree-granting period of time.

4. A CSU Stanislaus student seeking to continue academic enrollment following the completion of the master's degree must reapply to the University. The student must submit a new admission application to the University stating the new degree objective. If students seek readmission within one semester of graduation or their last registration, no application fee is required. All of the admissions, prerequisites, and program requirements of a second degree program must be met. Students are urged to contact the appropriate department for additional information.

Second Concentration in a Master's Degree

CSU Stanislaus students who wish to seek a second concentration in the same discipline as their first earned degree may reapply for admission into a second concentration. Up to ten units of foundation courses from the first concentration may be allowed for a second concentration within the same master's degree. Additional units in the concentration, electives, and a culminating experience must be completed for the second concentration.

Steps in the Application Process**I. Submit a complete, accurate and timely application.**

All graduate and post-baccalaureate applicants (e.g., master's degree applicants, those seeking educational credentials, and those holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each.

Applications submitted online at www.csumentor.edu are preferable. A paper version of the graduate application may be downloaded at www.csustan.edu/academics/gradschool/forms_pub.asp. The CSUMentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid. An application will be mailed if students call (209) 667-3129. An alumni application is available at the Graduate School office in Mary Stuart Rogers Educational Services Gateway Building 160.

The \$55 nonrefundable application fee can be paid by credit card or by a check or money order payable to "The California State University." The application and fee may not be transferred or used to apply for another term.

Students must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. They must also submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (*Section 41301 of Title 5, California Code of Regulations*).

Priority Application Filing Periods

Term	Applications First Accepted	Student Notification Begins
Summer	February	March
Fall	October	January
Winter	June	July
Spring	August	September

2. Await an acknowledgement of the application.

Students will receive an automatic confirmation if they submit their application electronically. Paper applications will be acknowledged within two to four weeks from receipt. Notification that space has been reserved may also include a request to submit additional records necessary for the campus to evaluate academic qualifications.

If the application was filed during the priority filing period (see section above), students may be assured admission to the University (though not to an individual program) provided the evaluation of academic records indicates completion of all CSU admission requirements and campus requirements for admission to an impacted program. Unless specific written approval states, this admission notice is not transferable to another term or campus, and does not include admission into specific programs. See the Graduate School chapter of this catalog for more details.

3. Submit transcripts and test scores.

Students must request an official transcript from each college and university at which they registered. These should be sent directly to the Graduate School. Transcripts presented by students cannot be accepted unless in a sealed institutional envelope.

Applicants who are in attendance at a school or college when transcripts are requested must file a transcript which includes verification of the subjects in which they are currently enrolled. After applicants have completed these subjects, they must notify the school or college to forward two supplementary transcripts showing the final grades for that term. No determination of admission eligibility will be made until all transcripts are received. Official transcripts must include a complete record of all previous college work attempted whether or not the applicant desires credit. A separate official transcript is required from each college attended even though one transcript may show work completed at another college. All records submitted become the property of the University. Records submitted by students who do not enroll are retained for only one year.

Graduate-Postbaccalaureate TOEFL Requirement

All graduate and post baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum 550 total score and 54 part score on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based TOEFL must present a 213 total score and 21 part score or above. Applicants taking the Internet-Based TOEFL must present a 80 total score and minimum part scores of 20 Reading, 19 Listening, 16 Writing. The International English Language Testing System (IELTS) will substitute for TOEFL, with a minimum Band score of 6.5. Some programs may require a higher score.

Returning Students

Former students of CSU Stanislaus who are returning after graduation or any absence are required to submit official and complete transcripts covering attendance at any other college after enrollment at CSU Stanislaus.

Students seeking to enroll for extension or open university courses are not required to file official transcripts. Subsequent admission to the University's degree, credential, or certificate programs will require completion of regular admission procedures. For more information call (209) 667-3061.

4. Receive Notice of Admission

The sooner students submit a complete application, the sooner their eligibility for admission can be determined. Once evaluators have completed their evaluation, they will notify the departments that administer the students' programs. The department will make an admission decision and forward it to the Graduate School. Upon admission, students will be mailed an admission packet with information on conditions for admission, if any, registration and financial aid.

Hardship Petitions The campus has established procedures to consider applicants who would be faced with severe hardship if not admitted. Petitioners should write the Associate Director of the Graduate School.

Late Application The Enrollment Census Date is defined as the 20th instructional day in fall and spring semesters and the 6th day of instruction in winter term, and the last day to drop a course for summer term. Students at CSU Stanislaus who fail to graduate in the term for which they apply for graduation must reapply for graduation for the term in which they will complete their requirements to continue their enrollment at CSU Stanislaus. All other former students seeking enrollment must submit an application for readmission and pay a \$55 application fee. Late Application filing period will be assessed a \$15 late fee in addition to the \$55 application fee.

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

CSU Visitors Program

Any student entitled to continued enrollment at one of the other 23 campuses of The California State University system may enroll at CSU Stanislaus as a visiting student for a term by following a simplified application procedure. Concurrent enrollment at two CSU campuses may similarly be approved. Students at CSU Stanislaus also may apply for visitor status at another CSU campus. CSU Visitor Status and CSU Concurrent Enrollment application forms are available from the CSU Stanislaus Enrollment Services Office and must be filed during the regular application filing period. Visitor enrollment will be considered for students currently matriculated at other baccalaureate degree-granting colleges.

Senior Scholar Program

Enrollment in this program is limited to academically qualified California residents 60 years of age or older. Those admitted to this program will register after regular students have registered for classes. A fee waiver will be granted if funding is available. Priority will be given to applicants not currently enrolled at CSU Stanislaus who intend to enroll in a full-time program with a degree or credential objective. Further information and applications are available from the Coordinator of Reentry Programs, (209) 667-3304.

International Students

The CSU must assess the academic preparation of international students. For this purpose, international students include immigrants and those who hold U.S. visas as students, exchange visitors, or other non-immigrant classifications. The CSU uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on TOEFL requirement for graduate and postbaccalaureate applicants), financial resources, and academic performance are considered. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those majors or programs with limited openings.

Transcripts

Effective August 1, 2006 (for Spring 2007 admission), students with coursework from countries other than the United States need to seek an outside determination of course work and degree equivalency to U.S. standards.

The foreign transcripts must be evaluated by one of the approved organizations listed at the end of the Appendix of this catalog. These organizations are private enterprises that have been approved by the California Commission on Teacher Credentialing and they charge a fee for their services. Individuals pursuing a foreign transcript evaluation must follow the procedures outlined by the organization providing the evaluation. In all instances, original, official documentation will be required when requesting the evaluation.

When seeking the evaluation be sure to request a Comprehensive/ Detailed Report, which must include the following:

1. Identification of institution(s) attended, dates of attendance, credential(s) earned, and the United States educational equivalent.
2. Individual courses taken with semester units.
3. Individual grade equivalents.
4. Course levels in terms of lower and upper division, graduate and professional level for each post-secondary course evaluated.
5. Overall grade point average.

Student and Exchange Visitor Information System (SEVIS)

To help facilitate the timely reporting and monitoring of international students in the United States, the Department of Homeland Security (DHS), formerly the Immigration and Naturalization Service (INS), has implemented the Student and Exchange Visitor Information System (SEVIS). SEVIS provides tracking, monitoring, and access to current information on non-immigrant students (F and M visas) and exchange visitors (J visas). SEVIS enables the University to transmit electronic information via the Internet to the U.S. Immigration and Customs Enforcement (ICE). The ICE requires CSU Stanislaus to report on a timely basis the occurrence of certain events. International students at CSU Stanislaus are required to immediately report the following to the Office of International Student Services:

Change of name

Change of degree objective

Change of address, phone number, or e-mail

Failure to enroll

Graduation prior to the end date cited on the Form I-20

Dropping below a full course of study without prior authorization

Failure to maintain status or complete student's program

Beginning and ending dates for optional practical training (OPT) authorization

Work authorizations

Any disciplinary action taken by the school against the student as a result of his/her being convicted of a crime.

Questions and concerns may be addressed to the Office of International Student Services at (209) 667-3158.

Health Insurance

As a condition of receiving an I-20 or DS2019 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and the National Association of Foreign Student Advisers (NAFSA): Association of International Educators. The campus president or designee shall determine which insurance policies meet these criteria. Call the Office of International Student Services at (209) 667-3158.

Steps in the Enrollment Process

1. Evaluation of College Credit
2. Health Screening
3. Registration

I. Evaluation of College Credit

The Graduate School will evaluate previous college work as it relates to the requirements of CSU Stanislaus. Evaluations will be forwarded to the departments that administer the students' programs for admissions decisions.

Distance Learning Courses

Credit is granted for all transferable credit-bearing distance learning courses (whether electronic, television-based, or print and mail-based) completed at regionally accredited postsecondary colleges and universities in the United States with the exception being the 70 semester unit limit on community college credit. Students must have official transcripts forwarded to the Enrollment Services Office.

Workshop Credit

Workshop credit does not substitute for course credit in a credential sequence and will not be applied toward the General Education, major, or minor degree requirements of the University. Workshops (formerly numbered 4920 to 4929) at CSU Stanislaus are open to both undergraduate and postbaccalaureate students.

2. Health Screening

Entering CSU students are required to present proof of the following immunizations before beginning their first term of enrollment. These are not admission requirements, but are required as conditions of enrollment in CSU Stanislaus.

Immunization

Measles/Rubella All new and readmitted students born on or after January 1, 1957 must provide proof of two immunizations for measles (rubeola) and rubella prior to their first enrollment. Proof of such immunization (or immunity) is also required for certain students, regardless of age, who have increased exposure to these diseases. These include: students who live on campus, or who attended primary and secondary schools outside the United States, or who are enrolled in any practicum, student teaching, or field work involving preschool-age children or taking place at a hospital or health care setting.

Hepatitis B All new enrollees 18 years old and younger must provide proof of having completed a three-dose series of immunizations against Hepatitis B prior to their first enrollment. This series is generally given over a 4- to 6-month period.

Note: Proof of these requirements must be submitted by mail, fax or drop box to the Student Health Center. Fax: (209) 667-3195. Phone: (209) 667-3396. If you fail to provide this proof during the first semester, a HOLD may be placed on your records, thereby preventing registration for classes the next semester. For more information, see the Web site at www.csustan.edu.

3. Registration

Students may register, add or drop courses, or withdraw from the University via the Web Registration System. This system is the only way to register for classes during the Priority Registration Appointment Period. After the Priority Registration period ends, students may also register in person at the Enrollment Services Office.

For the most current and complete instructions for the use of the Web Registration System and registration dates and deadlines, refer to the current “Schedule of Classes” at [web.csustan.edu/classchedule](http://web.csustan.edu/classschedule). At the start of each term, students should verify the completeness and accuracy of all of their intended enrollment transactions through the Web Registration System.

Students who register late may find themselves at a disadvantage in arranging their programs. Those who register after a term begins must pay a \$25 late registration fee. A student who unofficially drops a course, or leaves CSU Stanislaus without officially dropping courses or withdrawing from the University through the Enrollment Services Office, may receive grades of WU, F, or NC. A student who attends a course without officially adding it through the Enrollment Services Office by the last day to add a course will not receive credit for the course.

Students who do not attend the first class meeting after registering for a course may be dropped from the course by the instructor. However, a student will be held personally responsible for officially dropping unwanted courses through the Enrollment Services Office by the deadline to drop courses. (Refer to the section on “Instructor Withdrawal” in the Academic Policies and Procedures section.)

Registration appointments are determined by units completed within class level in the following order: seniors, students in master’s and credential programs, freshmen, juniors, sophomores, and unclassified postbaccalaureate students.



Fees

Non-California residents pay an additional \$339.00 per unit.

Registration Fees

The term “registration fees” refers to all mandatory fees charged to register for classes. These include the State University fee, fees for Associated Students, Athletics, Health Facility, Health Services, Instructionally Related Activities, University Union, plus any required course fees.

	Credentialed		Graduate	
	0-6 units	> 6 units	0-6 units	> 6 units
State University Fee*	1,113.00	1,788.00	1,165.00	1,882.00

Fee rates for the 2007-2008 academic year are based on fee rates proposed in the Governor’s Budget. The Governor’s budget proposal must be approved by the legislature; consequently, it is possible fees ultimately required for the 2007-2008 academic year may be more than the rates billed at this time. If rates are increased in the 2007 fiscal year budget, students will be billed the difference.

	Fall/Spring
Associated Students, Inc.	48.50
Athletics	39.00
Health Facility	3.00
Health Services	86.00
Instructionally related activities	25.00
University Union	58.50

Other Fees:

Late payment	25.00
Late registration	25.00
Parking, (optional) auto	64.00
Student ID/Warrior card	0.00
ID card replacement, first time	5.00
University Catalog	10.00

*See the Schedule of Classes at web.csustan.edu/classschedule for the most up-to-date information, including summer and winter fees, course fees, deadlines, etc.

Nonresident Tuition

The nonresident tuition fee of \$339.00 per unit is payable by all students who have not been legal residents of the State of California for at least one year immediately preceding the residence determination date. Tuition payable by nonresident and foreign visa students is in addition to fees required of California resident students, except for enrollment in University Extended Education courses. Questions regarding residency classification for admission eligibility and tuition purposes should be directed to the Residency Technician in the Enrollment Services Office at (209) 667-3152.

Initial determination of residence status is made by University officials prior to or at the time of registration, and fees must be paid at registration. Full refund of nonresident fees paid will be made if final determination by the University legal adviser indicates that a student is a legal resident for fee purposes. For more information, refer to Determination of Residence in the Appendix.

Assembly Bill 540**Exemption from Nonresident Tuition**

Any student who has attended a California high school full time for three or more years and has graduated from a California high school or attained the equivalent thereof (e.g., a High School Equivalency Certificate issued by the California Department of Education – a GED certificate alone does not qualify) will be exempt from paying nonresident tuition. An undocumented alien student who meets the above requirements must file an affidavit with the University indicating the student has applied for legal immigration status or will do so as soon as the student is eligible to do so.

Students who meet the exemption requirements and who are undocumented aliens are not eligible for any federal or state financial aid program. Students exempted from paying nonresident tuition under AB 540 are not eligible for the Governor's Merit Scholar Programs. The law does not distinguish between public or private high schools nor impose any time limit on how far in the past the student may have attained this status.

Credit Card Payments

VISA, MasterCard and Discover are accepted only at University Extended Education for payment of students fees. Neither the main cashier's office nor the CSU Stanislaus-Stockton Center cashier's office will accept credit cards. Regular University fees may be paid online with MasterCard, Discover or American Express through CASHNet Smartpay, but users incur a 2.9% convenience fee. Public Safety and the Parking Management Bureau accept VISA, MasterCard, Discover, and American Express.

Refund of Fees Including Nonresident Tuition

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

To receive a full refund of mandatory fees (less an administrative fee), including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term; see the Academic Policies and Procedures section for dropping courses and withdrawal from the University.

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

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

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

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

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

Information concerning any aspect of the refund of fees or concerning the refund policies of CSU Stanislaus for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the Director of Student Financial Services, Mary Stuart Rogers Building, Room 290, or at (209) 667-3063.

Cancellation of Registration or Withdrawal from the Institution

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

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

Fees and Debts Owed

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

Prospective students who register for courses are obligated to pay fees associated with those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term obligates the student to pay student fees including any tuition for the reservation of space in the course.

The University may withhold permission to register or receive official transcripts of grades or other services offered by the University from anyone owing fees or another debt to the University. If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the Financial Services office. The Financial Services office, or another office on campus to which the Financial Services office may refer the person, will review all pertinent information provided by the person and available to the campus and advise the person of its conclusions.

Graduate Fee Waivers

The California Education Code includes provisions for the waiver of mandatory systemwide fees (State University fee or Application for Admission fee) as follows:

Alan Pattee Scholarship Act

No State University fee or Application for Admission fee shall be required of those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act (Education Code sections 68120-68121), applicable to dependents of public law enforcement and fire suppression employees killed during active law enforcement or firefighting duties. This Act has also been expanded to include any student in an undergraduate program who is the surviving dependent of a person killed during the September 11, 2001 terrorist attacks if the student meets the financial need requirements for the Cal Grant A Program and either the student or the person killed was a California resident on September 11, 2001. For information, contact the Dean of Admissions and Records at (209) 667-3264.

CSU Concurrent Enrollment

Students concurrently enrolled at another CSU campus must have their Concurrent Enrollment form with fees paid certification by their HOME campus on file with the Records Coordinator in Enrollment Services prior to registering for classes in order to have their fees calculated properly.

Employees and Faculty Dependents

Qualifying CSU Stanislaus employees must have their employee fee waiver on file with the Waiver Coordinator in the Enrollment Services Office, (209) 667-3264, prior to registering to have their fees calculated properly. This waiver must be submitted to the Human Resources Office for each term of enrollment. Forms and information are available from the Employee Benefits Coordinator in the Human Resources Office.

Graduate Student Fee Waivers

These are available on a competitive basis for Teaching Associates, Graduate Assistants, or Graduate Scholars who meet specific requirements. Contact the program director for information.

Higher Education Tax Incentives

The Tax Relief Act of 1997 (TRA 97) provides several federal tax incentives for students enrolled in post-secondary higher education.

- Hope Scholarship tax credit

- Lifetime Learning tax credit

- Education IRAs

- Student Loan Interest deduction

CSU Stanislaus cannot determine if students qualify for a tax credit or deduction or provide income tax advice. Please obtain IRS publication 970 and IRS form 8863 or contact a tax return preparer about your specific income tax situation. Additional information can be obtained from the Internal Revenue Service at 1-800-829-1040 or www.irs.ustreas.gov

Senior Scholars

Qualifying students must have their Senior Scholar fee waiver on file with the Waiver Coordinator in the Enrollment Services Office, (209) 667-3264, prior to registering for classes to have their fees calculated properly. This waiver must be renewed each term. Questions should be directed to the Advising Resource Center at (209) 667-3304.

Veteran Deferral

Students qualified by the Veterans Coordinator in the Enrollment Services Office, (209) 667-3081, may have their payment deadline deferred until receipt of veteran benefits. Veterans, dependents of veterans, reservists, and active duty military personnel planning to use veterans educational benefits, or any student with questions concerning veterans educational benefits can obtain information at www.csustan.edu or by contacting a Veterans Services representative in the Enrollment Services Office.

Third Party Pay

Students whose fees will be paid by another party (Vocational Rehabilitation, Workers' Compensation, Private Industry Council, AmeriCorps, local school districts, or employers, etc.) must have their fee authorization on file with the Cashier's/Financial Services Office prior to registering for classes. Failure to do so may subject the student to improper billing and related late payment penalties. If the third party fails to pay, the student is fully responsible and liable for all charges incurred on his or her account. For questions, contact Student Financial Services at (209) 667-3977.

Veterans' Dependents

Veterans' Dependents Section 66025.3 Applies to qualifying children, spouses, or unmarried surviving spouses of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; qualifying dependents of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet age and income restrictions. Students qualifying for these benefits need to contact the Veterans Coordinator at (209) 667-3081.

Qualifying students under provisions of the California Educational Code, section 32320, must have their authorization on file with the Waiver Coordinator in the Enrollment Services Office, (209) 667-3081, prior to registering for classes in order to have their fees calculated properly. The authorization must be renewed for each academic year.

Financial Aid, Fellowships and Scholarships

Matthew Sanchez, Ed.S., *Director*

Office: Mary Stuart Rogers Educational Services Gateway Building,
100
Phone: (209) 667-3336

The Financial Aid /Scholarships Department administers federal, state and institutional financial aid programs and University scholarship funds available to help students meet their educational expenses.

New students should review the Financial Aid information contained in the CSU Admission Application booklet or online at www.csusmentor.edu. All applicants must complete the Free Application for Federal Student Aid (FAFSA) which may be obtained from high school counselors and college financial aid offices or on the Internet at www.fafsa.ed.gov. Upon receipt of the FAFSA, the Financial Aid/Scholarships Department may request additional information. Application deadlines are observed, and students are encouraged to complete their applications as soon as possible, since funds are limited. Students interested in more information regarding financial aid, scholarship programs, or application procedures should inquire directly to the Financial Aid/Scholarships Department. The standard applicable to Financial Aid recipients for Satisfactory Academic Progress is found in the Financial Aid Handbook. Students can access their financial aid status online at www.csustan.edu.

Financial Aid Programs for Qualified Students

Federal Pell Grant

The Pell Grant Program is a federally funded grant program available to qualified undergraduate students and credential candidates. These grants are designed to be the base award in a student's financial aid package to which other funds may be added according to total eligibility.

Federal Perkins Loan

The Perkins Loan Program is a federally funded program that provides long-term, low-interest loans in amounts governed by established eligibility and availability of funds. Five percent simple interest is charged and repayment begins nine months after the date the borrower ceases to maintain at least half-time enrollment. In some cases deferred payment or loan and interest cancellation is possible.

Federal Work Study Program

The Work Study program is a federally funded program that provides eligible students with the opportunity to work on or off campus in an effort to earn all or a portion of their Work Study award.

Short-Term Loan Fund

Short-term loans to meet educational expenses are available to enrolled students. A maximum of \$200 may be borrowed with repayment in 60 days.

State University Grant

The State University Grant is a state-funded grant program that looks to provide awards that cover a portion of the fees paid by eligible undergraduate and graduate students who are California residents.

Federal Stafford Loan

Loans are made available to students through private lending institutions such as banks, savings and loans, or credit unions. A subsidized loan is awarded on the basis of financial need. Students will not be charged any interest before repayment begins (typically six months after graduating, withdrawing, or dropping below half-time enrollment), or during periods of deferment. The Federal Government subsidizes the interest during these periods.

An unsubsidized loan is not awarded on the basis of need; in effect, anyone may qualify regardless of income level. The student will be charged interest from the time the loan is disbursed, and has the option of making interest payments quarterly or "capitalizing" the interest—adding it to the principal so that the loan is actually growing during in-school and deferment periods.

Some students may qualify for both types of loans during the same enrollment period; final eligibility will be determined by the Financial Aid Office. All loan applicants must enroll as at least half-time students. Loan amounts may be limited based on dependency status, class level, and total cost of education. Further information and application materials are available at the Financial Aid and Scholarships Office.

Student Assistant Work Program

This work program is funded through the State budget and is administered by the various academic departments on campus.

- Teaching Associates and Graduate Assistants — available to graduate students who demonstrate an outstanding record of scholarly achievement, subject matter competence in their major fields, and the special qualities necessary to the duty assigned. Contact the program director for information.
- Graduate Research Awards — to support the student's research, scholarship, or creative activity. Contact the Graduate School or individual departments to inquire about the application process and the availability of limited funds.
- California Graduate Equity Fellowship — to increase the diversity of graduate students at California State University, Stanislaus, this program provides fellowships to economically disadvantaged students or to those from underrepresented groups. Filing deadlines are in the spring for the following fall. Contact the Financial Aid/Scholarships Department for information.
- Endowed Fellowships — established for certain content areas. Contact the program director for information.

California Pre-Doctoral Program — to increase the pool of potential faculty for California campuses, this loan program provides funds for students to travel to professional meetings, complete their doctoral education, and participate in CSU or UC summer research programs. Students must eventually teach at a State-Supported California University or College to have the loan forgiven. Contact the Graduate School.

California Forgivable Loan Program — This program offers loans and faculty sponsorship to full-time students pursuing doctoral degrees who are interested in a teaching career at a CSU campus. Students may pursue their studies at any accredited U.S. university. Twenty percent of the loan is forgiven for each year of full-time postdoctoral teaching at a CSU campus. Awards are made in the spring of each year. Contact the Graduate School at (209) 667-3129 for more information.

Selective Service Registration

The federal Military Selective Service Act requires most males residing in the United States to register with the Selective Service System within 30 days of their 18th birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959 may be required to submit a statement of compliance with the Act and regulations to receive any grant, loan or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at <http://www.sss.gov>.



Campus Life

The University provides services to address the student's need for support services and educational, social, cultural, and recreational activities. A fuller description of services may be obtained from the offices listed in this section.

- Associated Students, Inc.
- Career Services Center
- Counseling Services
- Disability Resource Services
- Educational Opportunity Program
- Faculty Mentor Program
- Advising Resource Center
- Health Services
- Housing
- Information Center
- Intramural, Leisure, and Sports Activities/Wellness Program
- Safety on Campus
- Judicial Affairs
- Orientation Program
- Reentry/Senior Scholar Programs
- Student Activities
- Student Support Services (TRIO program)
- Summer Bridge Program
- Testing Services
- University Student Union

Associated Students, Inc.

University Student Union Building 202, (209) 667-3833

Stockton Student Senate, Acacia Hall, (209) 467-5428

The Associated Students, Inc., (ASI) is the student government of the University. As the official voice of the students, its mission is to serve the students of CSU Stanislaus in all matters pertaining to the quality of their education. All students pay an ASI fee and are eligible to participate in ASI-sponsored programs and services. Elections for student body offices are held annually. The ASI fee provides various programs and services.

Career Services Center

Mary Stuart Rogers Educational Services Gateway Building 245

(209) 667-3661

The Career Services Center assists students in the process of identifying, developing, implementing, and evaluating career plans in preparation for employment after graduation. The mission of the Center is to serve as a vital link between the academic preparation that takes place in the classroom and the transition to the workplace. The staff develop relationships with a diverse group of employers and organizations to obtain occupational information and opportunities for students that will guide their career development process.

The Career Services Center offers:

- Alumni Services
- Career Counseling
- Career Fair
- Career Resource Library
- Computer Workstations
- Faculty Support
- On-Campus Interviews
- Job Announcements
- Student Employment Service
- Workshops

Counseling Services

*Mary Stuart Rogers Educational Services Gateway Building 210
(209) 667-3381*

The goal of Counseling Services is to assist students in dealing with life's challenges. The counselors are trained, licensed professionals. Confidentiality is a priority and students can be assured their privacy will be respected and maintained.

Individual Personal Counseling

Any type of problem or concern can be discussed one-on-one in a confidential setting, including:

- Alcohol or substance abuse
- Assertiveness
- Blocks to communication
- Career decisions
- Crisis
- Cross-cultural issues
- Family relationships
- Fear of failure or success
- Loss, separation, and divorce
- Personal growth
- Personal relationships
- Procrastination
- Sexuality
- Social skills
- Stress management
- Weight or eating problems
- Dealing with past or present trauma, i.e. child abuse, molestation, or rape

Couples Counseling

Counseling Services offers the opportunity to assess and work through problems or concerns with a spouse or partner. Counseling services are available free to currently enrolled students and, on a limited basis, to staff and faculty.

Growth Presentations and Groups

One-time presentations, as well as multiweek presentations and groups on selected topics, are offered throughout the year. Some common topics include: assertiveness training, stress inoculation, time management, self-esteem building, dealing with depression, women's support group, and dealing with difficult people. A brochure listing the topics for each term is available at the Counseling Office. Visit the Web site for dates and times.

Tutoring Services

Library Building 112, (209) 667-3642

Students having difficulty with an academic subject area may receive free tutoring support. Individual or group tutoring is available for most classes. Students who have received an 'A' or 'B' in a class are eligible to become a paid tutor for that class.

Disability Resource Services

*Mary Stuart Rogers Educational Services Gateway Building 210
(209) 667-3159, (209) 667-3044 TDD*

The Disability Resource Services Office works closely with students with disabilities to arrange individualized accommodation plans to meet their unique needs. The Office provides support services that may include: assistance with registration, orientation to campus, notetakers, readers, interpreters/captioners, campus shuttle, designated parking, testing accommodations, material in alternate format, technology assistance, counseling, and liaison with faculty, University offices, and off-campus agencies.

Faculty Mentor Program

Dorothy and Bill Bizzini Hall 136A, (209) 667-3021

The Faculty Mentor Program (FMP) provides students with personal faculty mentors who engage them in a year-long program of voluntary activities and workshops in a variety of cultural, social, and recreational environments designed to retain and graduate students. A faculty mentor is an available advocate, resource, facilitator, and friend to students. A unique and comprehensive faculty training program provides tools to promote faculty-student out-of-class interactions that have been shown to have a positive effect on learning.

Health Services

Health Center Building (Turlock): (209)667-3396

Acacia Building, Room 1050 (Stockton): (209) 467-5496 (limited services and hours)

The nationally accredited Student Health Center offers a comprehensive range of primary care services and health education programs to all registered students. Fully funded by students through the mandatory health fee, the Student Health Center offers convenient, affordable and personalized care, privacy and confidentiality, and high patient satisfaction.

A variety of health care professionals such as doctors, nurse practitioners, nurses, medical assistants, pharmacists, clinical laboratory scientists, health educators, and medical clerical personnel staff both the Health Center and the satellite clinic in Stockton.

In caring for the whole student, the staff strives to enhance students' physical and emotional wellness to contribute to their academic and career success.

Specific services include:

- Preventive services
- Men's and women's health (physicals, Pap smears)
- Cholesterol screening
- Blood pressure monitoring
- Primary medical care services
- Treatment of illness and injury
- Minor office surgery
- Immunizations and TB screening
- Health education and wellness programs
- On-site laboratory and pharmacy services
- Supplemental student health insurance
- Opportunities for student involvement as Peer Health Educators or members of the Student Health Advisory Committee (SHAC)

On-Campus Student Housing

Residential Life Village, (209) 667-3675

The Residential Life Village is centrally located on campus, near the University Union, dining hall, classrooms, laboratories, computer rooms, and library. Students may choose from a variety of living arrangements; there are four-bedroom apartments and two- and four-bedroom suites. Each suite or apartment has a living room, bathroom, and one- or two-person bedrooms; balconies overlook a central courtyard. Apartments also include a full kitchen. The Village is designed to provide a sociable and supportive environment with privacy and security for 656 residents. Amenities include outdoor study areas, a study lounge, fitness center, a 200-seat dining facility, recreation room, laundry facilities, computer lab, two swimming pools, covered bike storage, a basketball court, and a volleyball court.

Off-Campus Student Housing

Residential Life Village, (209) 667-3675

Brochures and area maps of off-campus housing may be obtained from the Housing and Residential Life Office. Apartment and apartment-mate listings are posted in the office.

Information Center

University Student Union Lobby (209) 667-3122

The campus Information Center is located in the lobby of the University Student Union directly across from CSU Stanislaus Bookstore. The Information Center is a prime resource on campus activities and events, and phone numbers for faculty, staff, and departments. The Information Center is staffed during the semester, Monday through Thursday, 8 a.m.-10 p.m., and Fridays 8 a.m.-5 p.m. Summer hours are 7:30 a.m. - 4:00 p.m., Monday through Friday. The Information Center also provides a myriad of services: copies, postage stamps, poster prints, discounted cinema tickets, Boomer Amusement Park and Universal Studios tickets, START bus passes, and balloon bouquets.

Recreational Sports Program

(209) 667-3150

The Recreational Sports Program sponsored by Associated Students, Inc., offers all students the opportunity to participate in intramural sports, activities, and organized events that include basketball, soccer, aerobics, swimming, volleyball, yoga, football, and softball. Also available for use in the physical education facilities are an open gym, weight room, and a pool.

Judicial Affairs

Mary Stuart Rogers Educational Services Gateway Building 340

(209) 667-3177

www.calstate.edu/EO/EO-628.pdf

The Coordinator of Student Discipline is responsible for investigating and adjudicating allegations that a student's conduct may have violated the CSU Student Discipline Code. Potential violations include: cheating and/or plagiarism, alcohol and other drugs, harassment, abusive behavior, falsification or forgery of documents, etc. Students engaged in the student discipline process have the right to due process and may consult the Student Advocate for information about campus policies and procedures.

Student Activities Center

University Student Union Building 103, (209) 667-3778

The Student Activities Center is the home of the Associated Students Recreational Sports and Special Events, the Union Program Board, the Outdoor Adventure Program, the Office of Student Leadership and Development, and more than 80 student clubs. Come to the Center to:

- Join or start a club
- Obtain a Calendar of Events
- Join an intramural sports league

- Sign up for an Outdoor Adventure Trip
- Get information about the Student Leadership Program
- Volunteer for Homecoming, Warrior Day, or Club Faire
- Join the Union Program Board
- Learn about other opportunities for student involvement

Safety on Campus

Public Safety/University Police

Campus Services Building, (209) 667-3114

University Police employs trained, full-time peace officers for the 24-hour protection of the campus, its students, faculty, and staff. The department offers a wide variety of crime prevention and personal safety awareness programs including sexual assault and date/acquaintance rape awareness, CPR and first aid training, resident and personal property protection, and general personal safety.

The campus' annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings on property owned or controlled by CSU Stanislaus, and on public property within or immediately adjacent to and accessible from the campus.

The report also includes institutional policies on alcohol and drug use, crime prevention, crime reporting, sexual assault, and other matters.

Student Leadership and Development

University Student Union Building 103 (209) 667-3778

The Office of Student Leadership and Development is responsible for chartering and oversight of all clubs and Greek organizations at CSU Stanislaus. In addition, it does the following:

- Provides a Student Leadership Program
- Assists clubs, Greeks, and other student organizations in planning, implementing and promoting events
- Advises the Greek Council and National Panhellenic Council
- Coordinates Celebrations of Diversity, Wednesdays in the Quad, and Late Night Stanislaus

Student Support Services (TRIO Program)

Mary Stuart Rogers Educational Services Gateway Building 230

(209) 667-3220

The Student Support Services program assists low-income, first-generation college-bound, and disabled students with academic support services, including academic advisement, tutoring and workshops on taking tests, study skills, time management, and preparation for the WPST, GRE and CBEST tests. Students must satisfy eligibility requirements for admission to the University in order to be admitted to the program.

Testing Services

Mary Stuart Rogers Educational Services Gateway Building 180

(209) 667-3157

Information is available at the Advising Resource Center Office on state and national programs such as ACT, CBEST, CSET, EPT, ELM, GMAT, GRE, SAT, and TOEFL. Registration bulletins are available on the rack inside the Advising Resource Center suite.

University Student Union

University Student Union Building 202A (209) 667-3776

The University Student Union, a student-funded auxiliary, is the hub of campus life. The Union sponsors concerts, lectures, theatre trips, "Feed the Students Day," recreation tournaments, exhibits, outdoor and indoor adventure programs, comedy nights, and other special events throughout the year.

The University Student Union building houses the Event Center, three conference rooms, the Game Room, Carol Burke Student Lounge, Study/Computer Lounge and the Information Center. The building also contains CSU Stanislaus Bookstore, Student Activities Center, Associated Students, and University Student Union offices.

Academic Policies and Procedures

Adding and Dropping Courses

The Schedule of Classes provides complete information on adding or dropping courses for a particular term. The following regulations govern adding or dropping a course during the term:

1. **CHOICE OF METHOD:** Students may add or drop courses using one of two ways: (a) by filing an approved Add/Drop Form with the Enrollment Services Office, or (b) via Web Registration. There is a \$10 late add fee.
2. **DEADLINES:** Students may add courses until the last day to register, as indicated in the College Year Calendar. Adding or dropping courses after the Enrollment Census Date will not be allowed. After the Enrollment Census Date, students are responsible for completion of the course(s) in which they are enrolled. Dropping a course after the last day of a term is not allowed.
3. **EXCEPTIONS:** When documented extreme circumstances beyond the student's control, e.g., accident, serious illness, change of working hours causing a class/work conflict, transfer out of the area, hospitalization, etc., make dropping a course or withdrawing from the University necessary, and when continued enrollment would unduly penalize the student, the student may petition for an exemption to the regulation. When a student is permitted by petition or other special action to drop a course after the Enrollment Census Date, the Administrative grade symbol of "W" (withdraw) will be assigned.
4. **REFUNDS:** Students who are entitled to a partial refund because of a reduced course load must have officially dropped courses by the published refund deadline.
5. **ENROLLMENT STATUS:** Students who drop all of their classes **prior** to the Enrollment Census Date are not considered enrolled for that term and may be required to reapply for admission to resume enrollment for the following term. Students who drop all of their classes **after** the Enrollment Census Date are considered enrolled for that term and are eligible to register as continuing students for the following term. This policy applies to both postbaccalaureate and undergraduate students.

Auditors

With the instructor's permission, admitted students may register in courses as auditors without credit. Auditors are not authorized in a full course. Enrollment will be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so.



To add a class for audit, a registered student must file a program change form at the Enrollment Services Office. Auditors must pay the same registration fees as other students and may not change their registration to obtain credit after the last day to drop a course. A student registered for credit may not change to audit status after the last day to drop a course. An auditor may participate in class activities or take examinations with the instructor's consent. Regular class attendance is expected. An audited course will not be posted on the permanent academic record unless the student has formally registered for the course and, in the opinion of the instructor, has attended a substantial number of class meetings.

Change of Postal/E-mail Addresses

Students who change mailing, e-mail addresses, and telephone numbers after admission or registration should immediately notify the Enrollment Services Office. This information is needed to ensure that official communications, registration information, correspondence, and other such materials reach the student without delay.

Class Attendance

Regularity in attending classes is assumed. The instructor sets the attendance policies. It is the student's responsibility to consult the instructor about his or her particular policy regarding missed class sessions. The instructor is the judge of the validity of the reasons for absence and of what arrangements, if any, are to be provided for the student to make up class work.

Concurrent Enrollment

Any matriculated student pursuing a degree or credential at CSU Stanislaus who desires to enroll for a course at another institution should secure prior approval from the major adviser if credit is to be accepted. Acceptance of credit depends on policies set forth in the catalog section on Evaluation of College Credit, and it is the student's responsibility to find out whether a concurrent enrollment course will be accepted. Application forms are available from the Enrollment Services Office.

Continuous Enrollment Requirement

Students who do not complete at least one course during one semester each calendar year risk the loss of rights to their original catalog year graduation requirements, as explained in the Graduate School chapter of this catalog.

Declaration or Change of Educational Objectives

A graduate student who selects or changes the degree objective at CSU Stanislaus after enrollment must file a Declaration or Change of Degree Objective form with the Enrollment Services Office. To change and/or declare a degree objective officially, the student is required to receive advising from an advisor in the receiving major/concentration/program, and all appropriate signatures must be obtained on the form. Students admitted to a credential program will have their academic status updated by the Credentials Processing Center in the College of Education.

Grade Assignment and Grade Appeal Procedures

The grade assignment and grade appeal procedures of California State University, Stanislaus are based upon the following premises:

1. An important duty of teaching faculty is the timely and accurate evaluation of student work and the assignment of an appropriate grade.
2. It is the responsibility of qualified faculty to assign a grade when the instructor of record does not do so.

Grade Assignment

1. Reporting Grades. At the end of each term, instructors are required to submit grade reports to the Enrollment Services Office within 72 hours after each final examination period. The grades are recorded in writing and in the appropriate area on the Final Grade Report form. This form is prepared by computer printout and distributed to the faculty by the Enrollment Services Office. A cover sheet is attached giving the procedures to follow in reporting grades and the specific due dates. The Final Grade Report requires the instructor's signature and the date. Reports are accepted only from the instructor, the department secretary, or other duly authorized department representatives.
2. If the instructor of record fails to assign a grade within 10 working days after grades are due, the department chair shall appoint two (2) appropriate faculty members and these three persons will jointly determine the grade. The department chair will be vested with the authority and required to inform the Enrollment Services Office in writing to record the grade.
3. If the chair is the instructor of record, the appropriate College Dean or his/her designee shall assume the responsibility normally discharged by the chair.

Change of Grade by the Instructor of Record

Grade changes are submitted to the Enrollment Services Office by the instructor on the Change of Grade Card. The appropriateness of the instructor's grade change is determined by the department chair, whose signature is required on the Change of Grade Card in addition to the instructor's signature. The Change of Grade Card is accepted only from the instructor, the department secretary, or other duly authorized department representative. There is no time limit imposed for such grade changes.

Grade Appeal Policy and Procedures

To initiate a grade appeal, the student must complete the Grade Appeal Form and adhere to the procedures and timelines described below.

1. By order of the Chancellor's Office, the Academic Senate of CSU Stanislaus is responsible for providing students a grade appeal procedure.
2. There is a presumption that grades assigned by faculty members are correct. Thus, the burden of proof rests with the student who is appealing.
3. Appeal procedures are available only for review of alleged capricious grading and not for review of an instructor's judgment in assessing the quality of a student's work. In the absence of capricious grading, the grade determined by the instructor of record is final.

Capricious grading, as used here, constitutes any of the following:

- a. Instructor's failure to notify students as to the basis of grade determination in a clear and timely manner.
- b. Grading that results from a substantial departure from the instructor's previously announced standards.
- c. Grading based on anything other than the student's performance in the course.
- d. Discrimination or prejudice.
- e. Error in calculating the grade.
- f. Arbitrary grade assignment (the lack of consistent and equitable standards for grade assignment).

The grade appeal shall be dismissed by the Grade Appeal Committee if:

- a. The allegations would not constitute capricious grading, or
- b. The only disagreement is with the instructor's grading standards, or
- c. The appeal was not timely, or
- e. The student has not provided the instructor with written notification.

4. Students who can demonstrate a reasonable doubt about the correctness of an assigned grade deserve access to a due process hearing before an appropriate body and, when justified, deserve to receive a grade correction.
5. If a student believes a grade assigned is incorrect, the student must file with the instructor a written statement of appeal and the Grade Appeal Procedures form within the first four weeks of the immediately following fall or spring semester. (The Grade Appeal Procedures form is available from the Office of the Vice Provost, MSR 360, or call 209/667-3082, or online at <http://studentaffairs.csustan.edu/>.) This appeal must detail and document the compelling reasons which form the basis for the student's contention that the assigned grade is incorrect. The instructor will respond in writing, within 15 working days on receipt of the appeal, indicating either approval or denial of the appeal. (If the appropriate College Dean or his/her designee judges that the instructor of record is inaccessible, the student may initiate the appeal with the department chair.)
6. In the event the instructor denies the appeal or fails to respond in writing, and the student wishes to pursue the matter further, the student shall submit the written appeal to the department chair with any further clarifications and/or contentions the student chooses to add to the original appeal. This action must be taken within 15 working days of the time the instructor informs the student of the denial. The department chair will, on receipt of the written appeal from the student, constitute a Grade Appeal Committee within 15 working days.
7. The Grade Appeal Committee shall be appointed by the chair in consultation with the student and instructor and consist of one faculty member from the involved department, one faculty member from outside the involved department, and the President of the Associated Students or his/her designee. The department chair shall, in consultation with the instructor and student, appoint the chair of the Grade Appeal Committee. In those cases in which a Grade Appeal Committee is constituted to hear multiple appeals of capricious grading from students in the same class, the Committee Members must take actions to ensure confidentiality/privacy of each student and render an independent decision for each case.
8. The duties of the Grade Appeal Committee shall be completed within 20 working days from the date constituted. This committee shall be provided all prior written correspondence from the student and instructor related to the grade appeal.

9. The Committee will review the written documents and take one of the following actions:
 - a. Judge that the appeal has no merit and so inform the student and instructor in writing, in which case the matter is ended, or
 - b. Judge that there is reasonable doubt regarding the correctness of the grade and, in this event, initiate a hearing.
10. In the event a hearing is initiated, the Committee shall investigate and discuss the matter with the involved student and instructor. Both shall be entitled to be present throughout the hearing and to present evidence, including testimony by other persons. The student and instructor may be accompanied by a person from the University faculty or student body to assist them in presenting evidence. The hearing shall not be open to the public. At the close of the hearing, the Committee shall deliberate privately. The chair shall assure that the following procedures are employed in the conduct of the hearing:
 - a. Efforts may be made to resolve the matter by extra-procedural settlement at any time.
 - b. The student shall first make an opening statement by presenting evidence which the student believes constitutes legitimate grounds for the grade appeal.
 - c. After the student has presented his/her evidence, the Committee may agree to terminate the hearing, if the evidence presented does not constitute legitimate grounds for the grade appeal.
 - d. After the student presents evidence in support of the grade appeal, the instructor may present rebuttal evidence.
 - e. Following the private deliberations of the Committee, the chair shall, in writing, inform the student, instructor, and department chair of its findings. If the Committee finds that there is a compelling reason to approve the grade appeal, the instructor is expected to change the grade to the grade recommended by the Committee.
 - f. In the event the instructor chooses not to change the grade, the department chair shall be vested with the authority and required to inform the Enrollment Services Office in writing to change the original grade to the grade recommended by the Committee. The transcript shall reflect that the grade was changed as a result of administrative action.
11. If the department chair is the instructor of record, or serves in lieu of the instructor, the appropriate College Dean or his/her designee shall assume the responsibilities normally discharged by the chair.
12. In the event the student or instructor alleges that improper grade appeal procedures were employed, the appropriate College Dean or his/her designee shall investigate and take corrective action, if improprieties have occurred.

13. The Committee is not authorized to reprimand or otherwise take disciplinary action against the instructor. Evidence put before the Committee shall be admissible in any disciplinary proceedings which may thereafter be undertaken against the instructor, but the disciplinary body shall make an independent determination of whether that evidence and any other information before that body constitutes sufficient proof of the conduct charged.
14. None of the established procedures available to the instructor to raise grievances before the Faculty Affairs Committee or through CSU grievance procedures shall be abridged or affected by the actions of the Committee.
15. The Provost/Vice President for Academic Affairs or his/her designee shall annually provide a written summary of grade appeals to the CSU Stanislaus Academic Senate and President.

Specific questions regarding Grade Appeal Procedures should be addressed to the Vice Provost, whose office is located in the Mary Stuart Rogers Building, Suite 360. Students may also call (209) 667-3082.

Detailed grade appeal procedures are also included in the Faculty Handbook and the Student Handbook.

Grade Reports To Students

Students may access their grades by logging onto their account online at www.csustan.edu and accessing their information. Instructions for use of Web Registration are included in the Schedule of Classes Informational Guide. Students may also order an official transcript after the conclusion of each semester.

Incomplete Work

An incomplete signifies (1) that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons beyond the student's control, and (2) that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The conditions for removal of the Incomplete shall be put in writing by the instructor and given to the student, with a copy placed on file with the department chair.

A final grade will be assigned when the work agreed upon has been completed and evaluated.

Any Incomplete must be made up within the time limit set by the instructor; in any case, no more than one calendar year following the end of the term in which the Incomplete was assigned. An incomplete should never be used to (1) give a failing student an opportunity to redo unsatisfactory work or complete additional work; or (2) give a student more time to complete his/her work when the reasons for the delay have been within his/her control. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an incomplete reverting to a grade of NC for grading options 1 and 2, and to a grade of IC for grading option 3. (See the Academic Standards section of this catalog and the Schedule of Classes Informational Guide for grading options.)

In cases of prolonged illness or any emergency which necessitates an extension of time to complete the course, the student may petition through the academic department where the course was offered. Students may not be permitted to graduate until all Incompletes are removed or evaluated as "IC" grades. Students are not to reregister in courses in which they have an Incomplete.

Individual Study Courses

At the option of the instructor, Individual Study courses may be available in certain fields to a student who has demonstrated capacity for independent study. A total of nine units of individual study credit earned at CSU Stanislaus is the maximum permitted toward a degree, credential, or other educational objective. These courses are numbered 4980, 5980, and 6980 following the subject field prefix.

A student seeking to enroll for an Individual Study course must file the original copy of an approved Request for Course by Individual Study form at registration. Request forms are available at the Enrollment Services Office. The request for individual study must be approved by the student's individual study instructor, the instructor's department chair, the major adviser, and the appropriate college dean at the time the student registers for the course. The approved request form must be received in the Enrollment Services Office on or before the term enrollment deadline.

Instructor Withdrawal

Students who register for a class and do not attend the first class meeting should notify the instructor or the departmental office no later than 24 hours after the class meeting if they intend to remain in the class. Students who fail to provide such notification may be dropped administratively from the class by the instructor.

The instructor also may administratively drop students who do not meet the catalog prerequisites for the class. These administrative drops shall be without penalty and must be filed by the instructor with the Enrollment Services Office no later than the Enrollment Census Date each term.

By the last day to drop a course (by the census date), students should officially drop courses which they have no intention of completing rather than risk an "F" or "NC" grade. Students should not assume the instructor will take disenrollment action.

At the end of the fourth week of instruction (by the census date) there shall be a campus-wide enrollment update; any student who has never attended a particular course shall be dropped administratively from the course by the instructor. If the instructor fails to administratively drop a student who has not attended class, it is still the student's responsibility to promptly drop the class through the Enrollment Services Office.

Leaves of Absence

Unavoidable Leave of Absence

Students withdrawing from CSU Stanislaus who will not be registered for at least one semester each calendar year for reasons beyond their control (e.g., compulsory military duty, medical, pregnancy, etc.) may request a "leave of absence" to protect their right to degree requirements which were fixed at the time of admission to the University. Submission of written verification explaining the reason(s) for non-enrollment is required. Financial reasons for non-enrollment are not an acceptable justification for Leave of Absence approval.

The Request for Leave of Absence form is obtained from and filed with the Enrollment Services Office. Granting a "leave of absence" to a student does not guarantee readmission to the University nor exemption from the regular application for readmission procedure, application fees, and filing dates. Students may also protect their rights to a former catalog year for graduation requirements by enrolling at least part-time for one semester each calendar year.

Nondiscrimination Policy

The California State University does not discriminate on the basis of race, color, national origin, sex, physical disability or sexual orientation in the educational programs, athletics, or other activities it conducts.

Sex

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Stanislaus. Such programs and activities include admission of students and employment. Inquiries concerning the application of these laws to programs and activities of CSU Stanislaus may be referred to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs including intercollegiate athletics.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), and various state laws prohibit such discrimination. Inquiries concerning compliance may be addressed to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102.

Human Immunodeficiency Virus (HIV/AIDS)

Current or potential students and employees of CSU Stanislaus with Human Immunodeficiency Virus (HIV) shall be afforded unrestricted classroom attendance, working conditions, use of University facilities and participation in co-curricular and extracurricular activities as long as they are physically and psychologically able to do so.

Race, Color, and National Origin

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

Inquiries concerning the application of the Civil Rights Act of 1964 to programs and activities of CSU Stanislaus may be referred to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102.

Age, Marital Status, Religion, or Sexual Orientation

By CSU Board of Trustees policy, the California State University does not discriminate on the basis of age, marital status, religion, or sexual orientation. Inquiries concerning compliance may be addressed to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102.

Official Program Limits

A student who wishes to register for more than 16 units for fall or spring semester must obtain the approval of the major department chair at registration on an Add/Drop form. The maximum for which a student may enroll during a winter term is five units, and during summer term, 10 units.

Additional units in a winter and summer term require the approval of the major department chair on an Add/Drop form. Enrollment for approved excess units is permitted beginning the first day of class. Units taken for Credit by Examination do not count toward excess units; however, concurrent enrollment courses, audited courses, and courses in which a student is making up an incomplete grade are all counted as part of the student's total course load, making them applicable to this regulation. When courses in the 5000 series are included, a program normally may not exceed three courses or 12 units in fall or spring. Students with outside responsibilities are advised to reduce their study loads proportionately.

Petitions/Appeal of University Requirements

Students may petition university deadlines, or for waiver, or substitution of certain university-wide academic requirements, or request a review of decisions affecting their academic status. Petition forms and information concerning regulations may be secured from the Enrollment Services Office and the Advising Resource Center. All such petitions must be reviewed and signed by the appropriate faculty, dean, and/or director as indicated on the back of the petition form. Graduate students should file petitions with the Graduate School Office. Generally, appeals concerning administrative deadlines that have passed should be directed to a college dean. A \$10 petition processing fee is charged.

A request for waiver or substitution concerning a departmental major, minor, or other requirements should be directed to the appropriate department. No processing fee is charged.

An Appeals Committee on Student Petitions has been established as advisory to the Provost. Petition decisions concerning academic status and certain academic requirements may be referred to the Appeals Committee via the Advising Resource Center.

Postbaccalaureate Credit

All courses taken during the term in which a student earns a degree that are not needed to fulfill degree requirements will, upon the approval of the Request for Postbaccalaureate Credit form, be indicated on the student's permanent academic record as acceptable postbaccalaureate credit. Forms may be obtained on-line or at Enrollment Services, MSR 120.

Family Educational Rights and Privacy Act (FERPA)

Please refer to the Appendix.

Report in Progress

The RP (Report in Progress, formerly Satisfactory Progress Work) symbol is used in connection with courses that extend beyond one academic term (e.g. master's thesis or project). It indicates that work is in progress, but that assignment of a final grade must await completion of additional work. RP grades shall be removed within one year after issuance of the grade except for graduate degree thesis or project. A student whose thesis or project is planned to extend over more than the term of first enrollment in a 5990 or 5960 course may receive a report in progress (RP) grade. The RP will remain through the period of the program which is limited to a maximum of seven years. If the RP is not removed within these time limits, the grade will revert to NC for grading options 1 and 2, and to a grade of F for grading option 3. An extension of time may be granted via appropriate petition to the academic department where the courses were offered for undergraduate students or the Graduate School for graduate students.

Sexual Harassment Policy and Procedures

Preamble

This policy provides a definition of sexual harassment. It specifies pre-disciplinary, pre-grievance procedures for report and resolving complaints of sexual harassment and recommends that an education program be initiated. Formal disciplinary and grievance procedures are already defined by existing policies, executive orders, codes, and collective bargaining contracts pertinent to University employees and students.

If the physical safety of any University individual is in question, the President will act immediately, within the authority of Title 5, Section 41301, the Education Code Sec. 22505 or the Penal Code Sec. 626.4 to protect the threatened party. Formal proceedings may be initiated immediately by the President in consultation with the Sexual Harassment Officer(s), and the appropriate grievance/disciplinary action officer.

No individual shall be subject to reprisal for using this policy, nor shall its use preclude subsequent disciplinary or grievance measures. All units of the campus community are expected to comply with this policy.

Except as needed in processing the complaint, both the Sexual Harassment Advisers and Sexual Harassment Officers are required to maintain confidentiality in dealing with sexual harassment complaints.

Definition of Sexual Harassment

Sexual harassment is one person's use of University authority, rank, or position to distort a University relationship by conduct which emphasizes another person's sexuality. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are forms of sexual harassment when the person with authority, rank, or position:

- a. Requires submission as an explicit or implicit condition of instruction, employment, or participation in any University activity; or
- b. Distorts academic or personnel evaluations based on response to such conduct; or
- c. Hinders performance by creating or allowing sexually intimidating, hostile, or offensive behavior to occur in the University or in a University-related setting.

Sexual harassment is unethical and unprofessional conduct, illegal, and against California State University, Stanislaus policy. It may occur in written, spoken, physical, and visual forms. The University will act to eliminate sexual harassment within its jurisdiction.

A person with University authority, rank, or position must not use that power to create sexual pressure on someone else or on the workplace in general.

The University will evaluate each incident of alleged sexual harassment and apply appropriate remedies. It can dismiss employees or expel students for sexual harassment. The University recognizes that any member of the campus community might be called upon to listen to a complaint of alleged sexual harassment.

The listener should be objective and attentive, while discouraging use of names. No records should be kept, nor should promises for specific action or final decisions be made. The listener should refer the complainant to a Sexual Harassment Adviser or to a University Sexual Harassment Officer. Complainants may go to the Sexual Harassment Officer without first consulting a Sexual Harassment Adviser and may request an investigation at any time.

Sexual Harassment Advisers (SHA)

All SHAs are volunteers. People who have successfully completed the course may serve as SHAs. Advisers will be available to serve as sources of initial information to any individual who has a complaint or who needs information about sexual harassment.

The names of the advisers shall be published at the beginning of each term. Advisers will have information about applicable laws, University policies and procedures, and options available for resolution of complaints.

The advisers shall:

- a. Serve as resource persons to individuals with complaints or inquiries which may involve sexual harassment;
- b. Advise the complainant regarding applicable University policies and procedures and outline various informal and formal options; and
- c. Inform the appropriate sexual harassment officer if a complaint is received which is deemed sufficiently serious to warrant further action.

Discussion between complainants and SHAs shall occur without a written complaint and without identification of the person bringing the complaint and shall not imply guilt or innocence. No written record of specific complaints or actions taken to this point in the procedures shall be kept. However, a simple tally of the number and type of complaints shall be kept and reported to the appropriate Sexual Harassment Officer at the end of each term.

If further action is requested by the complainant, the SHA shall refer the complainant to a Sexual Harassment Officer (SHO) and explain the responsibilities and duties of those officers. In addition, SHAs have an obligation to notify SHOs when it appears the University should act, even if the complainant has not requested further action. The SHA is not authorized to notify either the accused or the supervisor of the accused.

Sexual Harassment Officers (SHO)

Sexual Harassment Officers are presidential designees and in that capacity are accountable directly to the President. The SHOs shall be the Human Resources Director or designee, and the Director of Student Services. SHOs are empowered to hear and evaluate each complaint of alleged sexual harassment and to attempt resolution. SHOs shall observe basic standards of due process and confidentiality in all actions.

The Sexual Harassment Officer shall pursue complaints promptly through the stages outlined below. Any discussion, investigation, or action taken under these procedures shall not conflict with student grievance procedures, regulations governing student affairs, collective bargaining contracts, and Executive Order 419.

Pre-Formal Resolution of Complaints

The complainant may choose to enter into a pre-formal discussion or to request that the SHO conduct an investigation immediately. (See Item 2 following).

I. Pre-Formal Discussion

Pre-formal discussion or resolution does not require a written complaint. Any SHO will hear complaints, determine the remedy sought, and review options for resolution. The review shall include a discussion of applicable University policies and procedures as well as external options for resolution. The SHO shall aid the complainant in identifying ways in which further harassment might be prevented. University policy requires that the Internal Relations Office keep written records of all complaints. Such records need not identify complainant or alleged harasser by name nor shall they be part of any individual's official file at this stage of the procedure.

At the request of the complainant, the SHO may attempt to resolve the situation by taking some or all of the following steps:

- a. Informing the alleged harasser directly or through an appropriate administrator or supervisor that a problem has been raised concerning that person's conduct.
- b. Informing the alleged harasser of University policy regarding sexual harassment.
- c. Assisting the alleged harasser in identifying behaviors which might lead to complaints and ways in which that behavior might be changed to avoid further complaints.
- d. Recommending that an oral or written warning or reprimand be issued to the alleged harasser.

2. Pre-Formal Investigation and Reporting

At the request of the complainant and upon receipt of a written and signed complaint, the SHO shall initiate investigation procedures, which may include meetings at which both the complainant and the alleged harasser are present.

At the conclusion of the investigation, if the SHO deems further action is warranted, a written report shall be submitted to the President. The report shall include a description of the facts, the remedy sought by the complainant, and recommendations for further action as deemed appropriate by the SHO. These recommendations shall be based upon the strength of evidence against the accused, the seriousness of action(s) that led to the complaint, and the remedy sought by the complainant. If formal disciplinary action is initiated, copies of the report shall be sent to the appropriate grievance/disciplinary action officer for faculty or staff or students, as well as to the complainant and the accused.

Upon receipt of the SHO's report, the President or appropriate grievance/disciplinary action officer shall:

- a. Make every attempt to resolve the complaint to the satisfaction of both the complainant and the accused;
- b. Inform both parties of procedures available to them should either be dissatisfied with the resolution of the complaint.

If such a meeting(s) results in a settlement, the terms of the settlement shall be put in writing and be signed by the complainant, the alleged harasser, and the SHO.

If either party is dissatisfied with actions taken up to this point, redress may be pursued through existing complaint, grievance, or disciplinary procedures in student policies and regulations, collective bargaining contracts, and Executive Order 419.

Sexual Harassment Educational Program

A University program should be offered which defines the nature of Sexual Harassment, its negative psychological effects, its destructive impact on productivity, and its potential costs in the event of litigation. The availability of such a program should be appropriately publicized within the University.

Student Classifications

Class level:

Freshman	0–29.9 acceptable completed semester units
Sophomore	30–59.9 acceptable completed semester units
Junior	60–89.9 acceptable completed semester units
Senior	90 or more acceptable completed semester units
Postbaccalaureate	Possesses acceptable baccalaureate or advanced degree
Graduate	Admitted to a master's or other graduate degree program

Admission status:

General	Met all admission requirements
Probational	Admitted with scholastic deficiency warning
Conditional	Permitted to register pending official verification of admission status
Extension	Permitted to register for Extended Ed and Open University coursework only; not admitted to the University
Visitor	Permitted to register for a single term only

Enrollment status:

Continuing	Student who had resident unit credit attempted during the prior term
Returning	A former matriculated student returning after an absence of one or more terms
New	Student who is registering in a regular term for the first time

Course Load Classifications

Audit enrollment does not yield unit load credit for other than fee purposes. Financial aid recipients must enroll at least half-time to qualify for payment from most campus-awarded funds. Payments will be prorated for full-time, three-quarter-time, half-time, and in some limited cases less-than-half-time enrollment. Payments to unclassified graduate students and graduate credential candidates will be based on the credit totals defined for undergraduate students.

Graduate Classification

Postbaccalaureate students enrolled for 4 or more credits of coursework applicable to a graduate program are classified as full-time or part-time according to the unit totals shown below. Students must enroll for 2 or more units applicable to a graduate program during Winter Term to be classified in this category.

Classification	Fall/Spring Credits	Winter Credits	Summer Credits
Full-time	7.0 or more	2.0 or more	4.0 or more
3/4	5.5–6.5	NA	3.0-3.5
1/2	4.0–5.0	NA	2.0-2.5
1/4	NA	NA	1.0-1.5
Less than 1/4	NA	NA	NA

Note: International classified graduate students enrolled in 8 units are considered full-time and unclassified graduate students enrolled in 12 units are considered full-time students during fall and spring.

Transcripts

Official transcripts of courses attempted at CSU Stanislaus are issued only with the written permission of the student concerned. Partial transcripts are not issued. Transcript fees are as follows: \$4 for a single copy; \$2 for each additional transcript prepared at the same time up to ten copies; \$1 for each additional transcript prepared at the same time exceeding ten copies. A verification of enrollment fee is \$5. A priority transcript or enrollment verification request fee is \$10. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student’s permanent academic file. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. Students should allow 7-10 working days for transcript processing. Copies of CSU Stanislaus course history may be obtained by logging onto the student’s account online at www.csustan.edu.

Academic Standards

Grading System

Academic Grades

A/A– (Excellent): Student has demonstrated a high level of competence in meeting course objectives. Four grade points per unit of credit are awarded. (A– yields 3.7 grade points.)

B+/B/B– (Good): Student has demonstrated a more than satisfactory level of competence in meeting course objectives. Three grade points per unit of credit are awarded. (B+ yields 3.3 grade points and a B– yields 2.7 grade points.)

C+/C/C– (Satisfactory): Student has demonstrated a satisfactory level of competence in meeting course objectives. Two grade points per unit of credit are awarded. (C+ yields 2.3 grade points and a C– yields 1.7 grade points.)

D+/D/D– (Unsatisfactory): Student has demonstrated only a barely passing level of competence in meeting course objectives so that it is not necessary to repeat the course for credit. One grade point per unit of credit is awarded. (D+ yields 1.3 grade points and a D– yields 0.7 grade points.)

F (Failure): Student has not demonstrated a minimally passing competence in meeting course objectives. Credit is not merited. Zero grade points is assigned.

CR (Credit): Student has demonstrated at least a satisfactory C– level of competence in meeting course objectives (at least B– level in graduate courses). Not used in grade point average calculations.

NC (No Credit): Student has not demonstrated minimally satisfactory competence in meeting course objectives. Credit is not awarded. Not used in grade point average calculations.

Grade Availability

Students may access their term course grades on the Web at www.csustan.edu.



Administrative Symbols

WU—Withdrawal Unauthorized: The symbol WU indicates that an enrolled student did not withdraw from the course and failed to complete course requirements. It is used for courses graded A–F when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. In courses where the student is graded CR/NC, use of the WU is inappropriate and NC is used instead. For purposes of grade point average computation, the WU symbol is equivalent to an F.

I—Incomplete Course: Students have not completed course requirements due to reasons beyond their control. Must be made up within the time limit set by the instructor (no more than one calendar year following the end of the term in which the grade was assigned). Failure to complete the assigned work will result in an incomplete reverting to a grade of NC for grading options 1 and 2; and to a grade of IC for grading option 3. (See Grading Options in the following section.) An extension of time may be granted via approved petition. Not used in grade point average calculation. (See Incomplete Work under Academic Policies and Procedures.)

RD—Report Delayed: No grade reported by the instructor. RD grades will revert to a NC or WU grade, depending on the course grading option, one semester after assignment.

W—Withdrawn from Course: Indicates that the student was permitted to drop the course after the Enrollment Census Date. It carries no connotation of quality of student performance and is not used in calculating grade point average. (See Withdrawal from CSU Stanislaus under Academic Policies and Procedures in this catalog.)

RP—Report in Progress: Indicates that work is in progress, but that assignment of a final grade must await completion of additional work which normally requires more than one term to complete (e.g., master’s thesis). RP grades shall be removed within one year after issuance of the grade except for thesis or project. A student whose graduate thesis or project is planned to extend over more than the term of first enrollment in a 5990 or 5960 course may receive an RP grade. The RP will remain through the period of the program which is limited to a maximum of seven years. If the RP is not removed within these time limits, the grade will revert to NC for grading options 1 and 2 and to a grade of F for grading option 3. An extension of time may be granted by approved petition. The RP is not used in grade point average calculation. (See Academic Policies and Procedures.)

AU—Audit: The recorded grade if a student enrolls in a class and fulfills attendance requirement but is not receiving credit. Not used in grade point average calculation. (See Auditors under Academic Policies and Procedures.)

IC—Incomplete Charged: The IC symbol is used when a student who received an authorized incomplete "I" in a course with grading option 3 has not completed the required coursework within the allowed time limit. The IC replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

Credit/No Credit Grading

Any student may elect to be graded on a Credit/No Credit (CR/NC) basis in any course approved with a Credit/No Credit grading option. Courses approved for CR/NC are indicated as such in the Schedule of Classes. In no case shall more than one-third of the required upper-division or graduate units or courses in a degree program be graded CR. No more than 24 CSU Stanislaus CR semester units, including winter and summer term courses, but excluding credit from challenge examinations, may be applied toward a baccalaureate degree.

The student must elect the Credit/No Credit grading option on an Add/Drop form by the Enrollment Census Date of the term unless the instructor agrees to establish a later date and verifies this agreement by signing the student’s Add/Drop form requesting the grade option change. Add/Drop forms are available from the Enrollment Services Office. The Credit (CR) grade is earned for C– work or better (B– or better in graduate courses) as judged by the instructor concerned. Credit (CR) and No Credit (NC) grades will have no effect on grade point average.

Upper-division courses graded CR/NC taken at this or another institution may not be used to satisfy requirements for the student’s major except for those courses identified as graded exclusively on a CR/NC basis.

The only courses with a CR/NC option which may be repeated are those in which the student previously received a grade of “No Credit.” If a course previously taken for a grade is repeated for a grade of “credit,” only the original grade will be used in computation of the grade point average. (See Repeated Courses.)

Note: Students planning to attend graduate or professional schools should be aware that CR may be counted as a C and NC as an F by some graduate admissions officers.

Grade Point Computation

Grade point averages are computed by multiplying units and grade points in courses graded A, B, C, D, F, IC, and WU and dividing the total number of grade points by the number of graded units attempted. Prebaccalaureate courses and courses with the administrative symbols: AU (Audit), CR (Credit), I (Incomplete), NC (No Credit), RD (Report Delayed), RP (Report in Progress), and W (Withdrawn) are not included in this calculation. Plus/minus grading is a faculty option. Faculty members who choose this option must state in their course syllabi if this option will be used. If an instructor uses this option it applies to all students in the class. The effect is explained below:

Grade	Plus (+) Grade Points	Standard Grade Points	Minus (–) Grade Points
A	N/A	4.0	3.7
B	3.3	3.0	2.7
C	2.3	2.0	1.7
D	1.3	1.0	0.7
F	N/A	0.0	N/A
WU	N/A	0.0	N/A

Grading Options

CSU Stanislaus courses carry different grading options, indicated below, which are listed in the Schedule of Classes.

1. Courses graded exclusively Credit/No Credit.
2. Courses graded A, B, C, D, F—with the student's option to receive a Credit or No Credit grade.
3. Courses graded A, B, C, D, F.
4. Courses graded A, B, C, N/C (remedial courses only).

Repeated Courses

Please refer to the chapter on the Graduate School in this catalog for policies applicable to postbaccalaureate, graduate, certificate, and credential program students.

A student should file a Notification of Repeated Course form at the Enrollment Services Office immediately after the course is repeated.

At admission to CSU Stanislaus, the repeated-course actions and policies of former institutions will be honored.

Academic Probation and Disqualification

Please refer to the section on academic probation, disqualification, and appeal in the chapter on the Graduate School in this catalog.

Special Administrative Action

A student may be placed on administrative-academic probation for any of the followings reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms.
2. Repeated failure to progress toward the stated degree or other program objective, including that resulting from 15 credits of NC, when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students.

Written notification of such action shall provide the conditions for removal from probation and the circumstances which would lead to administrative-academic disqualification. Furthermore, a student who has been placed on administrative-academic probation later may be administratively disqualified if:

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

Written notification of such action shall provide an explanation of the basis for the action.

Interdisciplinary Studies Program

Dennis Sayers, Ed.D., *Program Director*

Office: Mary Stuart Rogers Educational Services Gateway Building 160

Phone: (209) 667-3129

Master of Arts and Master of Science in Interdisciplinary Studies

Concentration in Child Development

The MA/MS Interdisciplinary Studies program at CSU Stanislaus is an innovative program intended for students whose interests and needs do not fit within traditional master's degree programs. Each Interdisciplinary Studies student custom-designs a course of study, combining two or more disciplines into a program with a distinct, coherent theme. The program is designed for exceptional, individual cases and provides an opportunity for self-directed learning and an educational experience specifically relevant to a student's unique needs.

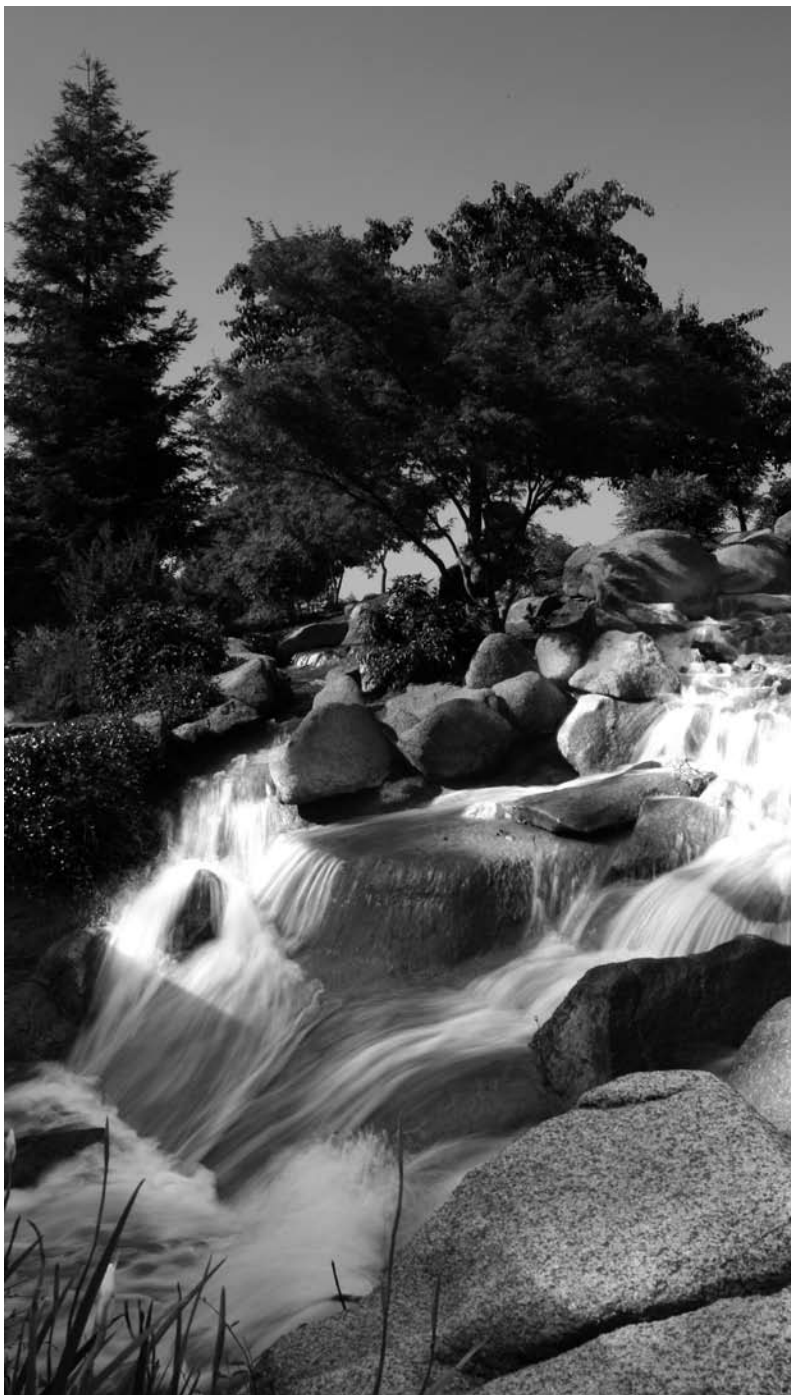
While a master's degree in Interdisciplinary Studies prepares students for success in a multitude of careers, the degree is not intended to culminate in a credential or license. Students considering the MA/MS Interdisciplinary Studies degree for the purposes of teaching at a community college should contact the appropriate community college's district office regarding its policy governing the hiring of instructors and the requisite coursework; often, the degree can be tailored to meet these requirements.

Prerequisites

The first step is to apply for admission to the University. The application form may be obtained from the Graduate School. After gaining admission to the University, the student applies for admission to the MA/MS Interdisciplinary Studies program.

The successful applicant normally meets all of the following criteria:

- A bachelor's degree from an accredited college or university;
- A minimum of 18 upper-division or graduate semester units in the primary field(s) of the proposed MA/MS Interdisciplinary Studies;
- A minimum grade point average of 3.0 in upper-division and graduate work completed at all educational institutions;



- The submission of the score on the Graduate Record Examination Writing Assessment Test (with a minimum score of 3.5 on the writing portion);
- The submission of a proposed program document in accordance with published deadlines.

Application Timelines

Deadlines are posted online at www.csustan.edu. Students are encouraged to check the posted calendar for updates to the schedule of deadlines.

It is imperative that students pay close attention to these deadlines and plan in advance for each step of the admission process. Application to the Interdisciplinary Studies program involves the creation of a unique degree program from start to finish; the writing of the program proposal requires careful thought and substantial consultation with the faculty committee. Upon submission, the proposal will be reviewed by the University Interdisciplinary Studies Committee, and revisions may be required.

No more than nine (9) units of completed coursework prior to admission to the program may be included in the program. Completed coursework includes transfer units, units taken at CSU Stanislaus in a prior semester, and current units in progress (incomplete grades are considered as work in progress).

Procedures

- The student selects a major adviser and, in consultation with that adviser, chooses two additional faculty members to constitute the student's graduate committee. The graduate committee must include faculty from at least two different disciplines represented in the program's coursework.
- The student completes the "Program Proposal for MA/MS Interdisciplinary Studies" form, which may be obtained from the Graduate School website or in MSR 160.
- The student must document that the major adviser and the two committee members have approved the proposal prior to its submission to the Graduate School.
- The Graduate School assesses the proposed program's compliance with the technical requirements for the Interdisciplinary Studies program. If these are not met, the proposal will be returned to the student for revision and resubmission.

- The major adviser and the student are invited to attend the meeting of the University MA/MS Interdisciplinary Studies (IS) Committee, at which the student's proposal is reviewed. The major adviser and student may present information and may be asked questions. The admission decision will be communicated in writing to the major adviser, typically within one week following the meeting, and to the student the following week.
- The proposal must be approved by the student's graduate committee, the major adviser's department chairperson, the IS committee, and the IS program director.
- When the student receives written approval by the program director, the student will be admitted to the program in Classified Standing.
- Any changes to the approved program require the approval of the major adviser, in consultation with the committee members, and the program director.
- All other University procedures and requirements for the completion of a graduate degree, including the thesis/project, are applicable. Please consult the University Graduate Catalog and the Graduate School.

Criteria

The "Program Proposal for MA/MS Interdisciplinary Studies" must follow the prescribed format. The proposal must demonstrate the student's high level of analytical and communication skills developed during undergraduate work. The GRE Writing Assessment score, the undergraduate and postbaccalaureate grade point average, and undergraduate preparation are used as indicators for success in the graduate program. The IS Committee welcomes quality proposals and employs the following criteria in its deliberations:

- Adherence to the technical requirements of the program (number of units, etc.);
- Clarity and completeness of the proposal, including the student's written communication skills in English;
- Thorough, clear statement of the academic objectives of the program;
- Clear explanation of how the program contributes to the student's professional objectives;
- Cogent justification for a multidisciplinary program;
- Explanation of the coherency of the program (the relatedness of the subject and title and the selection and relationship of the courses); and

- Strength of the student's academic record and ability to complete a program of individualized graduate studies.

Requirements

The IS Committee will consider a proposal when (a) all program requirements are met, (b) the program proposal form is completed, (c) a comprehensive, essay-format response to the seven questions listed on the program proposal form is completed, and (d) the GRE Writing Assessment score has been received.

Please use the following checklist before submitting your proposal to the Graduate School:

1. The admission requirements are met. A minimum GRE Writing Assessment score of 3.5 is submitted with the proposal.
2. The program includes a minimum of 30 semester units for an MA or 36 semester units for an MS.
3. Only 4000* and 5000-level courses are counted toward the semester units required in the MA/MS Interdisciplinary Studies program.
4. At least 15 units for the MA or 18 units for the MS of 5000-level courses are included.
5. A minimum of 6 (for MA) or 9 (for MS) semester units in one or more disciplines other than the primary field of concentration are included.
6. A maximum of 9 units of independent study are included in a student's program. Independent study courses are described in the student's proposal in detail equivalent to a catalog course description and the instructor of record is listed for each independent study course. Courses must be taken for a letter grade.
7. A 4000*/5000-level research methods course appropriate for the discipline(s) is included in the program.
8. The proposal fully describes the method for the satisfactory completion of the CSU graduate writing competency requirement. Six (6) units of project or thesis work are included in the student's program. An oral defense is required.
9. A maximum of 9 units of transfer credit are included in a student's program. Extension credits are not acceptable.
10. No more than 9 units completed prior to admission to the program are included in the student's Interdisciplinary Studies program.
11. The IS program limits the CR/NC grading option to field studies, practica, and internships, not to exceed 20% of the required coursework.
12. No grade below "B" may be applied toward the IS degree.

13. Competency in reading a foreign language, or an approved substitute competency, and/or a comprehensive examination may be required by the master's committee.
14. The program title (not to exceed 5 words) reflects the interdisciplinary focus of the program. The names of disciplines for which traditional degree programs exist may not be used.

*Any 4000-level course offered within a student's IS program must be acknowledged by the instructor as containing assignments and grading which meet the higher standards of a graduate course. The methods a professor imposes to ensure more rigorous standards for graduate students are a matter of instructor preference. Additional readings, research papers, essay questions on examinations, and oral presentations are often employed to satisfy this requirement. Within the first two weeks of each semester, a "Verification of 4000-level Coursework" form verifying the instructor's acknowledgement of this requirement must be submitted to the Graduate School for each 4000-level course.

Student Learning Goals

A student in the Interdisciplinary Studies program is expected to demonstrate:

Competence in Interdisciplinary Studies

1. Advanced knowledge of the disciplinary knowledge, skills and values of their interdisciplinary study, the relationships among these disciplinary courses, and the ways in which these disciplinary perspectives are integrated and transformed through interdisciplinary studies.
2. Ability to analyze complex issues, draw reasoned conclusions, and evaluate effectiveness of proposed solutions to problems.
3. Understanding of global perspectives appropriate to the disciplines.

Communication

4. Ability to write effectively in a variety of written and quantitative formats appropriate to the disciplines and the differing audiences and contexts.
5. Ability to express ideas orally, with attention to audience and effectiveness of delivery.
6. Advanced oral and written communication skills, complemented by ability to access and analyze information from a myriad of primary, print, and technological sources.

Research and Scholarship

7. Advanced knowledge of research and scholarship appropriate to the interdisciplinary study.
8. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of interdisciplinary studies.

Master of Arts in Interdisciplinary Studies, Concentration in Child Development

The purpose of this program is to offer multidisciplinary coursework at the graduate level to prepare professionals for a variety of field applications. Child development has historically been seen as an interdisciplinary field with influences by many disciplines to include anthropology, psychology, sociology, and education. This concentration is designed to prepare students with a foundation of graduate-level developmental science – a current interdisciplinary approach to the field of child development – and to synthesize this theme with current research in diverse contemporary issues such as: resilience, social cognition, attachment, casual thinking, etc. The program is designed to integrate this approach into diverse field settings to serve students who are professionals in the community as administrators, educators, child and family service workers, etc., as well as those individuals committed to pursuing doctoral study.

Admission Requirements

Admission into the MA Interdisciplinary Studies with a concentration in Child Development will be limited first to those who meet the eligibility requirements for the graduate school and the department. Applicants must have completed the following:

1. Graduate Certificate Program in Child Development.
2. Baccalaureate or graduate degree from an accredited college or university with a minimum GPA of 3.0 for the last 60 units completed.
3. Writing section of the GRE with a score of 3.5.

Program Requirements (30-33 units)

Take all of the following foundation courses (9 units):

- PSYC 4120 Human Development Research Seminar, 3 units
 PSYC 5130 Advanced Human Development, 3 units
 MDIS 5900 Introduction to Graduate Field Research, 3 units

Take two of the following topical seminars (6 units):

- CDEV 5170 Advanced Seminar in Cognitive and Language Development, 3 units
 CDEV 5170 Advanced Seminar in Cognitive and Language Development, 3 units

Take two of the following topical seminars (6 units):

- CDEV 5180 Advanced Seminar in Social Emotional Development, 3 units
 CDEV 5180 Advanced Seminar in Social Emotional Development, 3 units

Take both of the following laboratory courses (6 units):

- CDEV 4280 Development of Social Cognition and Lab, 3 units
 PSYC 5650 Advanced Clinical Interventions, 3 units

Take one of the following capstone courses (3-6 units):

- MDIS 5960 Graduate Project, 3 units **or**
 MDIS 5990 Thesis, 6 units (for selected pre-doctoral students)

Course Descriptions

MDIS 5900 Introduction to Graduate Field Research Methods (3 units)

To provide basic knowledge and skills requisite to conducting field research; covers philosophical foundations of social research, research design, methods, analysis, basic SPSS, and interpretation. Quantitative and qualitative approaches will be considered. Prepares students to conduct research directed to meeting requirements for M.A. Interdisciplinary Studies thesis or project. (Successful completion of research prospectus meets Graduate Writing Competency Requirement.) (Fall)

MDIS 5940 Graduate Internship in Community College Teaching (1 unit)

Provides graduate students the opportunity to obtain teaching experience in the community college under the supervision of a faculty member and a community college mentor. Includes a biweekly seminar requirement. Prerequisites: Graduate standing, consent of the graduate director, and selection by the community college.

110 INTERDISCIPLINARY STUDIES

MDIS 5960 Graduate Project (1-6 units)

A terminal graduate project; intended for M.A. Interdisciplinary Studies majors. Prerequisites: Consent of instructor and major adviser.

MDIS 5980 Individual Study (1-4 units)

For postbaccalaureate students prepared for independent work and in need of advanced integrated studies. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

MDIS 5990 Thesis (1-6 units)

Thesis research; intended for M.A. Interdisciplinary Studies majors. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of major adviser.

MDIS 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate course work and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

College of the Arts

Daryl J. Moore, M.F.A., *Dean*
Gordon Senior, P.D., *Chair, Department of Art*
Stephen Thomas, D.M.A., *Chair, Department of Music*
Clay Everett, M.F.A., *Chair, Department of Theatre*

Office: Vasché Library — L165
Phone: (209) 667-3959

In Spring of 2006, California State University, Stanislaus created the College of the Arts to encompass the departments of Art, Music, and Theatre. The College of the Arts is founded on the premise that the arts are central to the human spirit and to intellectual and social life. The College of the Arts serves to instill, inspire, model, and celebrate creativity; to share and understand creative efforts throughout history and from across cultures; and to develop and nurture creative and artistic expression. The College of the Arts is also designed to serve as a center for cultural and artistic activity for the region.

Department of Art

Gordon Senior, P.D., *Chair*

Office: Art Building — A38
Phone: (209) 667-3431

Professors: Barnett, Olivant, Robbin, Savini, Shirvani, Werness
Associate Professor: Senior
Assistant Professors: DeCocker, Gomula

The Art Department promotes the creation and historical understanding of art and design by offering curriculum that exposes students to a diverse range of art-making processes and a broad spectrum of artistic and intellectual models taught by an energetic faculty of practicing artists and scholars.



Printmaking Certificate Program

The Department of Art offers a one-year postbaccalaureate program leading to a Certificate in Printmaking. The workshop in the printmaking program is available to qualified graduate students. Students may select print courses for the program from department course offerings in consultation with the adviser.

Admission Requirements:

1. Bachelor of Arts degree with a major in art.
2. Minimum of two courses in printmaking at the undergraduate level.
3. Portfolio evaluation by printmaking faculty.
4. Interest in the field and seriousness of endeavor.

Requirements for the Certificate:

1. Complete a minimum of 14 units of studio electives in printmaking.
2. Submit a portfolio of prints to a faculty committee who will evaluate the work.
3. Participate in a group exhibition or a one-person exhibition of prints on campus or at a location acceptable to both the student and faculty.

Course Descriptions

ART 3100 Relief Printmaking (3 units)

Fundamental theories and practices involved in the process of relief printmaking and monotypes. Emphasis on materials, techniques, tools, and craftsmanship. May be repeated for a total of 6 units. Prerequisites: ART 1020 and 1100.

ART 3110 Intaglio (3 units)

Creative and technical investigation of intaglio printmaking. Exploration of major techniques of the etched plate; hard and soft grounds, aquatint and open-biting, engraving, multiple-plate color and photo-mechanical applications. Emphasis on the development of pertinent graphic images and the mastery of process and craft. May be repeated for a total of 6 units. Prerequisites: ART 1010, 1020, and 1100.

ART 3120 Lithography (4 units)

Development of graphic images based on lithographic techniques and processes. Emphasis on the unique qualities of the lithographic print, including color. May be repeated for advanced work. Prerequisites: ART 1020 and 1100.

ART 3130 Serigraphy (4 units)

Fundamental theories and practices involved in silk-screen printing. Exploration of water-based screenprinting processes using paper stencil, screen filler, crayon resist, stencil film, and photo-mechanical techniques. May be repeated for a total of 8 units. Prerequisites: ART 1020 and 1100.

ART 3142 Intaglio Color Printmaking (4 units)

An exploration of the major techniques of intaglio color printmaking. Multiple plate, color-drop, and simultaneous viscosity color processes will be covered with emphasis on development of graphic images. Prerequisites: ART 1020 and 1100.

ART 3152 Mono-Printmaking (4 units)

Creative and aesthetic investigation of mono-prints from direct techniques to complete manipulation of the matrix. Includes problems in black and white and in color. Prerequisites: Art 1020 and 1100.

ART 3162 Color Lithography (4 units)

Creative and aesthetic problems in color lithography. The nature and function of color as a medium and visual properties. The history of chrome lithography with an emphasis on the 20th century. Prerequisites: Art 1020 and 1100.

ART 3605 Text and Image (3 units)

The imaginative combining of text and image and the exploration of their interplay from technical conceptual and aesthetic/design aspects. Digital and hands-on exploration of fonts and images. Prerequisites: ART 1010 or 3030, and ART 2520 or consent of instructor.

ART 3615 Objects in Contemporary Practice (3 units)

Concepts and techniques to examine and produce work in response to everyday manufactured objects. Working from advertising sources such as magazines to create/sculpt an object which ultimately will be explored photographically. Prerequisites: ART 1010 or 3030, and ART 2520 or consent of instructor.

ART 3700 Computer Art (3 units)

(Formerly Electronic Art and Design) Hands-on artistic experience of the essential forms of electronic “imaging.” Electronic “painting,” image-capture from video, animation, color, and laser printing techniques. Instruction on introductory and advanced levels. For art students with or without computer experience and for students with computer graphics experience, but little or no art experience. Prerequisite: ART 1100 or any lower-division computer science course.

ART 5010 Graduate Studio Art Projects (4 units)

A graduate course covering painting, drawing, printmaking, sculpture, and/or mixed media, to develop a body of art work demonstrating sustained sophisticated, professional investigations. May be repeated for credit. Prerequisite: Bachelor of Arts in Art degree and/or consent of instructor.

ART 5950 Selected Topics in Art (1-5 units)

(Topics to be specified in Class Schedule) Innovative advanced projects for the graduate student.

ART 5960 Graduate Projects (3-6 units)

Final presentation or documentation of original creative work and research such as gallery exhibit, mural, media display or image development. These terminal projects will include review, critique, and showing of work done. Prerequisite: Consent of instructor.

ART 5980 Individual Study (1-4 units)

For postbaccalaureate students with a degree major in art capable of independent specialized work in studio and/or history and criticism. A written outline of the proposed independent study must be submitted and approved by the instructor under whom the student wishes to work. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

ART 5990 Thesis (3-6 units)

Preparation of a written thesis for partial fulfillment of requirements. Prerequisite: Consent of instructor.

College of Business Administration

Nael Aly, Ph.D., *Dean*

Al Petrosky, Ph.D., *Chair, Department of Management, Operations, and Marketing*

Randall B. Brown, Ph.D., *Director, Master of Business Administration Program*

Nael Aly, Ph.D., *Director, Management Development Center and Student Success Center*

David H. Lindsay, Ph.D., C.P.A., *Chair, Department of Accounting and Finance*

Eleftherios (Al) Tsacle, M.S., *Chair, Department of Computer Information Systems*

Andrew J. Wagner, Ph.D., *Director, Master of Science in Business Administration, Finance: International Finance Program*

Office: Demergasso-Bava Hall — DBH 202

Phone: (209) 667-3288

Master of Business Administration Master of Science in Business Administration, Finance: International Finance

The College of Business Administration is fully accredited by AACSB International — The Association to Advance Collegiate Schools of Business. AACSB International accreditation represents the highest standard of achievement for business schools worldwide. AACSB accreditation is the hallmark of excellence in management and business administration education.

The College of Business Administration is organized into three academic departments: Accounting and Finance; Computer Information Systems; and Management, Operations, and Marketing.

In addition to course offerings on the Turlock campus, the College schedules upper-division and graduate courses at the CSU Stanislaus Stockton Center, mediated courses, and on-line courses.

Programs are listed alphabetically within the department that houses them. When a program is housed within the college but not assigned to a specific department, it is listed first.



Master of Business Administration

Randall B. Brown, Ph.D., *Director*

Office: Demergasso-Bava Hall 209A

Phone: (209) 667-3280

Professors: Aly, Brown, Deng, Gnepa, Hernandez, Khade, Peter Li, Murti, Petrosky

Associate Professors: Harris, Johnson, L., Wagner

Assistant Professors: Chronis, Petratos

The program provides study in advanced concepts of business, industry, and government operations. This program is designed for the active manager or technical supervisor as well as the recent graduate who is interested in advanced study in the field of business. The program includes accounting, finance, operations management, marketing, economics, management, and computer information systems.

Admission to the Program

Qualified applicants holding a bachelor's degree from an accredited college or university may be admitted to the program. Each applicant must submit the following to the Enrollment Services Office:

1. A fully completed California State University Graduate Application for Admission form.
2. Two copies of official transcripts from each college attended other than CSU Stanislaus.

Each applicant also must submit the following to the MBA Program Director, College of Business Administration:

1. A completed MBA Program Application Form.
2. Three letters of recommendation from faculty and/or other professional sources.
3. The Graduate Management Admission Test (GMAT) score, which should be sent directly from the testing service. The MBA Program Director will consider indicators of high promise of success in postgraduate business study from the following:
 - a. Performance on the GMAT: All candidates must sit for the GMAT prior to being admitted to the program. They must achieve a score of 450 or higher in the overall category. They must achieve scores in the quantitative and verbal categories at or above the 20th percentile. And, they must achieve a minimum score of 3.5 in the "analytical writing" component.

- b. Candidate's overall or upper-division grade-point average prior to admission to the program: A minimum of 2.5 GPA is required, either overall or upper-division. In addition, a total of 1000 points must be achieved based on the formula (200 times the overall GPA plus the GMAT), or a total of 1050 points based on the formula (200 times the upper-division GPA plus the GMAT).
 - c. Experience: Candidates must demonstrate a two-year record of relevant, full-time employment in a professional or supervisory role. Applicants wishing to enter the program without the required two years experience may achieve a waiver of the work experience requirement by meeting a higher point score of 1150 based on the formula (200 times overall GPA plus the GMAT total score).
 - d. Applicants may take the Graduate Record Exam (GRE) as an alternative to the GMAT. They must achieve a score of 450 or higher in both the quantitative and verbal categories. The average of these two sections should then be applied to the formula used to compute total points (see formulas, 3b).
4. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and have a minimum total score of 550 (or 213 electronic) with part scores of at least 54 (21 electronic), reported directly from the testing service.

Requirements (33 units minimum)

The Master of Business Administration is awarded upon satisfactory completion of 33 units of core and graduate elective courses and either the completion of a graduate project or the passing of a comprehensive examination. Students must have completed the 21 units of foundation courses listed below or their equivalents. To be exempted from any or all foundation courses, equivalent undergraduate courses must have been completed with a grade of C or better within ten years prior to admission to the program. Exemptions from the foundation courses also can be obtained by passing the corresponding qualifying examination.

Foundation (21 units)

- ACC 5070 Principles of Accounting, 3 units
 ECON 5050 Business and the Economic Environment, 3 units
 FIN 5020 Management of Financial Resources, 3 units
 MGT 5040 Management of International Business, 3 units
 MGT 5050 The Administrative Process, 3 units
 MKT 5090 Marketing Fundamentals, 3 units
 OM 5090 Business Research Techniques, 3 units

In addition, computer literacy is required, equivalent to CIS 2000.

Master of Business Administration Core (24 units)

ACC 5110 Management Accounting, 3 units

CIS 5620 Computer Information Systems, 3 units

FIN 5210 Managerial Finance, 3 units

MGT 5310 Business Organization, Theory, and Behavior, 3 units

MGT 5900 Integrated Business Strategy and Project Development,
6 units

MKT 5410 Marketing Management, 3 units

OM 5630 Seminar in Quality and Productivity Management, 3 units

Electives (9 units)Three graduate electives, 9 units, and
Comprehensive Examination, 0 units, **or**Two graduate electives, 6 units, and
Graduate Project, 3 units

MBA core and elective units must be earned within seven years immediately preceding the completion of requirements for the degree. A 3.0 grade point average must be maintained in all graduate work.

Enrollment in MBA core and elective classes is limited to students with classified MBA standing at this University. Exceptions to this policy require written approval of the director of the MBA program.

Writing Proficiency Requirement

Master of Business Administration students may satisfy the writing proficiency requirement by meeting the required level of proficiency in either of the following courses:

MGT 5310 Business Organization, Theory, and Behavior, 3 units **or**

MKT 5410 Marketing Management, 3 units

Executive Master of Business AdministrationNael Aly, Ph.D., *Director*

Office: Demergasso Bava Hall (DBH) 202

Phone: (209) 667-3288

The Executive Master of Business Administration Program (EMBA) is a specialized degree program that provides study in leadership and management skills for persons in middle to upper-level management positions. It is intended for managers and professionals who work in private corporations, non-profit organizations, the public sector, and small businesses who wish to expand their leadership skills and enhance their careers. This program emphasizes the leadership skills necessary to: (1) analyze complex business problems and situations in a rapidly changing business environment; (2) develop solutions to such problems by working with people within one's organization; and (3) implement solutions through the involvement and commitment to followers within and without the organization.

The EMBA is a lock step, cohort program that is delivered in eight-week sessions. The program is completed within two years or less.

Admission to the Program

Applicants are required to have a bachelor's degree from an accredited college or university and at least five years of middle- and upper-level professional management work experience.

Admission to the program will be based on the evaluation of academic and professional portfolios. This approach takes into consideration the following areas:

1. Extend and nature of professional experience.
2. Academic qualifications, including GPA and GMAT, GRE, or other graduate test scores.
3. Potential for leadership and other personal qualities that demonstrate academic and professional promise.
4. A personal interview.

Each applicant to the program must submit the following to the EMBA Office:

1. Fully completed California State University Graduate Application for Admission Form.
2. Official transcripts from each college attended, as well as documentation of professional development education. A cumulative GPA of 2.5 is expected.
3. Current resume which includes documentation of all professional/managerial work experience and accomplishments.
4. Two letters of recommendation from professional supervisors and/or peers.
5. Applicant's performance on GMAT, GRE, or other graduate test scores is required. A GMAT score of 500 is expected.

Requirements (36 units)

The Executive Master in Business Administration degree is awarded upon satisfactory completion of 36 units of required (30) and elective (6) courses.

The following required and elective courses comprise the program:

Required Courses (30 units):

- BUS 5000 Introduction to the EMBA (1 unit)
- BUS 5100 Executive Management Accounting (3 units)
- BUS 5150 Leading Through Technology (3 units)
- BUS 5200 Strategic Finance for Executives (3 units)
- BUS 5250 Leading and Managing People for Success (3 units)
- BUS 5300 Strategic Leadership in Marketing (3 units)
- BUS 5350 Supply Chain Management (3 units)
- BUS 5400 Managing for Strategic Advantage in a Global Market (3 units)
- BUS 5450 Best Practices in Leadership (3 units)
- BUS 5500 Executive Strategic Leadership Management (3 units)
- BUS 5960 Individual Project (2 units)

Elective Courses (6 units):

Select two courses from the following four electives:

- BUS 5600 Global Business Strategy (3 units)
- BUS 5650 Current Topics in Legal and Business Ethics (3 units)
- BUS 5700 Crafting the Lean Business Enterprise (3 units)
- BUS 5750 Leading High-Performance Teams (3 units)

The program's culminating experience is comprised of a project (BUS 5960).

Course Descriptions

BUS 5000 Introduction to the EMBA

An off-site orientation day provides students with an overview of the program, the program structure, and the courses that comprise the program. Includes brief descriptions of each course, helpful strategies for working in an accelerated program structure, research tools, and comprehensive training in technology used for on-line courses. Prerequisite: Acceptance into the EMBA program.

BUS 5100 Executive Management Accounting (3 units)

The interpretation and use of accounting information to solve managerial problems in all functional areas of business. Topics include financial planning and control, cost-volume-profit analysis, performance evaluation, transfer pricing, and relevant costs for decision-making. Prerequisite: Acceptance into the EMBA program.

BUS 5150 Leading Through Technology (3 units)

Course addresses how to direct and manage the major technological and innovative challenges that organizations face. Key areas include effective technological resources, innovation and growth, technological opportunities and threats. Prerequisite: Acceptance into the EMBA program.

BUS 5200 Strategic Finance for Executives (3 units)

Focuses attention on financial management of business enterprises and its relation to other functional areas of management, and to general business policy. Extensive use of case problems and/or simulation exercises provides applications of theory to financial decisions involving cash flow management, capital structure planning, capital costs, capital budgeting, dividend policy, and valuation of enterprises operating for profit. Students will apply analytical methods to cases based on their understanding of finance and financial theory and practice. Prerequisite: Acceptance into the EMBA program.

BUS 5250 Leading and Managing People for Success (3 units)

Advanced study of management skills and interpersonal techniques proven most effective in bringing out the best in subordinates and peers. Emphasis on understanding human motivation and behavior in organizations with the aim of engaging cooperation and commitment to organizational goals and interests. Topics include: interpersonal styles and techniques, motivation and motivational skills, cooperation and conflict in organizations, managing conflict, managing dynamics between groups, and managing change. Prerequisite: Acceptance into the EMBA program.

BUS 5300 Strategic Leadership in Marketing (3 units)

Advanced course in strategic marketing leadership for Executive MBAs. Integrates managerial marketing concepts and strategies used for creating customer value, sustainable competitive advantage, and economic value. Emphasizes a total system of customer-driven strategic marketing planning, implementation, and control elements that are ethical and responsive to the marketing environment. Describes the key areas that managers need to consider when implementing a marketing strategy including marketing research, segmentation, product development and positioning, integrated marketing communications, pricing, and marketing channels in a variety of markets (e.g., domestic, global, e-commerce, profit, and not-for-profit). Prerequisite: Acceptance into the EMBA program.

BUS 5350 Supply Chain Management (3 units)

Course shows how managers can improve a firm's competitive position by employing the latest practices and techniques of supply chain management in the global marketplace. It will discuss the main components and concepts of the supply chain and will explain how to manage best the entire supply chain. Prerequisite: Acceptance into the EMBA program.

BUS 5400 Managing for Strategic Advantage in a Global Market (3 units)

Comprehensive course covering international environmental forces and their influence in all functional areas of the international firm - finance, management, marketing, personnel, production, and the multinationals' ethical responsibility to the host countries. Prerequisite: Acceptance into the EMBA program.

BUS 5450 Best Practices in Leadership (3 units)

Advanced study of leadership and leadership practices that have proven effective both in fostering an ethical and responsible work environment in business organizations, and in helping to ensure the ongoing continuity and success of the organization. Prerequisite: Acceptance into the EMBA program.

BUS 5500 Executive Strategic Leadership Management (3 units)

Course develops a general management perspective to address issues of integration between functional areas and adaptation to a changing global environment for top-level executives. It covers leadership, including analysis, planning, implementation, and formulation of business strategy and solutions to complex business problems and situations. Executives learn how to do industry analysis, market analysis, financial analysis, and competitive analysis. These strategic skills are applied to their strategic planning cases to create a complete deliverable. Prerequisite: Acceptance into the EMBA program.

BUS 5960 Individual Project (2 units)

Course focus is on applying EMBA knowledge to actual business problems and solutions. The centerpiece of the final course sequence pairs teams of three/four students with a business opportunity. The team will diagnose, analyze, and resolve a strategic issue in an organization, identifying an entrepreneurial or intrapreneurial business opportunity and formulating a solution. Each student will present individually the results through a written graduate project. Prerequisite: Acceptance into the EMBA program.

General Business

Nael A. Aly, Ph.D., *Adviser*

Office: Demergasso-Bava Hall — DBH 223
Phone: (209) 667-3507

Course Description

BUS 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their thesis or projects.

Department of Accounting and Finance

David H. Lindsay, Ph.D., C.P.A., *Chair*

Professors: Campbell, Filling, Garner, Lindsay, Wagner

Associate Professors: Johnson, L., Tan

Assistant Professors: McGhee, Huang, Zong

Office: Demergasso-Bava Hall — DBH 216
Phone: (209) 667-3671

Master of Science in Business Administration, Finance:International Finance

Andrew J. Wagner, Ph.D., *Director*

Professors: Gnepa

Associate Professor: Wagner

Assistant Professors: Huang, Zong

Cergy Faculty: Bal, Bellalah, Garcin, Lenfle, Martel, Mellios, Pfeffer,
Prigent

The program provides study in advanced concepts of international finance. This program is designed for corporate managers of international finance as well as the recent graduates who are interested in advanced study in the field of international finance. The program is a one-year, full-time, lock-step, cohort program. The fall semester is taught on the campus of CSU Stanislaus. The spring semester is taught on the campus of Université de Cergy-Pontoise.

The Université de Cergy-Pontoise is situated in the northwestern part of the Paris region. The town has more than 200,000 residents. The university is multidisciplinary, providing both academic and vocational courses. More than 10,000 students from widely diverse social backgrounds make up its student body.

Admission to the Program

Qualified applicants holding an earned bachelor's degree from an accredited college or university may be admitted to the program. Students who do not hold a bachelor's degree in business administration from an accredited college or university must complete the following courses (15 units) with the grade of "C" or better before being admitted to the program:

ACC 2110 Financial Accounting (3 units)

ACC 2130 Managerial Accounting (3 units)

FIN 3220 Business Finance (3 units)

ECON 2500 Principles of Macroeconomics (3 units)

ECON 2510 Principles of Microeconomics (3 units)

Each applicant must submit the following to Enrollment Services:

1. A fully completed California State University Application for Graduate Admission.
2. Two copies of official transcripts from each college attended other than CSU Stanislaus.

Each applicant also must submit the following to the program director:

1. Three letters of recommendation from faculty and/or other sources.
2. The Graduate Management Admission Test (GMAT) score, which should be sent directly from the testing service. (The Graduate Record Examination [GRE] is not an acceptable substitute for the GMAT.) The program director will consider indicators of high promise of success in a postgraduate study of finance from the following, listed in priority order:

- a. Candidate's performance on the GMAT. All candidates must sit for the GMAT prior to being admitted to the program, and must achieve a score of 500 or higher on that exam. (If a score of 500 or better is not achieved, the candidate will not be considered for admission into the program.)
 - b. Candidate's overall or upper-division grade-point average prior to admission to the program, based on the following criteria:
 - i A total of at least 1150 points on the formula (200 times the overall grade point average plus the GMAT total score).
 - ii A total of at least 1200 points on the formula (200 times the upper-division grade point average plus the GMAT total score).
 - c. Experience as demonstrated by a record of appropriate employment at increasing levels of responsibility.
3. Applicants whose native language is not English or French must take the Test of English as a Foreign Language (TOEFL) and have a minimum total score of 550, with part scores of at least 54, reported directly from the testing service, or the equivalent as approved by the Graduate School.

Requirements (32 units minimum)

The Master of Science in Business Administration, Finance: International Finance is awarded upon satisfactory completion of 32 units of required graduate courses and the passing of a comprehensive examination. A 3.0 grade point average must be maintained in all graduate work.

MGT 5040 Management of International Business (3 units) Stanislaus
 FIN 5410 Strategy for Financial Managers (3 units) Cergy
 FIN 5415 Political, Cultural, and Social Environments (2 units) Cergy
 FIN 5330 International Financial Management (3 units) Stanislaus
 FIN 5341 European Financial Markets (1 unit) Cergy
 FIN 5220 Security Analysis and Portfolio Management (3 units) Stanislaus
 FIN 5210 Managerial Finance (3 units) Stanislaus
 FIN 5435 Financial Engineering and Risk Management (4 units) Cergy
 FIN 5425 Corporate Governance and Ethics (2 units) Cergy
 FIN 5450 Bankruptcy (2 units) Cergy
 FIN 5950 Selected Topics in Finance (2 units) Stanislaus
 FIN 5440 Seminar on Financial Professions (1 unit) Cergy
 FIN 5940 Internship (3 units) Stanislaus

Comprehensive Examination Procedures

Each participating professor will submit a list of questions pertaining to his/her course being taught. The program directors from CSU Stanislaus and Université de Cergy-Pontoise will work together to compile the comprehensive exam from these lists of questions, with each topic to be covered in a separate section. The program directors are responsible for the administration of the comprehensive exam.

After the coursework is completed and prior to participating in the internship course, all MSBA, Finance: International Finance students are required to take the comprehensive exam simultaneously. Participating professors are expected to grade their respective sections. If a student fails the comprehensive exam, then (s)he may retake it after completion of the internship. The new exam will be compiled in the same way that the first exam was. If a student fails the comprehensive exam twice, then the MSBA, Finance: International Finance degree will not be granted.

Course Descriptions

Accounting

ACC 5070 Principles of Accounting (3 units)

The principles, concepts, and conventions employed in measuring business transactions and analyzing, interpreting, and reporting results to management and other users of financial information.

ACC 5110 Management Accounting (3 units)

The application of managerial accounting techniques and procedures to the solution of managerial problems in all functional areas of business. Prerequisite: ACC 5070.

ACC 5120 Concepts in Accounting and Fraud Examination (3 units)

Course provides students with a basic understanding of financial and managerial accounting. Also provides an introduction to internal audit and forensic accounting procedures for non-accountants. Includes case discussion and analysis. Prerequisite: Consent of instructor. (Spring)

ACC 5145 Business and Investment Tax Planning (3 units)

A study of the tax factors related to business and investment decisions. The emphasis is on the role of tax planning in maximizing after-tax return. Prerequisite: ACC 5110 or equivalent.

ACC 5175 Accounting for Governmental and Nonprofit Entities (3 units)

Accounting and budgeting concepts, standards, and procedures for governmental and nonprofit entities. Prerequisites: Graduate School admission, ACC 5070, or consent of instructor. (Spring)

ACC 5940 Internship (3 units)

Supervised field experience in a selected area of accounting. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisite: Consent of internship coordinator prior to registration.

ACC 5950 Selected Topics in Accounting (1-4 units)

(Topics to be specified in Class Schedule) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

ACC 5960 Graduate Project (3 units)

A terminal graduate project to be taken by students who have completed their course requirements. The project proposal must be approved by the project adviser(s). Prerequisite: Students must have completed all course requirements.

ACC 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of department chair prior to registration.

ACC 5990 Graduate Thesis (3 units)

This enrollment involves individual consultation in the preparation of a master's thesis. May be repeated for a total of 6 units. Prerequisite: Completion of coursework.

Business Law**BLW 5190 International Legal Environment of Business (3 units)**

The impact of different legal environments on international business operations; civil versus common law, international taxation issues; legal safeguards for intellectual property rights; legal restrictions governing the transfer of funds, foreign investment laws, antitrust laws. Prerequisite: All MBA foundation courses.

Finance**FIN 5020 Management of Financial Resources (3 units)**

Intended to lay theoretical foundations of financial policy. Cases and problems provide application of theory to financial decisions involving cash flow management, capital structure, cost of capital, capital budgeting, dividend policy, etc., of enterprises operating for profit. Accessing computer files (library programs and data banks) in financial analysis and decision-making is introduced. Prerequisites: ACC 5070, OM 5020, or equivalents. (Fall, Spring)

FIN 5210 Managerial Finance (3 units)

Focuses attention on financial management of business enterprises and its relation to other functional areas of management and to general business policy. Extensive use of case problems and/or simulation exercises provides applications of theory to financial decisions involving cash flow management, capital structure planning, capital costs, capital budgeting, dividend policy, and valuation of enterprises operating for profit. Prerequisites: FIN 5020, ECON 5050, and ACC 5110 or equivalents. (Fall, Spring)

FIN 5220 Security Analysis and Portfolio Management (3 units)

Advanced treatment of the analysis of securities and the theoretical and applied issues of portfolio management. Prerequisite: FIN 5020 or equivalent.

FIN 5240 Management of Financial Institutions (3 units)

Detailed examination of the management of financial institutions. Topics include financial statements of financial institutions, investment management, loan management, liability and deposit management, capital management. Prerequisite: FIN 5020 or equivalent.

FIN 5250 Options, Futures, Swap Contracts (2 units)

Upon successful completion of this course, the student will possess a working knowledge of applications and the pricing of options, futures, and swap contracts. Prerequisites: FIN 3220 and admission to the MSBA, Finance program or consent of instructor. (Fall)

FIN 5310 Real Estate Finance and Investment (3 units)

Advanced treatment of financial analysis as applied to investment in real estate. Emphasis will be on appraisal theory, risk and return measurement. Prerequisite: FIN 5020 or equivalent.

FIN 5330 International Financial Management (3 units)

Analysis of the international monetary and financial system and the financial management issues of corporations operating internationally. Prerequisite: FIN 5020 or equivalent.

FIN 5340 Financial Markets (3 units)

Analysis of the functioning and role of the financial markets. Topics include wholesale financial markets and retail financial markets, role of the institutions, supply-demand model of interest rates, flow of funds analysis. Prerequisite: FIN 5020 or equivalent.

FIN 5341 European Financial Markets (1 unit)

Analysis of the functioning role of financial markets with a special emphasis on American and European markets. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5410 Strategy for Financial Managers (3 units)

Analysis and evaluation of the problems, opportunities, and ethical responsibilities that face financial managers of a business firm. Students are exposed to a variety of business situations through the case method. Additionally, this course will address the implications of conducting business in a global environment. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5415 Political, Cultural, and Social Environments (2 units)

Description and explanation of the major differences between the political, social, and cultural environment in the U.S., France, and other European countries. Special emphasis on companies operating in these different markets. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5425 Corporate Governance and Ethics (2 units)

Examination of institutional and policy framework for corporations as they are created (entrepreneurship), through their governance structures, to market exit (insolvency). Addresses the philosophical processes involved with moral reasoning as they relate to financial management. Moreover, the course goes beyond moral development to include motivation, virtue, personal character, and other elements to ethical decision-making. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5435 Financial Engineering and Risk Management (4 units)

Analysis of different financial techniques used by banks and venture capital firms to measure and manage the risks faced by businesses. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5440 Seminar on Financial Professions (1 unit)

Examination of various financial professions in private firms and banks. Materials will be used to strengthen student knowledge of current opportunities and practices in the U.S., France, and other European countries. Guest speakers from various corporations and institutions will share their knowledge and experiences. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5450 Bankruptcy (2 units)

Course will focus on corporate bankruptcy, corporate governance after Enron and Parmalat, financial management with bankruptcy risk, stakeholder incentives under varying restructure strategies, trends in mergers and acquisitions, changes in bankruptcy laws and practices in Europe and in the U.S. Prerequisite: Admission to the MSBA, Finance program or consent of instructor. (Spring)

FIN 5940 Internship (3 units)

Supervised field experience in a selected area of finance. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisite: Consent of internship coordinator prior to registration.

FIN 5950 Selected Topics in Finance (1-4 units)

(Topics to be specified in Class Schedule) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

FIN 5960 Graduate Project (3 units)

A terminal graduate project to be taken by students who have completed their course requirements. The project proposal must be approved by the project adviser(s). Prerequisite: Students must have completed all course requirements.

FIN 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of department chair prior to registration.

FIN 5990 Graduate Thesis (3 units)

This enrollment involves consultation in the preparation of a master's thesis. May be repeated for a total of 6 units. Prerequisite: Completion of coursework.

Department of Computer Information Systems

Eletherios (Al) Tsacle, M.S., *Chair*

Professors: Deng, Gackowski, Lodewyck, Tsacle

Assistant Professors: Pengtao Li, Petratos

Office: Demergasso-Bava Hall — DBH 212

Phone: (209) 667-3568

Course Descriptions

CIS 5620 Computer Information Systems (3 units)

Overview of the concepts and structure of computer-based information systems which support decision-making at all levels of management. Topics include the definition and role of CIS; the uses of CIS; various organizational information systems; computer hardware, software; database systems, and the principles of CIS development and management. Prerequisites: OM 5040, CIS 5060, ACC 5070, or equivalents.

CIS 5710 Decision Support Systems (3 units)

Concepts and structure of Decision Support Systems and Expert Systems. Emphasis on the design of knowledge-based interactive systems to assist management decision-making. Systems will be developed using expert system development, modeling, and database management software. Corequisite: CIS 5712. Prerequisite: CIS 5620 or equivalent. (Lecture, 2 hours; laboratory, 2 hours)

CIS 5750 Data Base Management Systems (3 units)

Design and implementation of data bases utilizing a database management system. Acquaints students with the concepts of Information Resource Management, including information as an organization resource, database design, database administration, data dictionaries, query systems, and data security. Students will design and implement a database information system using a database management software package. Corequisite: CIS 5752. (Lecture, 2 hours; laboratory, 2 hours)

CIS 5940 Internship (3 units)

Supervised field experience in a selected area of computer information systems. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisite: Consent of internship coordinator prior to registration.

CIS 5950 Selected Topics in Computer Information Systems (1-4 units)

(Topics to be specified in Class Schedule) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

CIS 5960 Graduate Project (3 units)

A terminal graduate project to be taken by students who have completed their course requirements. The project proposal must be approved by the project adviser(s). Prerequisite: Students must have completed all course requirements prior to registration.

CIS 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of department chair prior to registration.

CIS 5990 Graduate Thesis (3 units)

This enrollment involves consultation in the preparation of a master's thesis. May be repeated for a total of 6 units. Prerequisite: Completion of coursework.

Department of Management, Operations, and Marketing

Al Petrosky, Ph.D., *Chair*

Management

Professors: Brown, Chan, Gnepa, Hernandez, Peter Li

Associate Professor: Harris

Lecturer: Badal

Office: Demergasso-Bava Hall — DBH 223

Phone: (209) 667-3507

Course Descriptions

MGT 5040 Management of International Business (3 units)

(Formerly MGT 5350) Focuses on selected specific problems involved in the management of a company which operates in more than one country. Emphasis may vary from term to term in accordance with the interests of the students involved.

MGT 5050 The Administrative Process (3 units)

The nature of administration, its role, responsibilities, and functions; special attention will be paid to the student's ability to function within the administrative process using written and oral communication skills.

MGT 5100 Organizational and Administrative Theory (3 units)

(Same as PADM 5100) Examination of development and current emphasis in organization theory from scientific management to existentialism. Focuses on the use of theory.

MGT 5200 Seminar in Organizational Behavior (3 units)

Study of human behavior in complex organizations. An emphasis on behavioral science theories and research methods and their contributions to selected topics such as: motivation, innovation, managing change, interpersonal conflict and communications, power, leadership, and job-related stress. Prerequisite: MGT 5050 or equivalent.

MGT 5310 Business Organization, Theory, and Behavior (3 units)

Advanced study of complex business organizations. Analysis of organization systems and managerial actions in terms of their influence on patterns of behavior. Prerequisite: MGT 5050 or consent of instructor.

MGT 5540 New Business Ventures (3 units)

Study of selected problems involved in starting and operating new business ventures. Prerequisites: MGT 5050, FIN 5020.

MGT 5610 Human Resources (3 units)

Advanced study in selected areas within the human resources field. Among subjects to be included are: human relations and organizational development, current labor legislation on the federal and state level, Theory Z application, innovations in manpower planning and development, and possible solution to unemployment.

MGT 5620 Collective Bargaining (3 units)

Advanced study of collective bargaining under the National Labor Relations Act and amendments. Students will participate in full-scale "mock" negotiations. Specific attention to be given to preparations, strategies, conflict resolution, and construction of language.

MGT 5900 Integrated Business Strategy and Project Development (6 units)

An integrated approach to the formulation, implementation, and administration of corporate strategy linked to specific strategic opportunities and problems. Extensive use of the case method in developing analytical skills applicable to strategic issues. Economic, social, and ethical considerations included in the analysis process along with functional-area skills related to strategic objectives. Individual and team structures will be used. Corequisite: Refer to the Schedule of Classes for the activity corequisite. Corequisite will involve activity work directed towards project planning, to include project development, background information search, and data gathering techniques. Prerequisites: ACC 5110, FIN 5210, and MKT 5410; and two of the following: CIS 5620, MGT 5310, and OM 5630. The third core course may be taken concurrently with MGT 5900.

MGT 5940 Internship (3 units)

Supervised field experience in a selected area of management. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisite: Consent of internship coordinator prior to registration.

MGT 5950 Selected Topics in Management (1-4 units)

(Topics to be specified in Class Schedule) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

MGT 5960 Graduate Project (3 units)

A terminal graduate project to be taken by students who have completed their course requirements. The project proposal must be approved by the project adviser(s). Prerequisite: All course requirements completed.

MGT 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of department chair prior to registration.

MGT 5990 Graduate Thesis (3 units)

This enrollment involves consultation in the preparation of a master's thesis. May be repeated for a total of 6 units. Prerequisite: Completion of coursework.

Marketing

Professors: Gnepa, Petrosky, Williams

Assistant Professor: Chronis

Office: Demergasso-Bava Hall — DBH 223

Phone: (209) 667-3507

Course Descriptions**MKT 5090 Marketing Fundamentals (3 units)**

Analysis of management decisions arising from the marketing tasks of the firm. Role of the marketing executive in use of research. The elements of marketing strategy, product, channels of distribution, promotion, price, and policy decisions.

MKT 5410 Marketing Management (3 units)

Emphasis on managerial decision-making, problem solving to formulate and administer effective marketing activities. Marketing as a total system designed to plan, price, distribute, and promote goods and services to users. Major emphasis on case method covering buyer behavior, product, channel of distribution, pricing, and promotion. Prerequisites: MKT 5090 and consent of instructor.

MKT 5430 International Marketing (3 units)

Examination of the international marketing environment including special consideration of economic, political, and social systems and their effect on marketing decision making. Management of the export function, and Federal and State support of export activities are stressed. Simulation and cases. Prerequisite: MKT 5410.

MKT 5440 Physical Distribution (3 units)

Selected topics from the management of physical distribution systems and other logistical problems such as inventory control, warehouse location, etc. Prerequisite: MKT 5410.

MKT 5450 Marketing Research (3 units)

Selected topics from market research design and methodology. Special in-depth emphasis of research aspects as related to market decision-making, alternative data collection, and current developments in analysis techniques. Prerequisite: MKT 5410.

MKT 5460 Advanced Consumer Behavior (3 units)

Examines the processes involved when individuals and groups select, acquire, use, and dispose of goods and services. This course provides in-depth theoretical understanding of consumer behavior and illustrates via casework the application of consumption theories to real-world business practices.

MKT 5940 Marketing Internship (3 units)

(Formerly Internship) Supervised field experience in a selected area of marketing. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisite: Consent of internship coordinator prior to registration.

MKT 5950 Special Topics in Marketing (1-4 units)

(Formerly Selected Topics in Marketing) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

MKT 5960 Graduate Project in Marketing (3 units)

(Formerly Graduate Project) A terminal graduate project to be taken by students who have completed their course requirements. The project proposal must be approved by the project adviser(s). Prerequisite: Student must have completed all course requirements.

MKT 5980 Independent Study in Marketing (1-4 units)

(Formerly Individual Study) For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of department chair prior to registration.

MKT 5990 Graduate Thesis in Marketing (3 units)

(Formerly Graduate Thesis) This enrollment involves consultation in the preparation of a master's thesis. May be repeated for a total of 6 units. Prerequisite: Completion of coursework.

Operations Management

Professors: Aly, Khade, Murti

Office: Demergasso-Bava Hall — DBH 223

Phone: (209) 667-3507

Course Descriptions**OM 5090 Business Research Techniques (3 units)**

Focuses on business research methods to prepare MBA students to conduct graduate research. Topics include data analysis, hypothesis testing, analysis of variance, regression analysis, business forecasting, design of experiments, survey design and analysis, and internet/library research. Prerequisite: Graduate Business student.

OM 5510 Advanced Quantitative Business Methods (3 units)

Advanced quantitative techniques for managerial planning and decision-making, the modeling process; linear, integer, quadratic, and dynamic programming; system stimulation. Application of statistical methods to problems in business administration.

OM 5590 Advanced Topics in Operations Management (3 units)

Applied course emphasizing the analysis, development, and execution of strategies affecting the production side of an enterprise. The case method approach will be followed. Modern production issues such as Just-In-Time production, computer integrated manufacturing, and factory and office of the future will be discussed.

OM 5630 Seminar in Quality and Productivity Management (3 units)

Study of the management of quality and productivity of products and services. Emphasis will be on customer focus, business process re-engineering, benchmarking, suppliers management, continuous improvement, Just-In-Time systems, and statistical process control.

OM 5650 Management of Technology and Innovation (3 units)

Provides basic concepts and issues involved in firms technological strategy. Emphasis will be on analysis of technological development and management of technology and innovation to gain and sustain competitive advantage in the market place. Prerequisites: MGT 5310 and classified MBA standing.

OM 5940 Internship (3 units)

Supervised field experience in a selected area of production and operations management. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisite: Consent of internship coordinator prior to registration.

OM 5950 Selected Topics in Operations Management (1-4 units)

(Topics to be specified in Class Schedule) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

OM 5960 Graduate Project (3 units)

A terminal graduate project to be taken by students who have completed their course requirements. The project proposal must be approved by the project adviser(s). Prerequisite: Students must have completed all course requirements.

OM 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of department chair prior to registration.

OM 5990 Graduate Thesis (3 units)

Consultation in the preparation of a master's thesis. May be repeated for a total of 6 units. Prerequisite: Completion of coursework.

The College of Business Administration Mission

The CSU Stanislaus College of Business Administration is a publicly supported, regional teaching institution. Our mission is to deliver a professional business education that offers our students the knowledge and skills to succeed in their careers and in society.

Publicly supported institution We strive to offer our students an accessible, moderately priced, professional education that empowers people of all ages and backgrounds to transform their lives. Accordingly, we seek to maintain an environment dedicated to educating a diverse, multicultural student population. We provide our faculty and staff with resources and a supportive environment focused on accomplishing our mission including the pursuit of relevant professional development. To our regional community we represent a recognized talent pool of faculty and student resources.

Regional institution We offer programs that add value primarily to our six-county service area.

Teaching institution We are dedicated to providing an educational environment focused on learning. We enrich our teaching and lifelong learning through applied and pedagogical research.

Professional business education We offer both an undergraduate business program and a small MBA degree program. We seek to assure overall quality, relevance, and convenience in the creation and continual improvement of our professional business programs.

Knowledge and skills to succeed We provide our students with the knowledge and skills to formulate, evaluate, and select appropriate courses of action that will prove successful in the workplace. We also seek to foster in our students a sense of social responsibility.

The College of Business Administration Vision

To be a premier learning-centered College of Business Administration in California's Central Valley that develops graduates who have the knowledge and skills to perform well and is recognized for academic excellence, innovation, use of technology, scholarship, and continuous improvement.

Statement of Faculty Values

- We value excellence and continuous improvement.
- We value our students' success both in the classroom and in future endeavors.
- We value honesty, integrity, ethical behavior, and social responsibility.
- We value intellectual contributions, particularly, applied scholarship and pedagogical research.
- We value a learning and work environment that is collegial and committed to mutual respect.
- We value the diversity of insights, perspectives and contributions from an academic community comprised of members from various backgrounds.
- We value leadership that is responsive to our stakeholders.
- We value quality teaching by learned, inspired, and professional scholars, who also serve as mentors to their students.



AACSB Business Accreditation

The College of Business Administration is fully accredited by AACSB International – The Association to Advance Collegiate Schools of Business. AACSB International accreditation represents the highest standard of achievement for business schools worldwide. It is the hallmark of excellence in management and business administration education.

Organized in 1916, AACSB International is considered the premier accrediting organization for undergraduate and graduate degree programs in business administration. Universities that earn AACSB accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. About a third of the nation's postsecondary business programs have achieved accreditation.

AACSB accreditation assures students and graduates that their business programs have completed rigorous evaluation and peer review and that the college mission and goals have been achieved through qualified faculty, relevant curriculum, adequate learning resources, and effective policies and practices. Employers view AACSB International accreditation as a sign that a prospective employee has received a high quality business education. Communities view AACSB International accreditation as an indication of the availability of a highly qualified managerial workforce in their region.

This AACSB accreditation honor is one more indication of excellence in undergraduate and graduate business education at California State University, Stanislaus.

College of Education

Carl Brown, Ph.D., *Dean*

J. Sue Fletcher, Ed.D., *Chair, Department of Physical Education and Health*

Dawn Poole, Ph.D., *Chair, Department of Advanced Studies in Education*

Nancy Jean Smith, Ed.D., *Chair, Department of Teacher Education*

Kathy Shipley, M.A., *Chair, Department of Liberal Studies*

Mary Borba, Ed.D., *Coordinator, Multiple Subject Credential*

Christopher Roe, Ed.D., *Coordinator, Multiple Subject Credential, Stockton Center*

Juan Flores, Ed.D., *Coordinator, Multiple Subject Bilingual Credential, BCLAD Certificate, and CLAD/CTEL Certificate*

Karen Sniezek, Ph.D., *Coordinator, Education Specialist: Mild/Moderate Disabilities and Moderate/Severe Disabilities Credentials*

Karen Breshears, M.A., and Robin Hennings, M.A., *Coordinators, Single Subject Credential and Single Subject Bilingual Credential*

Alice Fuentes, B.A., *Director of Credentials Processing*

Susan Neufeld, Ph.D., *Coordinator, Reading/Language Arts Specialist Credential*

Chet Jensen, Ed.D., *Coordinator, Administrative Services Credentials*

Connie Kane, Ph.D., *Coordinator, Pupil Personnel Services Credential*

Office: Demergasso-Bava Hall — DBH 301

Phone: (209) 667-3652

Master of Arts in Education Credential Programs

The College of Education has as its mission the professional preparation of teachers and school service professionals. Specifically, the College prepares elementary, middle, and secondary-level teachers and school administrators, counselors, reading/language arts specialists, instructional technologists, special educators, and physical and health educators. Faculty are committed to meeting the rightful expectation of the public regarding the education of effective and dedicated educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.



The College offers both initial and advanced credential and certificate programs that are approved by the California Commission on Teacher Credentialing (CCTC).

College of Education Learning Objectives

Student Development The educator recognizes how students develop and learn, and provides settings that assist in their intellectual, social, physical, and individual development.

Instructional Enrichment The educator recognizes the primary need for discipline, knowledge, and pedagogical understanding, and constructs learning experiences that make these facets significant to students' comprehension and intellectual enrichment.

Technology The educator integrates information and educational technology effectively into professional practice.

Variation The educator recognizes differences in knowledge bases and appreciates the diversity among learners, creating appropriate learning opportunities.

Academic Environment The educator understands the knowledge of the social, political, philosophical, and cultural contexts in which education occurs, including ethical standards, professional practice, and laws and regulations.

Credential Processing Center

Alice S. Fuentes, B.A., *Director*
Sheri Biasca and Cristina Ponce, *Credential Analysts*

Office: Demergasso-Bava Hall — DBH 303
Phone: (209) 667-3534

The Credential Processing Center (CPC) in the College of Education serves as the campus liaison to the California Commission on Teacher Credentialing (CCTC) and handles education credential matters. The CPC disseminates credential information, including requirements and regulations, to campus staff, faculty, students, prospective candidates, and the general public. Individuals from out-of-state or out-of-country are advised in the CPC. Credentialed teachers may also obtain up-to-date renewal information at the Credential Processing Center.

The CPC evaluates applications for the Multiple Subject, Single Subject, and Education Specialist credential programs. The CPC verifies Subject Matter Preparation Programs (waiver) for students who will attend other institutions to complete their credential programs.

The CPC evaluates, verifies, and recommends all basic multiple subject, single subject, and education specialist teaching credentials and all professional clear, advanced, and services credentials.

The CCTC has approved the University's programs leading to the credentials listed in the following section. For specific and current information on these credentials, please contact the identified department office.

Department of Teacher Education: (209) 667-3357

- Multiple Subject Credential
- Multiple Subject Bilingual Credential
- Single Subject Credential
- Single Subject Bilingual Credential
- Reading & Language Arts Specialist Credential
- CLAD/CITEL Certificate
- BCLAD Certificate

Department of Advanced Studies in Education: (209) 667-3364

- Education Specialist Credential:
Mild/Moderate and Moderate/Severe Disabilities
- Administrative Services Credential
- Pupil Personnel Services Credential: School Counseling

Department of Advanced Studies in Education

Dawn Poole, Ph.D., *Chair*

Professors: Borba, Demetrulias, Jensen, Kane, Poole, Sniezek, Watkins
Associate Professors: Dinwiddie, Mayer, M., Myhre
Assistant Professor: Lin

Office: Demergasso-Bava Hall — DBH 348
Phone: (209) 667-3364

Master of Arts in Education

Master of Arts in Education

The Department of Advanced Studies in Education offers graduate programs leading to a Master of Arts degree in Education, with concentrations in school administration, school counseling, educational technology, and special education. Students interested in graduate degree programs may obtain information from the department office (DBH 348) or the Graduate School (MSR 160).

Also available are professional programs which prepare candidates for advanced credentials in school administration, school counseling, and the special education areas of mild/moderate and moderate/severe disabilities. These professional programs are designed to help students achieve basic competencies essential to effective performance within the range of services authorized. Students interested in these advanced credential programs may obtain information from the department office.

All advanced credential programs are presently approved by the California Commission on Teacher Credentialing in fulfillment of certification regulations. The California State Board of Education and the Commission are empowered to change advanced credential requirements without prior notice. The University will make changes in programs leading to advanced credentials whenever revisions are required by the State of California, California Administrative Code, Title 5, Education or other official notifications from the State Board or the Commission.

Concentrations

School Administration

Preliminary Administrative Services Credential
Intern Administrative Services Credential
Office: DBH 357
Phone: (209) 667-3475 or 3364
Coordinator: Chet Jensen

School Counseling

Pupil Personnel Services
Office: DBH 345
Phone: (209) 667-3503 or 3364
Coordinator: Connie Kane

Special Education

Education Specialist:
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Office: DBH 358
Phone: (209) 667-3502 or 3364
Coordinator: Karen Sniezek

Educational Technology

Supplemental Authorization in Computer Concepts and Applications
Office: DBH 348A
Phone: (209) 667-3495 or 3364
Coordinator: Dawn Poole

Community College Leadership

Graduate Certificate Program
Office: DBH 356
Phone: (209) 667-3260 or 3364
Coordinator: John Borba

Admission Requirements

To be considered for admission to the M.A. program, the applicant must:

1. Possess a baccalaureate degree.
2. Obtain a total score of at least 100 using the formula grade point average (GPA) X 20 + Miller Analogies Test (MAT) converted score. GPA is calculated using the last 60 units of college/university coursework.
3. Possess an appropriate valid basic teaching/service credential if applying for study in the area of School Administration or Educational Technology. School Counseling emphasis requires appropriate experience with youth. Special Education requires a valid Preliminary Level I Education Specialist Credential.

Application Classifications

The student applying for the M.A. program may be placed in one of four classifications:

1. Postbaccalaureate Standing: Unclassified — permits one to enroll in classes only as specified by program.
To be admitted, the applicant must:
 - a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
2. Graduate Standing: Provisionally Classified — permits one to enroll in classes to fulfill program prerequisites; valid for either one semester or one year as indicated by the admission letter.

To be admitted, the applicant must:

- a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
3. **Graduate Standing: Conditionally Classified** — status must change to “Classified” within one calendar year.

To be admitted, the applicant must:

- a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
 - c. Submit proof of a score of 41 or higher on the CBEST writing section.
 - d. Show evidence of a valid teaching or service credential.
 - e. Obtain 3.0 a GPA in the last 60 units of coursework completed.
4. **Graduate Standing: Classified** — Admission to the M.A. program is granted.

To move to Graduate Standing: Classified, the applicant must:

- a. Submit all of the documents listed under Conditionally Classified status.
- b. Submit letters of recommendation. (Check with the specific program coordinator for the exact number required.)
- c. Submit Miller Analogies Test score. GRE is also acceptable for Educational Technology.
- d. Meet any other additional requirements as specified in each M.A. area.
- e. Have program file evaluated by the program coordinator. (This will be done automatically after submission of documents; notification of admission status from the area coordinator will follow.)

General Information

1. **Coursework Requirements** — No more than nine semester units of coursework completed in Postbaccalaureate Standing: Unclassified may be applied to a master’s degree. The total number of units, as well as specific courses required, varies with each area of emphasis for the M.A. in Education. (See the specific area coordinator for requirements.)
2. **Graduate Requirements** — The minimum academic grade point average for earning the M.A. degree is 3.0. The minimum acceptable grade for courses included in the M.A. program is a C. In the School Administration Program, a student earning a grade of C is considered to be on probation; on earning a second C, the candidate will be disqualified.

3. **Final Requirements** — The M.A. in Education degree requires the successful completion of all coursework, approval of a written project or thesis, and passing of an oral examination. After all requirements have been met, the student will be awarded the degree.
4. **Class Scheduling** — Courses are scheduled in the late afternoon and evening to enable employed individuals to enroll in classes.

Note: Early registration is strongly recommended. Limits are placed on class size; consequently, enrollment is not guaranteed.

School Administration Emphasis

(34-37 units)

Program Courses

- EDAD 5801 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement, and Work Experience Project (5 units)
- EDAD 5802 Educational Leadership: Human and Economic Resources and Work Experience Project (5 units)
- EDAD 5803 Educational Leadership: Organizational Management, Personal Ethics, and Work Experience Project (5 units)
- EDAD 5804 Educational Leadership: Legal Framework and School Governance (4 units)
- EDAD 5805 Diverse Learning Communities: Political, Cultural, and Social Implications, and Work Experience Project (5 units)

Graduate Core Courses

- EDGS 5510 Introduction to Educational Research, 3 units
- EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- EDGS 5610 Introduction to Quantitative Research in Education, 3 units
- EDGS 5960 Project (1-4 units) or EDGS 5990 Thesis (1-4 units)
- Note: See Course Description for EDGS 7005 for required Project/Thesis continued enrollment.*

School Counseling Emphasis

(37-39 units)

Program Courses

EDCL 5570 Counseling and Guidance in Education, 3 units
 EDCL 5600 Family Counseling and Community Resources, 3 units
 EDCL 5610 Educational and Occupational Information, 3 units
 EDCL 5640 The Counselor, 3 units
 EDCL 5650 School Group Guidance and Counseling Techniques, 3 units
 EDCL 5850/5851 Counseling Seminar and Field Experience, 3 units

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Introduction to Qualitative Research in Education, 3 units

or

EDGS 5610 Introduction to Quantitative Research in Education, 3 units
 EDGS 5960 Project, 4-6 units (2+2+2) **or**
 EDGS 5990 Thesis, 4-6 units (2+2+2)

Note: See Course Description for EDGS 7005 for required Project/Thesis continued enrollment.

Electives

Two courses from the following:

EDCL 5530 Testing in Education and Counseling, 3 units
 EDCL 5540 Counseling Exceptional Children and At-Risk Youth, 3 units
 EDCL 5630 Dealing with Differences in Educational Settings, 3 units
 EDCL 5770 College Counseling and Student Services, 3 units

Special Education Emphasis

(30 units)

Program Courses

EDSE 5220 Advanced Studies in Positive Behavior Support, 3 units
 EDSE 5230 Advanced Studies in Curriculum, Assessment, and Program Planning, 3 units
 EDSE 5440 Advanced Seminar in Teaching Students with Moderate/Severe Disabilities, 3 units
 EDSE 5450 Advanced Seminar in Teaching Students with Mild/Moderate Disabilities, 3 units
 Elective: One advanced level university course in a specific area of emphasis, 3 units. (The course must be pre-approved by the program coordinator.)

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5610 Introduction to Quantitative Research in Education, 3 units
 EDGS 5990 Thesis, 3 + 3 units

Note: See course description for EDGS 7005 for required Project/Thesis continued enrollment.

Educational Technology Program

(32 units)

Supplementary Authorization in Computer Concepts and Applications

The California Commission on Teacher Credentialing offers a supplementary authorization in Computer Concepts and Applications. This authorization allows holders of a Single Subject, Standard Secondary, or Special Secondary Teaching Credential to teach computer-based classes at any grade level (preschool, kindergarten, grades 1-12, and classes organized primarily for adults). This authorization allows holders of a Multiple Subject or Standard Elementary Teaching Credential to teach computer-based classes in grades 9 and below.

To obtain this supplementary authorization, students must earn a grade of C or higher in 20 semester units (or 10 upper-division semester units) of non-remedial coursework that covers the following three areas: Software Evaluation and Selection; Hardware Operation and Functions; and Classroom Uses of Computers. The balance of the semester units may be achieved in any course dealing with computer concepts and applications. EDIT 4170, 4600, 4650, 4710, and 4720 can be used to satisfy partially requirements of this authorization. Additional coursework can be taken from Computer Science, Cognitive Studies, or Educational Technology. Contact the Educational Technology Program Coordinator for advisement.

Master of Arts in Education with Emphasis in Educational Technology

This graduate-level area of emphasis is designed for teachers and other education professionals interested in an advanced study of educational technology. A Preliminary Teaching Credential is a prerequisite for entry into the program; this may be waived for persons teaching at the community college level or those in other instructional settings, with the approval of the program coordinator.

Several of the EDIT courses are offered either via distance learning or online. More information about offerings is available at www.csustan.edu or by contacting the program coordinator.

Program Courses

EDIT 4710 Advanced Technology Integration Strategies, 3 units

EDIT 4720 Multimedia Development in Education, 3 units

EDIT 5100 Research Trends in Educational Technology, 2 units

EDIT 5200 Educational Technology Issues, 3 units

EDIT 5300 The Technology Coordinator, 3 units

Electives: 3 to 8 units, selected from 5000-level coursework and approved by the program coordinator.

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units

EDGS 5510 Introduction to Educational Research, 3 units

EDGS 5600 Introduction to Qualitative Research in Education, 3 units

or

EDGS 5610 Introduction to Quantitative Research in Education, 3 units

EDGS 5960 Project, 1-3 units (may be repeated once), **or**

EDGS 5990 Thesis, 1-3 units (may be repeated once)

Note: See *Course Description for EDGS 7005 for required Project/Thesis continued enrollment.*

Advanced Credentials

The following advanced credentials may be completed independent of or in conjunction with the Master of Arts degree, as noted:

- Preliminary Administrative Services Credential
- Intern Administrative Services Credential
- Pupil Personnel Services Credential: School Counseling
- Preliminary Level I Education Specialist Credential
- Professional Level II Education Specialist Credential

Note: Frequently, students obtain an advanced credential and the M.A. degree (especially in School Administration, since school districts may require its administrators to possess both). When seeking the advanced credential in conjunction with the M.A. degree, the student is subject to the regulations described previously, as well as those which follow. When seeking an advanced credential only, the student is subject to the following regulations:

Prerequisites

To be considered for admission to an advanced credential program, the applicant must:

1. Possess a baccalaureate degree.
2. Have earned at least a 2.75 GPA in the last 60 units earned.
3. Possess a valid teaching or service credential, except for the Pupil Personnel Services Credential Program or Preliminary Level I Education Specialist Credential Program.

Application Procedures

The applicant must:

1. Complete the University Admission form including required transcripts of college/university coursework of the last 60 units.
2. Submit program application and receipt for program application fee to the Department of Advanced Studies in Education Office.
3. Submit letters of recommendation to the department office. (Check with the specific advanced credential program coordinator for the exact number required.)
4. Submit test scores (e.g., CBEST, MAT), as required by the specific advanced credential program, to the department office.

5. Submit proof of valid teaching or service credential to the department office, if required.
6. Participate in an interview and/or have the program file evaluated by a credential program committee, depending on the requirements of the specific credential program.

Admission Classifications

The student applying only for a credential program will be placed in the following classifications:

1. Postbaccalaureate Standing: Unclassified — permits one to enroll in classes as specified by program.
To be admitted, the applicant must:
 - a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
2. Postbaccalaureate Standing: Classified — fully admitted to the M.A. program. (See M.A. requirements in previous section.)

General Information

1. Grade Requirements: Students seeking an advanced credential are expected to maintain a GPA of 3.0 while in the program. The minimum acceptable grade for a credential course is a C. In the School Administration Program, a student earning a grade of C is considered to be on probation; on earning a second C, the candidate will be disqualified.
2. Final Requirements: To obtain the required recommendation for the advanced credential from CSU Stanislaus, the student must:
 - a. Complete all of the coursework required in the advanced credential program.
 - b. Demonstrate competency in the knowledge and skill areas of the program.
 - c. Maintain a minimum overall GPA of 3.0 for all course work required for the credential.
 - d. Submit a completed application to the Credentials Processing Center (DBH 303) and make payment as directed.
 - e. Be recommended for the credential by the coordinator of the appropriate advanced credential program.
3. Class Scheduling: Courses are scheduled in the late afternoon and evening to enable employed individuals to enroll in classes.

Note: Early registration is strongly recommended. Limits are placed on class size; consequently, enrollment is not guaranteed.

Administrative Services Credentials: Preliminary and Intern

Preliminary Administrative Services Credential (ASC) Program

This is a competency-based program designed to prepare students for their initial administrative assignments. In addition to the requirements listed earlier, the applicant must have successfully completed two years of full-time certificated experience, such as teaching, school counseling, school psychology, or other appropriate education experience. Upon program completion, students will be issued a Certificate of Eligibility, which allows them to seek employment in an administrative position. When administrative employment is attained, the Preliminary ASC document is issued and the holder must meet the requirements for the Professional Clear ASC within five years.

Requirements (24 units)

Complete the following courses:

- EDAD 5801 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement, and Work Experience Project (5 units)
- EDAD 5802 Educational Leadership: Human and Economic Resources and Work Experience Project (5 units)
- EDAD 5803 Educational Leadership: Organizational Management, Personal Ethics, and Work Experience Project (5 units)
- EDAD 5804 Educational Leadership: Legal Framework and School Governance (4 units)
- EDAD 5805 Diverse Learning Communities: Political, Cultural, and Social Implications, and Work Experience Project (5 units)

Intern Administrative Services Credential (ASC) Program

The Intern ASC Program allows school districts to appoint persons to administrative positions before they have completed the Preliminary ASC Program. This position shall be for at least one semester. In addition to the requirements listed earlier, the applicant must have successfully completed three years of full-time certificated experience, such as teaching, school counseling, school psychology, or other appropriate education experience. The intern is supervised by both university faculty and school district mentors, and continues to complete the coursework as required for the Preliminary ASC. The Intern ASC is normally issued for a two-year period; thus, the intern must complete the approved institutional program within a two-year period or the period of time authorized by the Intern ASC. Contact the program coordinator for information and advisement.

Education Specialist Credentials: Mild/Moderate Disabilities and Moderate/Severe Disabilities

California State University, Stanislaus is authorized to recommend individuals for Education Specialist Credentials in two areas: Mild/Moderate Disabilities and Moderate/Severe Disabilities. The Level I programs prepare individuals to perform responsibilities of entry-level special education teachers.

When a graduate of the Level I program obtains a special education position, an application is filed with the California Commission on Teacher Credentialing and the Preliminary Level I Education Specialist Credential is issued. This credential is valid for five years while Level II preparation is completed. It is recommended that undergraduates seeking admission to the Education Specialist Preliminary Level I Credential enroll in the Liberal Studies major with a concentration in Exceptional Children and Youth.

Note: A prerequisite teaching credential, Multiple or Single Subject, is not required to obtain the Specialist Credential.

Preliminary Level I: Education Specialist Credentials: Mild/Moderate Disabilities and Moderate/Severe Disabilities

The following is a sequence of steps to obtain an Education Specialist Preliminary Level I Credential: Mild/Moderate and Moderate/Severe Disabilities. Admission forms and a full description of the documentation and coursework requirements are included in the Specialist Education Level I Credential Handbook.

Courses preceded by one (√) are **requirements** and those preceded by two (√√) are **electives** in the undergraduate concentration Exceptional Children and Youth.

- I. Pass CBEST and complete the following courses with a grade of B or better:
 - √ PSYC/CDEV 3140 Human Development I: Childhood, 3 units **or**
 - √ PSYC 3240 Human Development II: Adolescence, 3 units
 - √ EDSE 4310 Introduction to Special Education, 3 units
 - √ EDSE/PSYC 4550 Practicum with Exceptional Children, 3 units **or**
 - √ EDSE/PSYC 4560 Theory of Instructional Design, 3 units

2. Demonstrate the following:
 - a. Subject Matter Competence:
 - Elementary level (CSET Multiple Subject exam)
 - Middle and secondary level (CSET Single Subject exam or complete a CCTC-approved subject matter preparation program.)
 - b. The GPA requirement. (2.67 in all baccalaureate and postbaccalaureate coursework or GPA of at least 2.75 in the last 60 units; 3.0 in all EDSE/PSYC coursework.)
3. Submit a completed application to the Department of Advanced Studies in Education and participate in the Admission Interview.
4. If an offer of admission is made, complete the following courses with a grade of “B” or better:
 - √ EDMS 4100 Foundations of Education in a Diverse Society, 3 units, **or**
 - √ EDSE 4330 Communication and Social Skills for Students with Disabilities, 3 units
 - √ EDSE/PSYC 4550 Practicum with Exceptional Children, 3 units, **or**
 - √ EDSE/PSYC 4560 Theory of Instructional Design, 3 units
 - √√ EDSE/PSYC 4750 Applied Behavior in the Classroom, 3 units
5. Complete the following courses with grades of “B” or better. Full admission to the program is required to enroll in the courses:
 - EDSE 4110 Reading and Language Arts in General Education, 2 units
 - EDSE 4210 Reading and Language Arts in Special Education, 3 units
 - EDMS 4121 Mathematics Methods, 3 units
 - EDSE 4430 Assessment of Students with Disabilities, 3 units
6. Complete credential-specific coursework with a grade of B or better.

Mild/Moderate Disabilities:

- EDSE 4450 Teaching Students with Mild to Moderate Disabilities, 3 units
- EDMS 4191 Student Teaching Practicum II, 5 units
- EDSE 4898 Student Teaching Seminar: Consultation and Collaboration — Mild to Moderate Disabilities, 2 units
- EDSE 4815 Special Education Student Teaching: Mild to Moderate Disabilities, 5 units

Moderate/Severe Disabilities:

- EDSE 4440 Students with Moderate and Severe Disabilities, 3 units
- EDMS 4191 Student Teaching Practicum II, 5 units
- EDSE 4816 Special Education Student Teaching: Moderate to Severe Disabilities, 5 units
- EDSE 4798 Student Teaching Seminar: Consultation and Collaboration — Moderate to Severe Disabilities, 2 units

Note: Candidates who possess a valid MSCP or a SSCP are not required to complete EDMS 4191 if they seek the Special Education Credential only.

Additional Admission Requirements

1. Students must be admitted to the University as an undergraduate or postbaccalaureate student.
2. Complete an application for admission to the Preliminary Level I Credential Program. The application packet is available online at www.csustan.edu and in the Advanced Studies office. Refer to the packet for application deadlines, admission criteria during the year of application and acceptance, and any additional requirements.
3. Complete an upper-division writing course (listed as WVP in the Undergraduate Catalog) or pass an equivalent test or submit a verifiable score of 41 or higher on the writing portion of CBEST.
4. Complete PSCI 1201 American Government or an equivalent course that fulfills the U.S. Constitution requirement.
5. File a Certificate of Clearance with the application to the program.
6. Verification of Early Field Experience. All candidates must complete 45 hours of documented field experience in K-12 classrooms.

Completion Requirements

The student will be recommended by CSU Stanislaus for the Preliminary Level I Education Specialist Credential upon satisfactory completion of the following:

1. All Level I program requirements with grades of B or better.
2. Verification of baccalaureate degree.
3. Passing score on the Reading Instruction Competency Assessment (RICA) (effective January 2000).
4. Satisfactory performance on exit interview or examination. The Preliminary credential is valid for five years, while Professional Level II preparation is completed.

The Professional Level II Education Specialist Credential: Mild/Moderate Disabilities and Moderate/Severe Disabilities

Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while fostering advanced skills and knowledge. The Professional Level II Education Specialist Credential Programs in Mild/Moderate Disabilities and Moderate/Severe Disabilities include academic requirements, an individualized induction plan, and an option allowing some requirements to be met with non-university activities.

In addition to meeting the regular standards for admission to graduate study at CSU Stanislaus, students applying to the Professional Level II Education Specialist Credential Program must submit proof of a valid Preliminary Level I Education Specialist Credential, and a GPA of at least 3.0 in the last 60 units of college/university work. Applicants must verify full-time employment in a position requiring the Preliminary Level I Education Specialist Credential. Applications to the Level II program are available online at www.csustan.edu or in the Advanced Studies office.

Requirements (17 units or equivalent)

1. Complete the following core courses:
 - EDSE 5200 Induction Seminar, 1 unit (This course is repeated for a total of 2 units)
 - EDSE 5220 Advanced Studies in Positive Behavior Support, 3 units
 - EDSE 5230 Advanced Studies in Curriculum, Assessment, and Program Planning, 3 units
2. Complete the appropriate specialized course:
 - EDSE 5440 Advanced Seminar in Teaching Students with Moderate/Severe Disabilities, 3 units **or**
 - EDSE 5450 Advanced Seminar in Teaching Students with Mild/Moderate Disabilities, 3 units
3. Elective options for the Professional Credential Induction Plan (6 units total)
 - Advanced level coursework in the candidate's area of specific emphasis (6 units); up to 3 units (45 hours) non-university activities may be approved by the program coordinator

Note: All options must be pre-approved in writing by the program faculty and specified on the Professional Credential Induction Plan.

**Pupil Personnel Services Credential:
School Counseling and M.A. in School Counseling**

(combined program) (57-59 units)

Connie Kane, Ph.D., *Program Coordinator*

The PPS Credential is required for counselors in the K-12 setting. Upon completion of the program, students qualify for both a PPS credential and a Master of Arts in Education. This program is designed for teachers and other professionals who already have experience working with children and youth. The following requirements adhere to the Standards of Quality and Effectiveness for Pupil Personnel Services Credentials in School Counseling that were adopted by the California Commission on Teacher Credentialing in January 2001. All courses offer postbaccalaureate credit and are applied toward the Master of Arts in Education.

Admission Requirements

To be considered for admission to the PPS Credential/M.A. School Counseling Program, applicants must:

1. Possess a baccalaureate degree.
2. Be admitted to the University in Postbaccalaureate standing:
Unclassified.
3. Have a grade point average of at least 2.75 in the last 60 semester units earned.
4. Have a combined score of 100 using a weighted score of the grade point average (GPA) for the last 60 semester units, and the Miller Analogies Test (MAT) converted score. Admissibility will be assessed by multiplying the student's GPA by 20 and adding the MAT converted score. A total weighted score of 100 is required for admission. For example:
3.0 GPA X 20 = 60+40 MAT = 100 (Admissible)
3.2 GPA X 20 = 64+36 MAT = 100 (Admissible)
Submit Miller Analogies Test score with Application for First Interview.
5. Successfully pass the California Single Subject Assessments for Teaching Educational Technology exam, or complete EDIT 4170* with a grade of B or better.
6. Pass the CBEST with a minimum score of 41 on the writing portion. CBEST verification with section scores must be submitted to the Advanced Studies Department with Application for First Interview.
7. Submit a Certificate of Clearance (or valid California Teaching/Service Credential or Substitute Permit) with Application for First Interview.

8. Submit three (3) letters of recommendation with Application for First Interview.
9. Pay application fee at Cashier's Office. Submit Application for First Interview form with payment receipt to the Advanced Studies Office (DBH 348).
10. Participate in First Interview.

Requirements: 57-59 units for individuals successfully completing the SSAT Educational Technology examination; 59-61 units for individuals taking EDIT 4170.*

***Prerequisite**

EDIT 4170 Educational Technology Foundations, 2 units

Program Courses

EDCL 5530 Testing in Education and Counseling, 3 units
 EDCL 5540 Counseling Exceptional Children and At-Risk Youth, 3 units
 EDCL 5570 Counseling and Guidance in Education, 3 units
 EDCL 5600 Family Counseling and Community Resources, 3 units
 EDCL 5610 Educational and Occupational Information, 3 units
 EDCL 5630 Dealing with Differences in Educational Settings, 3 units
 EDCL 5640 The Counselor, 3 units
 EDCL 5650 School Group Guidance and Counseling Techniques, 3 units
 EDCL 5760 Pupil Personnel Services Seminar, 3 units
 EDCL 5780 Consultation and Supervision for School Counseling, 3 units
 EDCL 5930 School Counseling Practicum, 2 units
 EDCL 5850/5851 Counseling Seminar and Field Experience, 3 units
 (4 enrollments for a total of 12 units)

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Qualitative Research in Education, 3 units **or**
 EDGS 5610 Quantitative Research in Education, 3 units
 EDGS 5960 Project, 4-6 units (2+2+2) **or**
 EDGS 5990 Thesis, 4-6 units (2+2+2)

Note: If Project/Thesis is not complete after two semesters of enrollment, then EDGS 7005 must be taken each semester until finished.

Pupil Personnel Services: School Counseling Intern Credential Program

The Pupil Personnel services: School Counseling Intern Credential Program allows school districts to appoint PPS Credential candidates to school counseling positions after they have completed 23 units of coursework, including one semester of fieldwork. This position shall be for at least one semester. The intern is supervised by both the University EDCL faculty and the school district of employment while continuing the coursework at the University as required for the PPS in School Counseling Credential. The internship credential is usually issued for a two-year period; thus the intern must complete the approved institutional program within a two-year period or the period authorized by the internship credential. (For additional information and program advisement, the applicant is asked to contact the program coordinator.)

Graduate Certificate Program in Community College Leadership

The Community College Leadership program is a professional preparation program that provides an exciting and challenging opportunity for individuals who wish to pursue career paths in community college administration. The award of a graduate certificate will be made upon completion of the program requirements.

Program Courses (15 units)

EDAD 5001 Community College Leadership Seminar, 4 units (1+1+1+1)

EDAD 5002 Human Resources in the Community College, 2 units

EDAD 5003 Community College Resource Development, 1 unit

EDAD 5004 Community College Finance, 2 units

EDAD 5005 Technology in the Community College, 2 units

EDAD 5006 Community College Students and Instructional Services,
2 units

EDAD 5007 Field Experience in Community College, 2 units (1+1)

Course Descriptions

Community College Leadership Program

EDAD 5001 Community College Leadership Seminar (1 unit)

This seminar explores the role of leaders in community colleges and the desired outcomes of effective leadership on students, faculty, staff, and the community. Students enroll in this course in each of four separate academic terms for a total of four units.

EDAD 5002 Human Resources in the Community College (2 units)

Develops skills and strategies related to human resource development and management in community colleges; establishes a foundation for building organizations of people committed to academic and administrative excellence.

EDAD 5003 Community College Resource Development (1 unit)

Designed to increase skills related to resource development, including grant writing and management, marketing techniques, and collaborative approaches to working with governmental bodies, corporate agencies, and private foundations.

EDAD 5004 Community College Finance (2 units)

Develops students' fiscal knowledge and skills related to federal, state, and local revenue allocations, budget preparation, management, and audit.

EDAD 5005 Technology in the Community College (2 units)

Focuses on the development of competencies in the use of technology in the community college for student services, academic instruction, institutional multimedia support services, and administrative decision-making.

EDAD 5006 Community College Students and Instructional Services (2 units)

An analysis of organizational models, administrative competencies, and emerging challenges related to student and instructional services in community colleges.

EDAD 5007 Field Experience in Community College (1 unit)

Field experience provides opportunities to practice leadership skills and obtain community college experience. Field experience projects are supervised by an administrative site supervisor/mentor and the instructor. Students enroll in this course in each of two separate academic terms for a total of 2 units.

Administration: Preliminary Services Credential and Intern Services Credential**EDAD 5801 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement, and Work Experience Project (5 units)**

(Formerly EDAD 5810 Curriculum Planning, Supervision, and Work Experience Project) To acquire an understanding of how curriculum development supports the effective implementation of a vision of teaching and learning in schools. A 45-hour fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5802 Educational Leadership: Human and Economic Resources and Work Experience Project (5 units)

(Formerly EDAD 5820 Educational Leadership, Personnel Management, and Work Experience Project) To acquire an understanding of how the allocation of human and economic resources impacts the effective implementation of a vision of teaching and learning in schools. A 45-hour fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5803 Educational Leadership: Organizational Management, Personal Ethics, and Work Experience Project (5 units)

(Formerly EDAD 5830 Principalship, School Management, and Work Experience Project) To acquire an understanding of how organizational and leadership practices impact the effective implementation of a vision of teaching and learning in schools. A 45-hour fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5804 Educational Leadership: Legal Framework and School Governance (4 units)

(Formerly EDAD 5840 Seminar: School Finance and School Law) To acquire an understanding of how legal issues impact the effective implementation of a vision of teaching and learning in schools. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5805 Diverse Learning Communities: Political, Cultural, and Social Implications, and Work Experience Project (5 units)

(Formerly EDAD 5850 School Governance, Politics, Community Relations, and Work Experience Project) To acquire an understanding of how political, cultural, and social factors impact the effective implementation of a vision of teaching and learning in schools. A fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

School Counseling**EDCL 5530 Testing in Education and Counseling (3 units)**

Measurement and evaluation in education; statistical aspects of testing; selection and interpretation of unbiased tests with emphasis on achievement, aptitude, interest, vocational and educational tests; effects of cultural and ethnic factors on assessment and achievement. Prerequisite: Admission to program.

EDCL 5540 Counseling Exceptional Children and At-Risk Youth (3 units)

(Formerly EDSE 5540) Working with marginally functioning and at-risk youth within the school population. Includes counseling children with physical, intellectual, social, and emotional difficulties. Recognition of adolescent and childhood behavior disorders, intervention techniques, community resources, and educational adjustments. Prerequisite: Admission to program.

EDCL 5570 Counseling and Guidance in Education (3 units)

Roles, functions, and responsibilities of the school counselor; use of group guidance techniques and consultation; working with community groups and human resource development; theory, practice, and trends. Prerequisite: Admission to program.

EDCL 5600 Family Counseling and Community Resources (3 units)

Dynamics of relationships of family, community, and school; communitywide services; agency-school relationships; family visiting, including conferences, interviews, and referrals. Prerequisites: EDCL 5640 and admission to program.

EDCL 5610 Educational and Occupational Information (3 units)

Sources of occupational and educational information, job analysis, procedures for relating vocational and self information. Emphasis on meeting needs for school counselors in the area of career guidance, high school graduation and college admission requirements, and the college application process. Prerequisite: Admission to program.

EDCL 5630 Dealing with Differences in Educational Settings (3 units)

Recognizing and dealing with racism, sexism, and ageism, also discrimination based on religion, sexual orientation, and learning disabilities. Procedures for helping counselors, administrators, teachers, and their students relate effectively with individuals who differ in various ways. Prerequisite: Admission to program.

EDCL 5640 The Counselor (3 units)

Focus on the person as counselor, the becoming self of the counselor, personal identity and integrity, and authentic response to role conflict situations. Study and application of counseling theory and techniques within school settings. Prerequisite: Admission to program.

EDCL 5650 School Group Guidance and Counseling Techniques (3 units)

Using groups for guidance and counseling in the schools; theory and procedures for implementing groups; issues and problems; role and function of school counselors as group leaders. Includes a group laboratory experience. Prerequisite: Admission to program.

EDCL 5760 Pupil Personnel Services Seminar (3 units)

Current practices in pupil personnel services. Organization and administration of pupil personnel services. Legal principles applied to educational problems, confidentiality, and ethics. Open to practicing personnel and those nearing completion of the Pupil Personnel Services Credential Program. Prerequisite: Admission to program.

EDCL 5770 College Counseling and Student Services (3 units)

An overview of the role of student service personnel in colleges and universities. Includes a study of recruitment, matriculation, retention, and counseling practices, as they pertain to college students. Elective for MA program only.

EDCL 5780 Consultation and Supervision for School Counselors (3 units)

Theory, procedures, and practice in consultation and supervision for school counselors. Emphasis on consultation and change theory, and organizational development. The role of the school counselor as a consultant to teachers, parents, and administrators and as a supervisor for paraprofessionals and counselor trainees. Prerequisite: At least one semester of EDCL 5850/51.

EDCL 5850 Counseling Seminar and Field Experience (3 units)

Provides the student with a broad set of supervised experiences as a practicing professional within a school system. Corequisite: EDCL 5851. Prerequisites: EDCL 5540, 5570, 5640, 5760, and 5930.

EDCL 5930 School Counseling Practicum (2 units)

Preliminary experience in the field for which student is seeking credential plus counseling skill development. Participation in school/community counseling and educational programs and weekly seminars. Prerequisites: EDCL 5640 and three of the four following courses: EDCL 5570, 5610, 5630, and 5650.

Graduate: Core Classes**EDGS 5500 Foundations in Education (3 units)**

Course surveys recent trends and research on the history and philosophy of education; on educational sociology and the politics of schooling and its financing; and on key issues of educational psychology and the impact of culture, race, and gender on schooling.

EDGS 5510 Introduction to Educational Research (3 units)

Course provides an introduction to both qualitative and empirical educational research. Students will locate, understand, evaluate, and interpret educational research, and will identify possible thesis or project topics. Prerequisite: Classified Status.

EDGS 5600 Introduction to Qualitative Research in Education (3 units)

Course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on non-linear, verbal, and graphic datasets, and professionally accepted methods for analyzing, discussing, and theorizing utilizing such data. Prerequisites: EDGS 5510 and Classified Status.

EDGS 5610 Introduction to Quantitative Research in Education (3 units)

Course prepares students for conducting quantitative research with educational topics. Students learn about appropriate research design methods, perform statistical analyses, and determine appropriate analyses given the research design. Prerequisites: EDGS 5510 and Classified Status.

EDGS 5960 Project (1-4 units)

This enrollment involves individual consultation with members of the student's project committee. Prerequisite: Consent of the M.A. adviser.

EDGS 5980 Individual Study (1-5 units)

For graduate students in need of advanced and specialized study beyond regularly offered courses. Prerequisite: Consent of instructor.

EDGS 5990 Thesis (1-4 units)

This enrollment involves individual consultation with members of the student's thesis committee. Prerequisite: Consent of M.A. adviser.

EDGS 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate course work and who have registered for the maximum number of thesis or project units required by their M.A. program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Educational Technology: Upper Division

Note: EDIT 4170 satisfies requirements for the Preliminary Credential. EDIT 4710 satisfies the requirement for the Professional Clear Credential if the Preliminary was a Ryan Act program issue.

EDIT 4170 Educational Technology Foundations (2 units)

Focuses on the development of technology proficiencies. Students develop strategies and skills for teaching with technology in K-12 settings. Prerequisite: CS 2000 or equivalent and admission to MSCP, SSCP, or Education Specialist Credential Program.

EDIT 4710 Advanced Technology Integration Strategies (3 units)

(Formerly Educational Software Integration Strategies) A study of software evaluation methods, teaching strategies, and assessment techniques for utilizing technology effectively in K-12 curriculum. Will also explore the development of curriculum for diverse learners in which technology is integrated. Prerequisites: EDIT 4170 or equivalent.

EDIT 4720 Multimedia Development in Education (3 units)

Students will create and integrate multimedia into K-12 curriculum. Instructional design, authoring tools, peripherals, the Internet, WWW page, and video editing will be examined. Creation of a significant project. Prerequisite: Preliminary teaching credential or consent of instructor.

EDIT 5100 Research Trends in Educational Technology (2 units)

Students will examine current research related to aspects of educational technology and the impact of technology on teaching and learning. Emphasis is on recent research findings and implications. Prerequisite: Preliminary teaching credential or consent of instructor.

EDIT 5200 Educational Technology Issues (3 units)

Ethical, social, financial, and legal implications of technology in education will be explored. The emphasis is on how technology impacts schools, students, and teachers. The effect of technology on business and industry is also examined. Prerequisite: Preliminary teaching credential or consent of instructor.

EDIT 5300 The Technology Coordinator (3 units)

Skills needed by school/district technology coordinators and mentors are included in this course. Network configuration, hardware and software troubleshooting, staff development practices, and grant writing are featured. Prerequisite: Preliminary teaching credential or consent of instructor.

Special Education: Level I**EDSE 4110 Reading and Language Arts in General Education (2 units)**

(Formerly Reading and Language Arts in General and Special Education) Designed to introduce candidates in the special education credential program to materials and methods in general education, grades K-6. This course must be taken concurrently with EDSE 4210. Corequisite: EDSE 4210.

EDSE 4130 Special Education Strategies for the Classroom Teacher (3 units)

Teaching the mainstreamed special education student in the general classroom. Individualized diagnostic and prescriptive teaching, counseling, legal aspects, and instructional principles and practices. Prerequisite: Multiple or single subject credential.

Note: This course meets the "mainstreaming" requirement for the Professional Clear Multiple Subject Credential and the Professional Clear Single Subject Credential. It does not meet requirements for a special education credential.

EDSE 4160 Foundations of Special Education (1 unit)

Introductory course in the legal and historical foundations of special education. Prerequisite: Admission to the Multiple Subject, Single Subject, or Education Specialist Credential Program.

EDSE 4210 Reading and Language Arts in Special Education (3 units)

Designed to provide students with the knowledge and skills to develop, implement, and modify the reading and language arts instruction for students with mild, moderate, and severe disabilities.

EDSE 4310 Introduction to Special Education Programs (3 units)

Introduction to school programs and practices for special education students. Includes direct observation/participation and initial experiences with problems of assessment, prescription, and individualized programs. Prerequisites: PSYC 3140 and consent of education adviser.

EDSE 4330 Communication and Social Skills for Students with Disabilities (3 units)

This is a required course in the Special Education Credential Program. The course provides students with skills in a variety of approaches for assessing and improving the language and social skills of students with mild/moderate/severe disabilities. Prerequisites: EDSE 4310 and consent of education adviser.

EDSE 4430 Assessment of Students with Disabilities (3 units)

Presents information relevant to assessment and instruction in general and special education settings with emphasis on the knowledge and skills related to assessment and evaluation of students with mild/moderate/severe disabilities. Prerequisite: Admission to Special Education Credential Program.

EDSE 4440 Students with Moderate and Severe Disabilities (3 units)

Designed to introduce students to instructional approaches for students with moderate and severe disabilities. Prerequisite: Admission to Special Education Credential Program.

EDSE 4450 Teaching Students with Mild to Moderate Disabilities (3 units)

Examination of characteristics of students with mild to moderate disabilities and determining the implications of these characteristics for service delivery. Focus will be on approaches to conceptualizing and providing services and relating approaches to research. Prerequisite: Admission to Special Education Credential Program.

EDSE 4550 Practicum with Exceptional Children (3 units)

(Same as PSYC 4550) Acquisition and application of direct instruction teaching strategies. Students will work in small groups with children who have been identified as functioning below grade level in reading or math. Emphasis is on learning generalized direct instruction skills. Prerequisite: Consent of instructor.

EDSE 4560 Theory of Instructional Design (3 units)

(Same as PSYC 4560) Analysis and evaluation of instructional theories as they apply to the special education aspects of curriculum and teacher-presentation strategies designed to maximize generalization and minimize errors for “high-risk” pupils. Prerequisite: EDSE 4310.

EDSE 4750 Applied Behavior Analysis in the Classroom (3 units)

(Same as PSYC 4750) Application of learning principles to educational and behavioral problems of individuals, enabling the student to design and implement programs for special education populations. Gives the student skills in program management and evaluation.

EDSE 4798 Student Teaching Seminar: Consultation and Collaboration — Moderate to Severe Disabilities (2 units)

Provides information about working effectively with school/agency personnel and families of children with moderate to severe disabilities. Prerequisite: Consent of program coordinator.

EDSE 4815 Special Education Student Teaching: Mild to Moderate Disabilities (5 units)

Actual work experience (teaching) in the field. Supervision by university personnel. Includes placements in general and special education classrooms. Prerequisite: Consent of program coordinator.

EDSE 4816 Special Education Student Teaching: Moderate to Severe Disabilities (5 units)

This course is designed to meet the student teaching requirement for the Education Specialist Credential, Moderate to Severe Disabilities. Prerequisite: Consent of program coordinator.

EDSE 4850 Field Experience with Exceptional Children (1-3 units)

Practical experience in schools working with children and youth with disabilities. May be repeated for a maximum of 3 units. Prerequisite: Consent of program coordinator.

EDSE 4898 Student Teaching Seminar: Consultation and Collaboration — Mild to Moderate Disabilities (2 units)

Provides information about working effectively with school/agency personnel and families of children with mild to moderate disabilities. Prerequisite: Consent of program coordinator.

Special Education: Level II**EDSE 5200 Induction Seminar (1 unit)**

Required of all students in the first semester of enrollment in the Level II Education Specialist Credential Program (Mild/Moderate and Moderate/Severe). Students will develop their Professional Credential Induction Plan. Prerequisite: Admission to Level II Education Specialist Credential Program (Mild/Moderate or Moderate/Severe).

EDSE 5220 Advanced Studies in Positive Behavior Support (3 units)

Required course in the Level II Education Specialist program (Mild/Moderate and Moderate/Severe). Focus on functional assessment and development of assessment-based comprehensive behavioral support plans. Prerequisites: Admission to Level II Education Specialist Credential Program and consent of instructor.

EDSE 5230 Advanced Studies in Curriculum, Assessment, and Program Planning (3 units)

Required course in the Level II Education Specialist Program (Mild/Moderate and Moderate/Severe). Covers advanced issues in assessment and use of assessment in educational planning/decision-making. Prerequisites: Admission to Level II Education Specialist Credential Program and consent of instructor.

EDSE 5440 Advanced Seminar in Teaching Students with Moderate/Severe Disabilities (3 units)

Required course in the Level II Education Specialist Credential Program (Moderate/Severe Disabilities). Provides for critical examination of current and emerging research on a range of strategies for serving students with moderate/severe disabilities. Emphasis on acquisition of specific advanced techniques. Prerequisites: Admission to Level II Credential Program (Moderate/Severe) and consent of instructor.

EDSE 5450 Advanced Seminar in Teaching Students with Mild/Moderate Disabilities (3 units)

Required course in the Level II Education Specialist Credential Program (Mild/Moderate Disabilities). Provides for critical examination of current and emerging research on a range of strategies for serving students with mild/moderate disabilities. Emphasis on acquisition of specific advanced techniques. Prerequisites: Admission to Level II Credential Program (Mild/Moderate) and consent of instructor.

**EDSE 5947 Field Work: Mild/Moderate Disabilities
(3 units)**

Supervision by University personnel for Level II students employed in elementary and/or secondary school setting. Prerequisites: Admission to the Level II Credential Program (Mild/Moderate) and consent of instructor.

**EDSE 5948 Field Work: Moderate/Severe Disabilities
(3 units)**

Supervision by University personnel for Level II students employed in elementary and/or secondary school setting. Prerequisites: Admission to the Level II Credential Program (Moderate/Severe) and consent of instructor.

Department of Physical Education and Health

J. Sue Fletcher, Ed.D., *Chair*
Shawna Young, Ed.D., *Graduate Program Director*

Professors: Bowen, Fletcher, Luo
Associate Professors: Hall, Young
Assistant Professor: Deaner
Lecturers: Eastham, Herring

Office: Field House 142
Phone: (209) 667-3325

**Master of Arts in Education
with a concentration in Physical Education****Master of Arts in Education
Concentration in Physical Education****Admission Requirements**

1. An undergraduate degree with a major/minor in Physical Education or equivalent.
2. An undergraduate degree other than Physical Education/Kinesiology requires 21 units of prerequisites in undergraduate courses which include: Adapted Physical Education, Kinesiology, Measurement and Evaluation, Exercise Physiology, Sport Psychology **or** Sport in Society, Motor Development **or** Motor Learning, and Elementary Physical Education or Secondary Pedagogy in Physical Education be taken prior to being admitted to classified standing.
3. An overall GPA of 2.5 is required.
4. A total score of at least 100 using the following formula for grade point average, based on the last 60 units of college/university work, and the Miller's Analogy Test (MAT):
GPA X 20 + MAT score = total score. For example, a student with a GPA of 3.0 and an MAT score of 40 would qualify for admission with a total score of 100 (3.0 X 20 + 40 = 100). As an alternative, submit a score received within the last five years of a minimum score of 980 on the Graduate Record Examination (GRE).
5. Submit three letters of recommendation.
6. Fulfill the writing competency requirement by submitting a score received within the last five years of at least 41 on the writing section of the California Basic Educational Skills Test (CBEST) **or** a score of 4.0 on the GRE Writing Assessment Test.

Application Procedures

1. Complete the Graduate/Postbaccalaureate Application for Admission and submit to the Graduate School. If you are CSU Stanislaus alumni and you have not taken courses at another university since your graduation at Stanislaus, you may use the Alumni Application for Admission. The application deadlines for fall and spring are posted on the Web site at www.csustan.edu/academics/gradschool.asp.
2. Complete the Master's in Education, Concentration in Physical Education Application and submit to the Department of Physical Education and Health Graduate Program Coordinator. This application form is available as a PDF file on the department's Graduate Program Website at www.csustan.edu/physed_Health, or as a hard copy in the Department's office (FH141).

3. Send two copies of official transcripts for all undergraduate and graduate coursework to the Graduate School.
4. Send official scores from within the last five years for the MAT or the GRE to the Department of Physical Education and Health.
5. Send official scores from within the last five years for the Graduate Record Exam (GRE) Writing Assessment Test **or** the California Basic Educational Skills Test (CBEST) Writing Section to the Department of Physical Education and Health.
6. Send three letters of recommendation to the Department of Physical Education and Health Graduate Program Coordinator indicating the applicant's commitment to graduate study in physical education, professional effectiveness, and potential for influencing education.

Classification Status

1. Postbaccalaureate: Unclassified Status: A student may be admitted to the University, but not to the Physical Education Graduate Program if prerequisites have not been met (such as the lack of an undergraduate major in Physical Education). Admission to the University in Postbaccalaureate: Unclassified status implies no guarantee of future admission to the Physical Education Graduate program.
2. Conditionally Classified Status: A student may be admitted to the Physical Education Program as Conditionally Classified when a limited number of prerequisites have not been met, such as completion of an upper-division statistics course and/or the writing proficiency examination. Students may enroll in a limited number of graduate courses, but must complete the prerequisites within two semesters.
3. Fully Classified Status: A student who meets all of the admission criteria will be admitted into the Physical Education Graduate Program as fully classified and may proceed to take graduate courses without limitations.

Grade Requirements

1. A total of nine units may be transferred from an accredited graduate school in the United States or abroad.
2. International applicants whose native language is not English must submit results of the TOEFL examination with scores of at least 550 prior to being admitted to the Program.
3. The minimum academic grade point average for earning the M.A. degree is 3.0. No course with a grade below C- may apply toward a master's degree program.
4. All coursework, including the Thesis/Project, must be completed within seven years.

Requirements (31 units)

Graduate Core (12 units)

- EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Qualitative Research in Education, 3 units
 EDGS 5610 Quantitative Research in Education, 3 units

Physical Education Concentration (19 units)

- PHED 5010 Seminar in Administration and Supervision of Physical Education and Athletics, 3 units
 PHED 5020 Analysis of Sport Motion, 3 units
 PHED 5030 Sociological and Psychological Implications in Physical Education, 3 units
 PHED 5040 Seminar in Physical Education, 3 units
 *PHED 5960 Project, 4 units **or**
 *PHED 5990 Thesis, 4 units
 ** Approved elective, 3 units

*Prior to enrolling in PHED 5960 or PHED 5990, successful completion of the following courses is required: EDGS 5510, 5600, 5610, and two courses from the following group: PHED 5010, 5020, 5030, and 5040. Six units from these prerequisites may be taken concurrently with PHED 5960 or PHED 5990 with approval from the program coordinator.

Once all coursework is completed, students are required to maintain continuous enrollment (fall, winter, spring, and summer) in EDUC 7005 Continuing Thesis or Project until all degree requirements have been met.

** 4000- or 5000-level education course(s) selected in consultation with the program coordinator and approval from the Graduate Committee when necessary

Teaching Credentials

Before admission to the credential program, students must be cleared for subject matter competence. The Department of Physical Education and Health will certify students for competence in appropriate subject matter content when they:

1. Complete an approved California Commission on Teacher Credentialing Single Subject Matter Preparation Program in Physical Education, or
2. Earn a passing score on the Single Subject Examination in Physical Education, Test #09 and the CSET Examination in Physical Education.

3. Demonstrate University requirement competency in skills or subject areas commonly taught in California public schools. These include dance, sports and games, aquatics, and gymnastics. Competency in skills may be obtained by passing 16 or more units at CSU Stanislaus in theory and analysis and theory of coaching classes with the instructor approving the skill level (grade C– or better). If the instructor does not approve the skill level, the student must take remedial action to improve deficient skills and then pass a skills test.
4. Appeal Process:
 - a. There is no appeal for 1 and 2.
 - b. Students who do not pass a skills test on the second attempt may request a committee of three qualified faculty to administer and score the next test.

Course Descriptions

PHED 5010 Seminar in Administration and Supervision of Physical Education (3 units)

Examination of background and current trends in the organization, structure, and administrative practice in today's physical education programs including athletics' practices. Focus is also on facilities, budgeting, equipment purchase, and related school law. (Fall)

PHED 5020 Analysis of Sport Motion (3 units)

Biomechanic and physiologic aspects of exercise analysis. The theoretical basis for studying and prescribing exercise, and the practical application of current knowledge in the field of exercise science. Prerequisites: PHED 4400 and 4500. (Spring)

PHED 5030 Sociological and Psychological Implications in Physical Education (3 units)

Analysis and application of sociological and psychological data related to participation of the teacher/coach and student/athlete in physical education/athlete programs. Special emphasis on attitudes, values, societal sub-systems, behavioral techniques, and strategies specific to individual and group instruction in physical education. (Fall)

PHED 5040 Seminar in Physical Education (3 units)

To acquaint students with current problems and to provide students an opportunity to do independent work and intensive study with current problems in the physical education profession. (Spring)

PHED 5960 Project (4 units)

Preparation, completion, and submission of an acceptable project for the Master's degree. (Fall, Winter, Spring)

PHED 5980 Individual Study (1-4 units)

For students capable of independent work in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of department chair. (Fall, Winter, Spring)

PHED 5990 Thesis (4 units)

Preparation, completion, and submission of an acceptable thesis for the Master's degree. (Fall, Winter, Spring)

Department of Teacher Education

Pamela M. Russ, Ph.D., *Chair*

Professors: Betts, Costa, Demetrulias*, Flores, Garfield, Murray-Ward, Russ, Sayers, Schulz, Smith, N., Wink

Associate Professors: Boosalis, Haapanen, Janes, Neufeld, Salisbury, Shawkey, Smith, K.

Assistant Professors: Borba, Donnelly, Roe, Vega de Jesús, Won

Lecturers: Breshears, K., Hennings

**Joint appointment in the Department of Advanced Studies in Education.*

Office: Demergasso-Bava Hall — DBH 330

Phone: (209) 667-3357

The Department of Teacher Education offers professional programs to prepare candidates for credentials in elementary and secondary school teaching, bilingual emphasis teaching, and reading. Students interested in a credential program may obtain information from the department office. These professional programs are designed to help students achieve basic competencies essential for effective performance within their teaching specialty. The department also offers an advanced professional program to prepare candidates for the Reading/Language Arts Specialist Credential.

All credential programs are approved by the California Commission on Teacher Credentialing. Teacher preparation programs are approved by the National Council for Accreditation of Teacher Education. The California State Board of Education and the Commission are empowered to change credential requirements without prior notice. The University will make changes in programs leading to credentials whenever revisions are reported in the California Code of Regulations, Title 5, or in other official notifications from the State Board or the Commission.

Also available to qualified students are graduate programs leading to a Master of Arts in Education: Curriculum and Instruction, with a concentration in Elementary Education, Multilingual Education, Reading, or Secondary Education. Students interested in these programs may obtain information from the department office, or the Graduate School located in MSR 160.

Teaching Credential Programs

California State University, Stanislaus Department of Teacher Education is authorized to prepare students for two basic teaching credentials. Under the SB2042 Credentialing Law, these are the Multiple Subject Credential (for elementary schools) and the Single Subject Credential (for secondary schools).

General Requirements for Multiple and Single Subject Credential Programs

- I. Application and Admission to CSU Stanislaus and the Credential Program – Requires Separate Applications, Fees, and Transcripts
The application to the University is separate from the application to the credential program.

Credential applicants must already be CSU Stanislaus students or have applied to the University at the time they apply to the credential program. University applications are available at the Turlock Campus at the Graduate School, at CSU Stanislaus-Stockton Center, or online at www.csustan.edu/grad.

Application to the University requires a separate set of transcripts and separate fees. If students graduate while in the credential program, they must reapply to the University in a timely manner (about six months prior to graduating) and be readmitted as graduate students to continue in the program.

2. Grade Point Average (GPA) Requirements for Admittance
The required GPA is 2.75 in the last 60 units or 2.67 overall.

Special Admittance Criteria — The Department is allowed to admit a small number of students who do not meet admittance requirements. The criterion for special admittance is at the sole discretion of the Department of Teacher Education. Candidates who are below the minimum GPA according to the criteria must submit a letter noting the exception and requesting special consideration. Candidates must have a minimum GPA of 2.5 in the last 60 units. Admission for such candidates will be determined on an individual basis, following these criteria:

- a. Minimum of 2.5 GPA in the last 60 units. If not, do not apply.
 - b. Date of application
 - c. Passed interview
 - d. Proximity to the required 2.67 or 2.75 GPA
 - e. Possessing special skills that would benefit the candidate as a teacher
 - f. Number of co-requisite courses that the applicant has already completed
 - g. Quality of recommendations
 - h. Quality of application letter
3. Tuberculosis Clearance
Students must show proof of having completed a screening for tuberculosis in the last 4 years.
 4. Certificate of Clearance
Applicants must submit fingerprints via “livescan” and be “cleared” before working with students. The clearance is processed through the California Commission on Teacher Credentialing (CCTC). The California Department of Justice and the Federal Bureau of Investigations (FBI) conduct background checks. When cleared, a student will receive by e-mail from the Commission a “Certificate of Clearance.”

Multiple Subject Credential Program (MSCP)

Mary Borba, Ed.D., *Multiple Subject Credential Program Coordinator*
 Juan Flores, Ed.D., *Spanish BCLAD Adviser*
 Mildred Murray-Ward, Ph.D., *Teaching Internship Coordinator*
 Chris Vang, Ed.D., *Southeast-Asian BCLAD Adviser and Chair of Selection
 and Review Committee*
 Jonnie Shawkey, Ed.D., *Field Placement (Student Teaching) Coordinator*

Note: There are no “catalog rights” in credential programs. Requirements, subject to change, are set by the California Commission on Teacher Credentialing, the California State University, and CSU Stanislaus. Students must meet the current state requirements for the credential. For current state requirements, consult the Handbook for the Multiple Subject Credential Program, which is available online at www.csustan.edu.

It is the mission of the Teacher Preparation Program to prepare candidates who are:

1. Competent in their chosen areas
2. Able to integrate subject-matter content with pedagogy appropriate to their field of study
3. Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners
4. Committed to self-assessment and reflection
5. Partners, educational advocates, and leaders at the school level and in the wider community, and
6. Users of technology that enhances teaching and learning

Beginning in January 2004, CSU Stanislaus began offering a Senate Bill 2042 Credential, which authorizes the holder to teach:

- All subjects in self-contained classes from kindergarten through high school
- “Core” classes in middle/junior high school and high school

In practice, most holders of the Multiple Subject Credential teach in grades K-6, with a substantial number teaching “core” classes in grades 7-8. Only a few teach in high schools. Credential program courses are offered in Turlock, Stockton, and Merced.

Emphases in the Multiple Subject Credential Program

CSU Stanislaus offers the following emphases (specializations) in the Multiple Subject Credential:

- BCLAD (Bilingual, Cross-cultural, Language, and Academic Development) — prepares holders to teach in bilingual as well as English-only classrooms. BCLAD emphasis is available in the following languages: Spanish, Hmong, Lao, and Cambodian (Khmer). Candidates for the BCLAD must be able to speak, read, and write the language as demonstrated in a test offered by the Department of Teacher Education.

Undergraduate Preparation for the Bilingual Multiple Subject Credential Program

Students planning to obtain a credential with a BCLAD emphasis are encouraged to enroll in the Bilingual/Cross-cultural concentration in the Liberal Studies program. Students with other majors are also accepted into the BCLAD credential program, provided they can speak, read, and write the language of emphasis.

- Certificate in Primary Language Support — This certificate has no legal bearing, but can be used in an application to demonstrate preparation to support students who are English learners by providing instructional support in the primary language. Candidates for this certificate must demonstrate ability to speak the languages (for example, Spanish, Hmong, Lao, Vietnamese, Cambodian [Khmer], Portuguese, Punjabi, or Assyrian), but do not have to be able to read and write the language.

Internship Program

The internship program permits students in the Multiple Subject Credential Program to obtain employment as a teacher in collaborating school districts while completing the requirements for the Preliminary Credential. Interns must still complete all the courses and tests in the credential program. The only difference is that interns do not have to complete student teaching practicum; they get credit for student teaching practicum from their paid intern teaching position. To qualify for internship, students must meet all of these requirements:

- B.A./B.S. degree
- California Basic Educational Skills Test (CBEST) exam
- California Subject Examination for Teachers (CSET) Multiple Subjects Examination
- College coursework or an examination on U.S. Constitution
- Employment with a school district that is a partner with CSU Stanislaus in the intern program

- Tuberculosis (TB) clearance
- Certificate of Clearance (fingerprint clearance)

Consult the Intern Handbook online at www.csustan.edu for specific procedures and requirements.

Application Procedures

- Submit completed application packet (see the Application Form for exact contents).
- Attend an orientation session.
- Be interviewed by a committee composed of University professors and representatives of school districts.

Application packets are available:

- at www.csustan.edu
- at the Department of Teacher Education office in DBH 330
- at CSU Stanislaus-Stockton Center

Applications are submitted about six months prior to the semester in which the student plans to enroll. For fall semester, the program begins accepting applications the second Monday in February and for spring semester the first Monday in September. Exact dates are noted on the cover of the application packet, or you may contact the Department of Teacher Education for information on timelines.

Program Requirements

Please note that there are five sets of requirements: general requirements, competency requirements, prerequisite requirements, corequisite course requirements, and program course requirements. The general requirements, competency requirements, prerequisite, and corequisite course requirements may be transferred from other colleges/universities. The program course requirements are the same for the BCLAD emphasis, with the exception of the primary reading methods course.

I. Competency Requirements

1. CSET Multiple Subjects Examination — www.cset.nesinc.com
With their application, all candidates must submit proof of registration to take at least one subtest of the CSET Multiple Subject Examination.

Candidates who are not in the CSU Stanislaus “Yellow” and “Blue” Liberal Studies programs must pass at least two subtests to be admitted to the credential program.

Candidates who are in the CSU Stanislaus “Yellow” and “Blue” Liberal Studies programs do not have to pass any of the subtests to be admitted to the credential program.

All three subtests must be passed prior to student teaching.

2. California Basic Education Skills Test (CBEST) — www.cset.nesinc.com
With their application, candidates must show proof of registration to take the exam. Applicants must have taken CBEST before beginning the Multiple Subject Credential Program. However, it is not required that the candidate pass the test before beginning the program. Candidates should request that CSU Stanislaus receive electronic verification of passage (no paper verification will be necessary). If this is not possible, candidates must submit actual paper transcripts as verification of passing. This test must be passed prior to student teaching.
3. Reading Instruction Competence Assessment (RICA) — www.cset.nesinc.com
This test assesses a candidate’s knowledge of how to teach reading. It is advisable that credential students take this exam only after completing the credential program course on how to teach reading. This exam must be passed to earn the Preliminary Multiple Subject Credential. Candidates should request that CSU Stanislaus receive electronic verification of passage (no paper verification will be necessary). If this is not possible, candidates must submit actual paper transcripts as verification of passing.
4. OPTIONAL — Preliminary Educational Technology Requirement Examination — www.cset.nesinc.com
To obtain the Preliminary Multiple Subject Credential, candidates must meet the Preliminary Educational Technology Requirement. This requirement can be met in one of two ways:
 - a. Pass the Preliminary Educational Technology Requirement Examination or
 - b. Pass EDIT 4170 Educational Technology Foundations course for 2 units after being admitted to the credential program.

II. Prerequisite Requirements (prior to taking methods courses)

These requirements must be met prior to taking courses in the credential program, but do not have to be met prior to submitting an application.

I. English Composition

There are two ways to meet this requirement:

- a. Complete an upper-division English composition course listed as a “WVP” in the Undergraduate catalog, or having passed equivalent test or completed an equivalent course at another university, or
- b. Obtain a score of 41 or higher on the writing section of the CBEST. Score transcripts for the CBEST must be submitted to the Credentials Processing Center Office if the CBEST score is used to meet this requirement.

2. Early Field Experience

Candidates must complete 45 hours of observation and have experience working with students in classrooms (grades K-12) prior to being admitted to the credential program. These 45 hours may be from required observations completed in courses; volunteering in a classroom; or from employment as an instructional aide, tutor, substitute teacher or regular teacher; or other equivalent experience.

3. Entry-Level Basic Computer Competency

The California Commission on Teacher Credentialing requires that candidates applying for entry into multiple subject or single subject credential programs demonstrate proficiency with technology. This requirement can be satisfied in one of two ways: by completing a computer course (almost any computer course counts) or by submitting documentation which demonstrates knowledge of word processing, Internet usage, presentation software, and email usage as noted on Form VI in the Application Packet.

4. Pass CSET Multiple Subject Examination

Candidates who are not admitted into the Liberal Studies “Yellow” or “Blue” Programs must pass at least two subtests of this exam prior to beginning to take program courses. See note above in #1 Competency Requirements — CSET Multiple Subjects Examination.

5. Take CBEST — See note above in #2 Competency Requirements — CBEST.

III. Corequisite (Concurrent) Course Requirements

All of these corequisite courses should be completed prior to admittance to the credential program, but may be taken concurrently.

1. American Government/Constitution — PSCI 1201, American Government or equivalent (may be lower division). If the equivalent of this course was passed by exam, the results must be posted on an official college transcript and submitted with the Multiple Subject Credential Program application. Equivalent courses at local community colleges are as follows: Modesto Junior College (MJC) - POLSC 101, 102, or 110, HIST 101; Delta College - HIST 17A, 27, or 30A, POLSC 1; Merced College - HIST 17A, POSC 1; Columbia College - PLSC 10.

Note: Students who earned their B.A./B.S. at a California State University campus are automatically given credit for this requirement since it is a requirement to earn the degree.

2. Child Development — PSYC/CDEV 3140, Human Development I: Childhood or equivalent (may be lower division). Equivalent courses at local community colleges are as follows: MJC - Psych 141 or Child Develop 245; Delta College - FCS 21; Merced College - FSCS 9 or 29, Psych 9 or 29; Columbia College - CHILD 1.

3. Second Language Experience

Non-BCLAD emphasis (students not earning a Bilingual Credential) — Applicants should consult the “Options for Completing the Second Language Experience” form included in the Program Handbook for alternative experiences that count toward meeting this requirement (there are 16 options). Generally, it is 3 units of foreign or sign language or 2 years of high school foreign language (same language).

BCLAD Emphasis – Pass Language Proficiency Exam. Candidates will take a proficiency test prior to or upon admittance to the program. Contact the secretary of the Department of Teacher Education to register for the proficiency test. There is a fee for taking this test.

IV. Credential Program Course Requirements

Note: EDMS 4100 and 4150 may be completed prior to formal admittance to the credential program. All other courses can only be completed after being admitted to the program.

Semester 1 and Winter/Summer Terms

EDMS 4100 Foundations of Education in a Diverse Society, 3 units

Note: EDUC 4200 Cultural Diversity and the Classroom meets this requirement.

Primary Reading/Language Arts Methods

Take one course, depending on program emphasis (5 units):

EDMS 4110 Reading/Language Arts Methods: English Instruction

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual

EDMS 4112 Reading/Language Arts Methods: Primary Language Support

EDMS 4121 Mathematics Methods, 3 units

EDMS 4130 Science and Health Methods, 3 units

EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

EDMS 4150 Methods of Multilingual Education, 3 units

Note: EDUC 4400 Introduction and Foundations of Multilingual Education meets this requirement.

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Survey of Elementary School Health and Safety, 1 unit

EDIT 4170 Educational Technology Foundations, 2 units

Note: Passage of the CSET Preliminary Educational Technology Requirement Examination meets this requirement. Register at www.cset.nesinc.com

Semester 2

(After passing CSET and CBEST and completing co-requisite courses and program courses listed above)

EDMS 4180 Classroom Management/Professional Practices (must be completed during student teaching semester), 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

EDMS 4191 Student Teaching Practicum II, 5 units

Note: Candidates with three years teaching experience in accredited private schools may be exempt from student teaching practicum as per the provisions of the Scott Bill – contact the coordinator for more information.

Suggested Course Sequence for Interns

The sequence of courses for interns is only suggested because the actual sequence is dependent on courses completed and needing to be completed at the time a student becomes an intern.

Option 1 - Internship Begins in the First Semester

This option is for students who become interns prior to completing the first semester of program courses.

Internship Semester 1 (10 units: 5 course units and 5 student teaching units)

Primary Reading/Language Arts Methods

Take one course, depending on program emphasis (5 units):

EDMS 4110 Reading/Language Arts Methods: English Instruction

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual

EDMS 4112 Reading/Language Arts Methods: Primary Language Support

EDMS 4191 Student Teaching Practicum II, 5 units

Note: Because interns are responsible for teaching a classroom, they register for Student Teaching Practicum II before Practicum I so that the university supervisor can visit the room more frequently and provide additional assistance at the beginning.

Internship Semester 2 (11 units: 8 course units and 3 student teaching units)

EDIT 4170 Educational Technology Foundations, 2 units

EDMS 4121 Mathematics Methods, 3 units

EDMS 4180 Classroom Management/Professional Practices, 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

Internship Semester 3 (6 units)

EDMS 4130 Science and Health Methods, 3 units

EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

Internship Semester 4 (5 units)

EDMS 4150 Methods of Multilingual Education, 3 units

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Survey of Elementary School Health and Safety, 1 unit

Any other requirement not met

Option 2 - Internship Begins After Completing Courses in the Credential Program**Prior to Admittance to the Internship**

Corequisite courses

EDMS 4100 Foundations of Education in a Diverse Society, 3 units

Reading/Language Arts Methods

Take one course, depending on program emphasis (5 units):

EDMS 4110 Reading/Language Arts Methods: English Instruction

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual

EDMS 4112 Reading/Language Arts Methods: Primary Language Support

EDMS 4121 Mathematics Methods, 3 units

EDMS 4130 Science and Health Methods, 3 units

EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

EDMS 4150 Methods of Multilingual Education, 3 units

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Survey of Elementary School Health and Safety, 1 unit

EDIT 4170 Educational Technology Foundations, 2 units

Internship: One Semester (11 units)

Students must have completed all courses listed above to be a one-semester intern.

EDMS 4180 Classroom Management/Professional Practices, 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

EDMS 4191 Student Teaching Practicum II, 5 units

Option 3 - Scott Bill (SB 57) Early Completion Option (ECO) for Interns

To qualify for this option, candidates must be employed as interns in a school district that is a partner with CSU Stanislaus in the Intern Program, and must also meet the following requirements:

Obtain a Certificate of Clearance

Pass the CBEST exam

Pass the CSET Multiple Subjects Exam

Meet the U.S. Constitution Requirement

Pass the Praxis II Teaching Foundations Exam (TFE) — register at www.ets.org

Candidates who meet the requirements for the ECO option listed above will then be supervised in their intern teaching experience for one semester. They will register in:

EDMS 4180 Classroom Management/Professional Practices, 1 unit

EDMS 4190 Student Teaching Practicum I, 3 units

EDMS 4191 Student Teaching Practicum II, 5 units

To qualify for the Preliminary Multiple Subject Credential, candidates must also:

- Demonstrate mastery of all the Teaching Performance Expectations (TPEs) via the observation of classroom lessons and evidence collected in Portfolios
- Pass the Preliminary Education Technology Exam or complete EDIT 4170 Educational Technology Foundations
- Pass RICA exam

Candidates who are unable to demonstrate mastery of any TPEs or pass the RICA exam will have an Individualized Plan that stipulates courses and/or experiences that will assist the candidate in meeting the requirements. This plan will be developed by the Coordinator of the Intern Program in consultations with the candidate, the university supervisor, the mentor teacher, and the site administrator.

For more information about this option, contact the Program Coordinator.

Professional Clear Multiple Subject Credential: CLAD or BCLAD

Upon recommendation for a California Preliminary Multiple Subject Credential, students have five years in which to complete the requirements for a Professional Clear Multiple Subject Credential.

Requirements (30 units)

1. Complete a 30-unit approved program of postbaccalaureate upper-division/graduate course work. A minimum grade point average of 3.0 for educational course work with no grade lower than a C and a minimum grade point average of 3.0 for all postbaccalaureate course work is required. The 30-unit program must be planned with and approved by the MSCP clear credential adviser in writing. Postbaccalaureate course work taken for the Preliminary Credential may be used to meet a portion of the 30-unit requirement. For students who did not complete their preliminary course work with CSU Stanislaus, there is a residency requirement of six units. (The applicant is urged to consider coursework which applies toward an advanced credential, CLAD Certificate, and/or an M.A. degree program. However, such a plan requires consultation with the appropriate advanced credential/M.A. area coordinator.)

Within the 30-unit program, the following courses are suggested:

EDUC 4100 Working with At-Risk Students in a Community School Setting, 2-4 units

EDUC 4120 Diagnostic Techniques of Teaching, 3 units

EDUC 4300 Teaching the Cultural Heritage of the Hmong and Lao People, 3 units

EDUC 4500 Instruction, Assessment, and Management for Beginning Teachers and Interns, 3 units

EDUC 4840 Analysis and Strategies of Teaching, 3 units

EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units

EDML 5000 Multilingual Education in the Content Area, 3 units

EDML 5001 Multilingual Education Evaluation, 3 units

EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units

EDML 5400 Theory of Multilingual Education, 3 units

2. Within the 30-unit program, the following required courses must be completed:

EDIT 4730 Microcomputers, Curriculum, and Instruction, 3 units

EDSE 4130 Special Education Strategies for the Classroom Teacher, 3 units

HLTH 4200 Elementary School Health and Safety, 3 units

3. Verification of having met the CPR requirement through coursework or a current CPR card.
4. Students seeking a professional clear credential who have received their initial teaching credential from another university in California or from a university in another state should contact the department office to be directed to an adviser.

Single Subject Credential Program (SSCP)

Karen Breshears, M.A., and Robin Hennings, M.A., *Coordinators*

Professional Programs

The Single Subject Credential programs are field-centered and performance-based. They integrate theory and practice by providing ongoing experiences within public school settings which focus on the attainment of the knowledge and skills characteristic of effective teaching. Students are at a center daily for the field experiences and the coursework for the entire academic year in which they are in the program. The program admits students for both fall and spring semesters.

Candidates may apply for an internship in place of traditional student teaching. Interns have a contract with a school district and teach a minimum of three periods a day with a maximum of full-time teaching. Candidates fluent in Spanish may earn a Bilingual Crosscultural Academic and Language Development (BCLAD) Certificate.

Admission Requirements

Admission and program requirements change frequently. Therefore, for current and up-to-date information and/or an SSCP application packet, please do the following:

- Attend an information session (call 209/667-3357) **and**
 - Visit the SSCP Web site at www.csustan.edu
1. Obtain an application packet for admission to the Single Subject Credential Program (SSCP) by attending an information session. Call (209) 667-3357. The application folder must be completed and submitted early in the semester preceding admission to the program. See application packet for specific date and directions.
 2. Minimal grade point average requirements for admission are explained in the SSCP application packet. A 3.0 grade point average, with no grade lower than C, must be maintained in credential program courses.
 3. Students must be admitted to the Graduate School as unclassified postbaccalaureate students.
 4. Students must submit a Certificate of Clearance when they apply for the program. Copies of the form for "Livescan" are available from the Department of Teacher Education. "Character and Identification Clearance" is an online process you must access online at www.csustan.edu/TeacherEd.
 5. The student is admitted to the program for a specific initial enrollment term. A written request for a leave of absence is required to postpone entry. Such a request should be directed to the SSCP Selection and Review Committee for approval. Failure to obtain a leave of absence will result in the student's withdrawal from the program.
 6. Courses which are more than five years old generally will not be accepted to fill professional program requirements.
 7. Students must take the California Basic Educational Skills Test (CBEST) before being admitted to the program.

Academic Requirements for Admission

1. Before starting the program, students must complete one of the following: a Subject Matter Preparation Program in their teaching area or earn a passing score on a California Subjects Exam for Teachers (CSET). Subject Matter Preparation Program advisement is available from the programs in art, biology, English, mathematics, music, physical education, social sciences, and Spanish. The university does not currently offer Subject Matter Preparation Programs in agriculture, business, chemistry, geology, health, home economics, industrial arts, physics, or languages other than Spanish. Students who have completed approved Subject Matter Preparation Programs elsewhere or passed the CCTC-approved examinations in these subjects may apply to the credential program.

2. Complete an Upper Division Writing course (listed as WP in the Undergraduate catalog) or pass an equivalent test, or a verified score of 41 or better on the writing portion of CBEST.
3. Complete PSCI 1201 American Government or an equivalent course which fulfills the U. S. Constitution requirement to qualify for a teaching credential.
4. Complete the following pre-program courses and experiences:
 - a. 45 hours of documented observation in public secondary classes
 - b. EDSC 3900 Foundations of Secondary Education, 3 units
 - c. PSYC 3240 or CDEV 3240 Human Development II: Adolescence, 3 units
 - d. Language experience (may be met by experience or units) (See SSCP Overview for list of experiences)
 - e. Technology proficiency (see SSCP application for details)
5. Students wanting to earn a Bilingual Crosscultural Academic and Language Development (BCLAD) Certificate must complete two additional requirements:
 - a. A course on the target culture (See SSCP Overview for course list)
 - b. The Spanish language proficiency examination: The Spanish language proficiency examination must be passed prior to admission at level 2 and at level 3 by completion of the program. Information on the Spanish language proficiency examination is available from the Department of Teacher Education.
6. The internship program permits candidates to obtain employment in collaborating school districts while completing the requirements for the Preliminary Credential.
Candidates for the intern program must meet the following additional requirements besides those for admission to the program:
 - a. A B.A., B.S. or B.M. degree
 - b. Pass CBEST
 - c. Completion of an approved subject matter preparation program or pass the CSET exam
 - d. Hiring by a school district that is an intern partner with CSU Stanislaus
 - e. Successful completion of EDSC 4000 (4 units)
 - f. Successful completion of EDSC 4110
 - g. Acceptance into the SSCP Intern Program
 - h. Application for an intern credential

Professional Program Requirements

- EDSC 4110 Multilingual Education in Secondary Schools, 3 units
 EDSC 4115 Reading and Writing Instruction in the Secondary Content Area (CLAD), 5 units or
 EDSC 4215 Reading and Writing Instruction in the Secondary Content Area (BCLAD), 5 units
 EDSC 4500 Secondary Education in a Global Society, 3 units
 EDSE 4160 Foundations in Special Education, 1 unit
 HLTH 4215 Survey of Secondary School Health and Safety, 1 unit
 EDIT 4170 Education Technology Foundations, 2 units

Traditional Student Teacher's Core Classes:

- EDSC 4100 Secondary Education I, 4 units
 EDSC 4300 Secondary Education II, 4 units
 EDSC 4400 Secondary Education III, 4 units
 EDSC 4850 Secondary Education Field Practicum I, 3 units
 EDSC 4855 Secondary Education Field Practicum II, 5 units

Intern's Core Classes:

- EDSC 4000 Secondary Education I for Interns, 4 units
 EDSC 4350 Secondary Education II for Interns and Evening Cohort, 4 units
 EDSC 4450 Secondary Education III for Interns and Evening Cohort, 4 units
 EDSC 4870 Secondary Education Field Practicum I for Interns, 5 units
 EDSC 4875 Secondary Education Field Practicum II for Interns, 2 units

Professional Program Requirements**Spanish Bilingual Authorization:**

Students take the same courses listed in the Professional Program Requirements except EDSC 4215 Reading and Writing Instruction in the Secondary Content Area (BCLAD) (5 units) is taken in place of EDSC 4115. In addition students must pass:

- A Spanish language proficiency examination with a score of FSI Level 3 which measures reading, writing, speaking, and listening in Spanish.
- One course on the target culture from the following list:

- ETHS 2100 Contemporary Chicano Studies
 ETHS 4000 Mexican American Family
 HIST 4500 History of Mexico
 HIST 4510 The United States and Latin America
 HIST 4710 Mexican American History

Note: Students in either the traditional student teaching program or the intern program may opt for the Spanish Bilingual Authorization.

Reading/Language Arts Specialist Credential and the Reading Certificate Program

Susan Neufeld, Ed.D., *Program Coordinator*

The Reading/Language Arts Specialist Credential may be completed independent of or in conjunction with the Master of Arts degree. Courses are scheduled in the late afternoon and evening to enable employed individuals to attend. Candidates may obtain their Reading Certificate (15 units) and/or their Reading/Language Arts Reading Specialist Credential (30 units). The 15 units required for the Reading Certificate also are included in the Reading/Language Arts Specialist Credential.

Prerequisites

To be considered for admission to this advanced credential program only, the applicant must:

1. Possess a baccalaureate degree.
2. Have earned at least a 3.0 grade point average in the last 60 units attempted.
3. Possess a valid teaching credential.
4. Have at least one year of teaching experience in reading in any grade K–12.
5. Have completed EDRG 3250, EDMS 3110, EDRG 3470 or EDMS 4110 and EDMS 4113.

Reading Certificate Requirements

(30 units: 15 units at certificate level and 15 at credential level)

EDRG 4100 Reading/Language Arts Instruction: Grades K-12, 3 units

EDRG 4240 Reading Instruction in the Primary Grades, 3 units

EDRG 4250 Reading Instruction in the Intermediate Grades, 3 units

EDRG 5250 Reading and Language Arts: Assessment and Evaluation,
3 units

EDRG 5910 Practicum in Reading and Language Arts, 3 units

Note: EDRG 5250 is a prerequisite for enrollment in EDRG 5910.

Reading Credential

In addition to completion of the above courses for the Reading Certificate (15 units), the following courses must be completed to earn the Reading Credential (30 units):

EDRG 4150 Reading: Literature-Based Instruction for Children, 3 units

EDML 5000 Multilingual Education in the Content Area, 3 units

EDRG 5350 Reading and Language Arts: Research and Trends, 3 units

EDUC 5400 Teachers as Change Agents: Researchers and Writers,
3 units

EDRG 5920 Advanced Practicum in Reading and Language Arts, 3 units

Note: EDRG 5910 is a prerequisite for enrollment in EDRG 5920.

These units are required for the Reading/Language Arts Specialist Credential. Students in Reading Recovery Training may transfer up to six Reading Recovery units that will substitute for EDRG 4240 and EDRG 5910. The Reading Specialist Credential Program and M.A. in Reading also are offered in Stockton.

Application Procedures

To gain full admission to the advanced credential program only, the applicant must:

1. Complete the University admission form and file it with the Graduate School in the Mary Stuart Rogers Educational Services Gateway Building (MSR 160).
2. Submit transcripts to the Graduate School including at least the last 60 units of college/university coursework.
3. Submit letters of recommendation to the Reading Credential Program Coordinator (check with the advanced credential program coordinator for the exact number required).
4. Submit test scores (e.g., CBEST) required by the advanced credential program to the Reading Credential Program Coordinator. For Life Credential holders, the CBEST will be waived.
5. Submit proof of valid teaching credential to the Reading Credential Program Coordinator.
6. Participate in an interview and have the program file evaluated by the Reading/Language Arts Specialist Credential Program Advisory Committee.

Note: Before beginning the above procedures, a conference with the program coordinator is required.

Grade Requirements

It is expected that the student seeking an advanced credential will maintain a grade point average of 3.0 while in the program. Minimum acceptable grade for a credential course is a C.

Final Requirements

To obtain the required recommendation for the advanced credential from CSU Stanislaus, the student must:

1. Complete all of the coursework required in the advanced credential program.
2. Achieve the competency in the knowledge and skill areas of the program.
3. Submit a minimum overall grade point average of 3.0 for all coursework required for the credential.
4. Pass an oral exit examination on the knowledge of reading during the last semester of coursework.
5. Submit a completed application form for the credential, along with a receipt which verifies that fees have been paid at the Credential Processing Center, P-303.

Master of Arts in Education

Ramón Vega de Jesús, Ph.D, M.A. *Coordinator*

Dennis Sayers, Ed.D, *Adviser, Elementary Education*

Juan Flores, Ed.D, *Adviser, Multilingual Education*

Nancy Jean Smith, Ed.D, *Adviser, Multilingual Education-Stockton*

Susan Neufeld, Ph.D, *Adviser, Reading*

Armin Schulz, Ed.D, *Adviser, Secondary Education*

The Department of Teacher Education offers a Master of Arts degree in Education with an emphasis in the following Curriculum and Instruction areas: Elementary Education, Multilingual Education, Reading, and Secondary Education.

Students interested in graduate degree programs may obtain information from the Department Office in Demergasso-Bava Hall (DBH) 330 or the Graduate School in the Mary Stuart Rogers Educational Services Gateway Building (MSR) 160. Prerequisites, procedures, and requirements for the M.A. degree are described in the sections following. Also included is general information relevant to graduate studies. Courses are scheduled in the late afternoon and evening. Contact the M.A. Coordinator at (209) 667-3397.

Prerequisites for Admission

1. A baccalaureate degree for admission to the CSU Stanislaus Graduate School with Postbaccalaureate Standing: Unclassified status (see the following section).
2. For admission to the M.A. Program in Curriculum and Instruction with Graduate Standing: Classified status, a total score of at least 100 using the following formula for grade point average (GPA), based on the last 60 units of college/university work, and the Miller's Analogies Test (MAT score: $GPA \times 20 + MAT \text{ score} = \text{total score}$).
For example, a student with a GPA of 3.0 and a MAT score of 40 would qualify for admission with a total score of 100 ($3.0 \times 20 + 40 = 100$). As an alternative, GRE scores (taken within the last five years) may be submitted. Minimum total score is 1200.

Application Procedures

1. Complete the University admission form and file it with the Graduate School in MSR 160.
2. Submit transcripts to the Graduate School, including at least the last 60 units of college/university degree coursework.
3. Submit two letters of recommendation, which discuss the applicant's potential for graduate-level study, to the Graduate School in MSR 160.
4. Submit MAT or GRE score to the Graduate School.

Note: For MAT information and testing procedures, visit the Testing Office on campus in MSR 180 or call (209) 667-3158.

Admission Classifications

Students applying for the M.A. program will be placed in one of two classifications:

1. Postbaccalaureate Standing: Unclassified (Permits enrollment in classes as specified by M.A. area coordinator) The applicant must:
 - a. Complete the University admission form.
 - b. Meet CSU Stanislaus admission requirements.
2. Graduate Standing: Classified (Admission to the M.A. program is granted). To move to Graduate Standing: Classified, applicant must:
 - a. Submit three "Recommendations for an Applicant to the M.A. in Education" forms completed by persons familiar with applicant's professional competence and two "Faculty Recommendation Forms" completed by M.A. program professors whose courses the applicant has taken while a Postbaccalaureate: Unclassified student.
 - b. Submit Miller Analogies Test or GRE score.

- c. Fulfill writing competence by submitting a score of at least 41 on the writing section of CBEST.
- d. All coursework must be completed within seven years to be accepted.

Other Requirements

In general, no more than 6 semester units of coursework completed in Postbaccalaureate Standing: Unclassified may be applied to a master's degree.

Grade Requirements

The minimum academic grade point average for earning the M.A. degree is 3.0. The minimum acceptable grade for courses included in the M.A. program is a C–.

Final Requirements

The M.A. in Education degree requires the successful completion of all coursework, approval of a written project or thesis, and passing of an oral examination. At least 15 semester units must be completed as a student in Graduate Standing: Classified. After all requirements have been met, the student will be awarded the M.A. degree.

Note: Prior to being admitted to the program, international applicants whose native language is not English must demonstrate proficiency in English by completing the Test of English as a Foreign Language (TOEFL) with a total score of at least 550 and with part scores of at least 54.

Common Coursework Requirements (15-17 units)

Note: All Common Coursework listed below, except EDGS 5500, require Graduate Standing: Classified status prior to enrolling.

1. Graduate Core Courses: Complete the following courses (9 units):
 - EDGS 5500 Foundations in Education, 3 units
 - EDGS 5510 Introduction to Educational Research, 3 units
 - EDGS 5600 Introduction to Qualitative Research in Education, 3 units,
 - or**
 - EDGS 5610 Introduction to Quantitative Research in Education, 3 units
2. Project/Thesis: Complete the following courses (6-8 units):
 - EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
 - EDUC 5960 Project, 4-6 units. Must be taken over two semesters, or
 - EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.

Curriculum and Instruction: Elementary and Secondary (33-35 units)

Graduate Core (9 units)

- EDGS 5500 Foundations in Education, 3 units
- *EDGS 5510 Introduction to Educational Research, 3 units
- *EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- or
- *EDGS 5610 Introduction to Quantitative Research in Education, 3 units

Concentration in Elementary and Secondary

Education Theory and Practice (9 units)

- EDUC 4840 Analysis and Strategies of Teaching, 3 units
- EDUC 4845 Analysis and Strategies of Teaching Middle/Junior High School, 3 units
- EDUC 5330 Research and Trends in Mathematics, Science, and Social Studies K-12, 3 units
- EDUC 5340 Research Trends in the Curriculum, 3 units
- EDUC 5345 Research Trends in the Curriculum Middle/Junior High School, 3 units
- EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
- EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units
- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units
- EDML 5945 Content Area Education in the Multilingual Middle/Junior High School, 3 units
- EDRG 4100 Reading/Language Arts Instruction: Grades K-12, 3 units
- EDRG 4150 Reading: Literature-Based Instruction for Children, 3 units
- EDRG 4240 Reading Instruction in the Primary Grades, 3 units (not for secondary emphasis)
- EDRG 4250 Reading Instruction in the Intermediate Grades, 3 units
- EDRG 4255 Reading Instruction in the Middle/Junior High School, 3 units
- EDRG 5350 Reading and Language Arts: Research and Trends, 3 units

Electives (9 units)

4000- or 5000-level courses selected in consultation with an adviser.

Project/Thesis (6-8 units)

- *EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
- *EDUC 5960 Project, 4-6 units. Must be taken over two semesters, or
- *EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.
- *Classified Status Required

Curriculum and Instruction: Multilingual Education

(33-35 units minimum)

Graduate Core (9 units required)

- EDGS 5500 Foundations in Education, 3 units
- *EDGS 5510 Introduction to Educational Research, 3 units
- *EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- or
- *EDGS 5610 Introduction to Quantitative Research in Education, 3 units

Concentration in Multilingual Education Theory & Practice (12 units)

(Concentration courses are also the CLAD Certificate Requirements)

- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units or
- EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units
- EDML 5400 Theory of Multilingual Education, 3 units

Electives (6 units)

- *5000 courses approved by the program coordinator and M.A. coordinator

Program/Thesis (6-8 units required)

- *EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
- *EDUC 5960 Project, 4-6 units. Must be taken over two semesters or
- *EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.
- *Classified status required for these courses.

Curriculum and Instruction: Reading

(33-35 units)

Select and complete the following required courses:

Graduate Core (9 units)

- EDGS 5500 Foundations in Education, 3 units
- *EDGS 5510 Introduction to Educational Research, 3 units
- *EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- or
- *EDGS 5610 Introduction to Quantitative Research in Education, 3 units

Concentration (18 units)**Theoretical Foundations** (3 units)

- EDRG 4100 Reading/Language Arts Instruction: Grades K-12, 3 units
- EDRG 4150 Reading: Literature-Based Instruction for Children, 3 units
- EDRG 4240 Reading Instruction in the Primary Grades, 3 units
- EDRG 4250 Reading Instruction in the Intermediate Grades, 3 units

Research and Trends (6 units)

- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units
- EDRG 5350 Reading and Language Arts: Research and Trends, 3 units
- EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
- EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units

Methods (9 units)

- EDML 5000 Multilingual Education in the Content Area, 3 units, or
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDRG 5250 Reading and Language Arts: Assessment and Evaluation, 3 units
- EDRG 5910 Practicum in Reading and Language Arts, 3 units

Project/Thesis (6-8 units)

- *EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
- *EDUC 5960 Project, 4-6 units. Must be taken over two semesters, or
- *EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.
- *Classified Status required

CLAD Certificate Crosscultural Language and Academic Development

The Department of Teacher Education offers the CLAD Certificate. To be recommended for the three domains of the CLAD Certificate, each credentialed teacher must take the following 12 semester units:

- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units, **or**
- EDML 5400 Theory of Multilingual Education, 3 units
- EDUC 5860 Multicultural Global Education: Curriculum and Instruction, 3 units

Enrollment in these courses requires formal admission to the University. Students also must satisfactorily meet the scholastic, professional, personal, and other standards for graduate study as appropriately prescribed by the University. Information on these options is available in the Credential Processing Center or from the CLAD Certificate Coordinator.

Middle/Junior High School Studies Graduate Certificate

The Department of Teacher Education offers the Graduate Certificate in Middle/Junior High School Studies. To be awarded this Certificate, each credentialed teacher must take the following 12 semester units:

- EDRG 4255 Reading Instruction in the Middle/Junior High School, 3 units
- EDUC 4845 Analysis and Strategies of Teaching Middle/ Junior High School, 3 units
- EDML 5945 Content Area Education in the Multilingual Middle/Junior High School, 3 units
- EDUC 5345 Research Trends in the Curriculum, Middle/ Junior High School, 3 units

The program is a two-semester program. In addition to application to the University/Graduate School, separate application to the certificate program needs to be made through the program coordinator, Dr. Armin Schulz. Required materials for specific program admission include a letter or essay of intent, a current vita/resume, and three letters of support from educators who know the candidate. Candidate must be teaching currently in a middle school or junior high school setting. The four classes can be included as part of an M.A. in Secondary Education — Curriculum and Instruction.

Course Descriptions

Multilingual Education: Graduate

EDML 5000 Multilingual Education in the Content Area (3 units)

Focuses on the K-12 methods of crosscultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

EDML 5001 Multilingual Education Evaluation (3 units)

Designed to teach the theory and practice of effective first and second language assessment. Special emphasis will be placed on the California state mandated instruments and guidelines for language assessment of limited English proficient students. Instruments which assess adult ESL will also be part of the curriculum.

EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student (3 units)

Focuses on advanced theories of learning and teaching styles of the culturally diverse students. Identification of suggested teaching proficiencies for the multicultural classroom. Emphasizes curriculum development for culturally diverse students.

EDML 5400 Theory of Multilingual Education (3 units)

Focuses on the K-12 theory of crosscultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

EDML 5420 Language Arts: Acquisition to Composition (3 units)

Provides teachers with a knowledge base for designing, implementing, and assessing language acquisition and development programs and methodologies for the language minority student in the K-12 setting.

EDML 5940 Field Work: Multilingual Education (3 units)

Provides a field experience for teachers in a multilingual setting in K-12. The use of theory and practice related to teaching the content areas will be emphasized.

EDML 5945 Content Area Education in the Multilingual Middle/Junior High School (3 units)

Course will provide a culminating class/field experience for teachers in the Multilingual Middle/Junior High School. The use of theory into practice in content area teaching will be emphasized. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

Multiple Subject**EDMS 4100 Foundations of Education in a Diverse Society (3 units)**

Addresses the major historical, social, and cultural foundations of education with an emphasis on diversity; the major theory of learning; and how culture, socio-economic status, and gender influence achievement.

EDMS 4110 Reading/Language Arts Methods: English Instruction (5 units)

Addresses principles and practices for teaching reading/language arts in English in grades K-8 with an emphasis on listening, speaking, reading, and writing. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual (5 units)

Addresses the principles and practices for teaching reading/language arts in Spanish bilingual classrooms in grades K-8 with an emphasis in listening, speaking, reading, and writing. Prerequisites: Admission to the Multiple Subject Credential Program and fluency in Spanish.

EDMS 4112 Reading/Language Arts Methods: Primary Language Support (5 units)

Addresses the principles and practices for teaching reading/language arts in multilingual classrooms in grades K-8 with an emphasis in listening, speaking, reading, and writing skills and a focus on ways to support instruction using the primary language. Prerequisites: Admission to the Multiple Subject Credential program and fluency in a foreign language.

EDMS 4121 Mathematics Methods (3 units)

Addresses the principles and practices for teaching mathematics in grades K-8, including teaching strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential program.

EDMS 4130 Science and Health Methods (3 units)

Addresses the principles and practices for teaching science and health instruction in grades K-8, including teaching strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential Program.

EDMS 4140 History/Social Science and Visual and Performing Arts Methods (3 units)

Addresses the principles and practices for teaching history/social science and visual and performing arts instruction in grades K-8, including instructional strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential Program.

EDMS 4150 Methods of Multilingual Education (3 units)

Presents methods for teaching English language development (ELD) and subject matter content to English learners, including dual language and SDAIE methods. Focuses on the social and cultural origins of language.

EDMS 4180 Classroom Management/Professional Practices (3 units)

Presents methods of classroom management and practical aspects of working in schools. Also addresses the professional duties and obligations of teachers. Prerequisite: Admission to full-time student teaching.

EDMS 4190 Student Teaching Practicum I (3 units)

Students are assigned to a diverse classroom for the mornings for 7 weeks under the supervision of a cooperating teacher and gradually assume more responsibility beginning with observation and small group instruction and progressing to teaching the whole class. Prerequisite: Admission to student teaching required.

EDMS 4191 Student Teaching Practicum II (5 units)

Students are assigned to a diverse classroom for 7 weeks under the supervision of a cooperating teacher and gradually assume responsibility for teaching all subjects. Prerequisite: Consent of Multiple Subject Credential Program Coordinator.

EDMS 4192 Student Teaching Practicum III (5 units)

Students are assigned to a diverse classroom under the supervision of a cooperating teacher and have an extended period where they are responsible for teaching the whole class. Prerequisite: Consent of Multiple Subject Credential Program Coordinator.

Single Subject**EDSC 3800 Observing in Secondary Schools I (1 unit)**

Course is designed to give potential secondary teachers a structured opportunity to observe for a minimum of 45 hours in public secondary schools.

EDSC 3900 Foundations of Secondary Education (3 units)

Explores the social, political, economic, and historical contexts of secondary education in the nation and in California. A prerequisite course to the Single Subject Credential Program.

EDSC 4000 Secondary Education I for Interns (4 units)

Introductory course for intern program. Lesson and unit planning; classroom management. Prerequisite: Admission to the SSCP intern program.

EDSC 4100 Secondary Education I (4 units)

Integrates theory and practice on strategies for effective individual instruction. Includes sociocultural and psychological foundations and research on effective teaching. Corequisite: EDSC 4850. Prerequisite: Admission to SSCP.

EDSC 4110 Multilingual Education in Secondary Schools (3 units)

Course is designed to provide an overview of theory, methodology, and assessment for first and second language development in the 6-12 schools. Course will emphasize the cultural origins of language and literacy in relation to needs of students and teachers in a pluralistic society.

EDSC 4115 Reading and Writing Instruction in the Secondary Content Area (CLAD) (5 units)

Designed to teach effective literacy instructional strategies in the content areas in multilingual secondary classrooms. Prerequisite: Admission to SSCP or consent of instructor.

EDSC 4215 Reading and Writing Instruction in the Secondary Content Area (BCLAD) (5 units)

(Formerly EDSB 4115) Designed to teach theories and practices of effective bilingual literacy instruction in the secondary content area. Prerequisite: Admission to the SSCP credential program or consent of instructor.

EDSC 4300 Secondary Education II (4 units)

This course prepares students for classroom instruction responsibilities. Focus on effective teaching methodology for diverse learners. Includes field experience. Prerequisite: Successful completion of EDSC 4100, 4850, and 4115 or EDSC 4215.

EDSC 4350 Secondary Education II for Interns and Evening Cohort (4 units)

Integrates theory and practice on strategies for the development of teaching style with an understanding of learning styles. Includes sociocultural and psychological foundations and research on effective teaching. Corequisite: EDSC 4870. Prerequisite: EDSC 4000.

EDSC 4400 Secondary Education III (4 units)

Knowledge and application of fundamental principles, generalizations, theories, trends, and methods for effective teaching in multicultural and multilingual schools. Corequisite: EDSC 4855. Prerequisite: EDSC 4300.

EDSC 4450 Secondary Education III for Interns and Evening Cohort (4 units)

Knowledge and application of fundamental principles, generalizations, theories, trends, and methods for effective teaching in multicultural and multilingual schools. Corequisite: EDSC 4875. Prerequisite: EDSC 4350.

EDSC 4500 Secondary Education in a Global Society (3 units)

Examines major concepts and theoretical frameworks of multicultural and global education. Application of cultural dimensions of teaching and learning to curricular decisions. Prerequisites: EDSC 4300 and admission to SSCP.

EDSC 4850 Secondary Education Field Practicum I (3 units)

Students observe classes, serve as a teaching assistant to a classroom teacher, and teach in individual instruction two pupils for a semester. Corequisite: EDSC 4100. Prerequisite: Admission to the SSCP.

EDSC 4855 Secondary Education Field Practicum II (5 units)

Students teach secondary classes and serve as teacher assistants for three periods a day from the beginning to the end of a public school semester. Taken concurrently with EDSC 4400.

EDSC 4870 Secondary Education Field Practicum I for Interns (5 units)

Interns are responsible for teaching at least three classes in a secondary school. They will be observed by a University Supervisor at least six observation cycles. This is part of the requirements for a Preliminary Credential. Corequisite: EDSC 4350. Prerequisite: Admission to SSCP.

EDSC 4875 Secondary Education Field Practicum II for Interns (2 units)

Interns are responsible for teaching at least three classes in a secondary school. They will be observed by a University Supervisor at least four observation cycles. This is part of the requirements for a Preliminary Credential. Corequisite: EDSC 4450. Prerequisite: EDSC 4870.

Reading: Upper Division**EDRG 3470 Reading Instruction in the Secondary School (3 units)**

Selection and organization of materials; instructional procedures for developmental reading programs 7-12; reading and the content subject; analysis of research concerning reading needs; field practicum. Prerequisites: Admission to the Single Subject Credential Program and/or consent of a credential program coordinator.

EDRG 4100 Reading/Language Arts Instruction: Grades K-12 (3 units)

Strategies and practices in reading and language arts; emphasis on reading in the content area; second language development and acquisition; bilingual methodology, theory, and strategies. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113, or EDRG 3470 and consent of education adviser.

EDRG 4150 Reading: Literature-Based Instruction for Children (3 units)

Techniques to revitalize the English-language arts curriculum through literature-based instruction; oral language strategies, such as readers theatre; review of various fairy tales as incorporated into teaching reading strategies. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113.

EDRG 4240 Reading Instruction in the Primary Grades (3 units)

Places emphasis on all aspects of reading readiness, especially methods and materials. The techniques of beginning reading, including aspects of print awareness, phonemic awareness, explicit skills instruction, literature support, and language experience, will be highlighted as they support and contribute to a balanced approach to literacy learning which meets the needs of diverse populations as identified in the CLAD credential program documentation. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113, or EDRG 3470 and consent of instructor and/or education adviser.

EDRG 4250 Reading Instruction in the Intermediate Grades (3 units)

Places an emphasis on "reading to learn," particularly reading comprehension and study skills, vocabulary development, individualized instruction, reading in content areas, and literature study. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113 and consent of education adviser.

EDRG 4255 Reading Instruction in the Middle/Junior High School (3 units)

Course places an emphasis on reading to learn, particularly in the area of reading comprehension and study skills, vocabulary development, and reading in the content areas. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

Reading: Graduate**EDRG 5100 Recovery Teaching (3 units)**

Prepares teachers to implement the Reading Recovery Program, an early intervention program for first graders at risk of reading failure. May be repeated once.

EDRG 5250 Reading and Language Arts: Assessment and Evaluation (3 units)

Includes the understanding and evaluation of reading and writing difficulties, early intervention programs and procedures, selecting and developing materials, portfolio assessment. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113.

EDRG 5350 Reading and Language Arts: Research and Trends (3 units)

Review of research and literature in reading and language arts; in-depth analysis of one or more related topics; evaluation of trends. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113.

EDRG 5910 Practicum in Reading and Language Arts (3 units)

Study of techniques of reading and writing assessment, evaluation, and intervention strategies for selected children in designated classrooms; individual and small group tutoring; microteaching; weekly seminars. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113, EDRG 5250; teaching experience, and consent of Reading Credential Program Coordinator.

EDRG 5920 Advanced Practicum in Reading and Language Arts (3 units)

Students will complete an advanced supervised practicum in reading and language arts which will include a diagnostic prescriptive assessment, intervention plan, and supervision component. Prerequisites: Courses for the Reading Credential including EDRG 5910 and consent of instructor.

Education**EDUC 4000 Historical, Sociocultural, Political Perspectives on Schools in the United States (3 units)**

Introduction to American public schooling. It will address the major historical, sociocultural, political, and economic forces that influence schooling and learning outcomes in our society.

EDUC 4100 Working with At-Risk Students in a Community School Setting (2-4 units)

Provides students the opportunity to apply theoretical and practical knowledge of teaching and classroom management and provides experience with culturally and linguistically diverse students in a community school setting. Prerequisite: Consent of instructor.

EDUC 4120 Diagnostic Techniques of Teaching (3 units)

(Formerly EDMS 4120) Methods of diagnosing student difficulties and prescribing remediation in terms of curriculum and instruction; performance-based instruction evaluation. Prerequisite: Completion of student teaching.

EDUC 4200 Cultural Diversity and the Classroom (3 units)

(Formerly EDBL 4200) Principles of adapting school instructional materials and programs to the particular needs of language minority students. Identification of suggested teaching competencies include selected field experiences.

EDUC 4300 Teaching the Cultural Heritage of the Hmong and Lao People (3 units)

Prepares educators for student diversity in the classroom and by providing a study of the cultural heritage of the Hmong and Lao people including their recent history, cultures, family structure, language, arts, music, songs, beliefs, family, values, identity, education, and migration.

EDUC 4400 Introduction and Foundations of Multilingual Education (3 units)

Focuses on the existing knowledge base of bilingualism as well as the current practices related to dual language instruction and the education of language minority students.

EDUC 4430 Crosscultural Techniques for Teachers: Language and Sociocultural Issues in School Settings (3 units)

(Formerly EDBL 4430) Focuses on the importance of the social and cultural origins of language and literacy as they relate to the needs of students and teachers in a pluralistic society with egalitarian goals. Emphasis will be on first and second language development.

EDUC 4500 Instruction, Assessment and Management for Beginning Teachers and Interns (3 units)

Instruction, assessment, and management strategies to assist teachers in the initial development and implementation of a comprehensive classroom teaching plan based on current educational theories and attending to the diverse needs of the public school population. Meets the prerequisite for entering the MSCP University Intern Program.

EDUC 4550 Techniques for Supervising Student Teachers (1 units)

Designed to provide educators with the professional skills of supervising preservice and inservice teachers using the clinical supervision process.

EDUC 4460 Cultural Views on Bilingualism (Perspectivas culturales tocante al bilingüismo) (3 units)

Course addresses the sociocultural aspects of bilingualism from regional, national, and international perspectives. Course is taught in Spanish and utilizes specially designed academic instruction (SDAI) approaches in order to assure high degrees of academic language development in Spanish. Prerequisite: SPAN 3010 or consent of instructor.

EDUC 4600 Seminar on Transformative Literacy (3 units)

Held in Latin America, this course actively engages students with local teachers, children, and families. Using a transformative pedagogy, students will participate in group and individual investigations, write a personal book and maintain a reflective journal. Spanish language skills are not a prerequisite, but are helpful. Corequisite: EDUC 4603 (Activity).

EDUC 4700 Integrated and Multi-Sensory Phonetic Approaches to Reading (3 units)

Prepares elementary teachers for teaching multi-sensory phonics, the missing ingredient in many whole language classrooms. There will be an emphasis on integrating phonics with literature and the four language arts: reading, writing, speaking, and listening. Specific strategies for including second language learners are stressed.

EDUC 4840 Analysis and Strategies of Teaching (3 units)

(Formerly EDMS 4840) Analytical methods used to study the elementary and secondary school instructional process. Models and strategies for effective instruction are emphasized. Prerequisite: Completion of student teaching.

EDUC 4845 Analysis and Strategies of Teaching Middle/Junior High School (3 units)

Analytical methods used to study the middle/junior high school instructional process. Models and strategies for effective instruction are emphasized. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

EDUC 4870 Complex Instruction: Groupwork in Heterogeneous Classrooms (3 units)

Introduces teachers to Complex Instruction, a set of instructional strategies for using cooperative groupwork in academically and linguistically diverse classrooms. Prerequisite: Consent of instructor.

EDUC 4910 Cooperative Education (2-4 units)

Provides an opportunity to acquire relevant, practical experience in supervised paid employment within the discipline. Students are placed in private or public sector positions under the supervision of the employer and departmental Co-op coordinator. May be repeated for a total of 8 units depending upon departmental policy. Prerequisites: Sophomore standing and consent of departmental coordinator.

EDUC 4950 Selected Topics in Education (1-5 units)

(Topics to be specified in Class Schedule) Topics vary each term, thus different topics may be taken for credit. Prerequisite: Consent of instructor.

EDUC 4980 Individual Study (1-4 units)

For qualified undergraduate upper-division students in need of specialized study not available through regular programs. May be repeated for a total of 6 units. Prerequisites: Complete the appropriate university and department forms and, at least two weeks prior to the beginning of the term, obtain the following approvals: instructor who will monitor the individual study, adviser, chair of the Department of Teacher Education, and dean of the College of Education.

Education: Graduate**EDUC 5200 Classroom Management and Discipline: Theory and Models (3 units)**

Research, theory, and practices concerning classroom management and discipline. Students will analyze the diverse factors operating in a classroom situation, select from appropriate alternative models, implement, and evaluate the outcomes. Prerequisite: Graduate status or permission of instructor.

EDUC 5330 Research and Trends in Mathematics, Science, and Social Studies, K-12 (3 units)

Designed to analyze and evaluate the K-12 curriculum with emphasis on mathematics, science, and social studies. Selected topics for extensive and intensive study. Prerequisite: Consent of education adviser.

EDUC 5340 Research Trends in the Curriculum (3 units)

Designed to analyze and evaluate the K-12 curriculum in general. Emphasis is on recent research findings and implications. Prerequisite: Consent of education adviser.

EDUC 5345 Research Trends in the Curriculum Middle/Junior High School (3 units)

Course is designed to analyze and evaluate the middle/junior high school curriculum with emphasis on teaching in the content areas. Selected topics for extensive and intensive study. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

EDUC 5400 Teachers as Change Agents: Researchers and Writers (3 units)

Topics will include training on planning and implementing in-services and staff development, curriculum design and evaluation, grant writing and writing for publications, technology, and community/parent relationships. Prerequisites: Teaching credential; consent of education adviser.

EDUC 5770 Seminar in Elementary and Secondary Education (2 units)

Designed to analyze and evaluate the interrelationships among content, purposes, organization, policies, and practices in contemporary elementary and secondary schools. Prerequisite: Consent of education adviser.

EDUC 5860 Multicultural and Global Education: Curriculum and Instruction (3 units)

(Formerly EDUC 4860) Examines the major concepts and theoretical frameworks of multicultural and global education, the application of the cultural dimensions of teaching and learning, and knowledge of diverse cultures as applied to curricular decisions. Meets CLAD certificate requirements. Prerequisite: Teaching Credential or consent of instructor.

EDUC 5880 Improving Instructional Skills in Cultural Context (3 units)

Focus will be on development of additional teaching skills while considering effects of cultural context on instruction as well as cultural background of the teacher. Prerequisite: Adviser or instructor approval.

EDUC 5885 Instructional Programs to Enhance Thinking Skills (3 units)

Designed to review and analyze instructional programs designed to improve the K-12 learner's skills in critical thinking and problem solving. Consideration of various nationally tested programs utilizing content processes, materials, and strategies. Prerequisites: Teaching credential and classroom teaching experience.

EDUC 5950 Selected topics in Teacher Education (1-5 units)

(Topics to be Specified in Class Schedule) Development of a selected topic in teacher education. Topics vary each term. Different topics may be taken for credit. Prerequisite: Consent of instructor.

EDUC 5960 Project (1-3 units)

Designed to assist the master's candidate in the preparation of a final project for the fulfillment of the master's degree. May be repeated for a total of 6 units. Prerequisite: Consent of M.A. adviser.

EDUC 5980 Individual Study (1-4 units)

Designed to provide graduate students specialized study related to their degree program. May be repeated for a total of 6 units. Prerequisites: Approval of student graduate committee and consent of instructor.

EDUC 5990 Thesis (1-3 units)

Designed to assist graduate students in the preparation of their master's thesis. May be repeated for a total of 4-6 units. Prerequisite: Consent of M.A. adviser.

EDUC 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

College of Human and Health Sciences

Gary Novak, Ph.D., *Dean*

Margaret Hodge, Ed.D., *Chair, Department of Nursing*

Gina Pallotta, Ph.D., *Chair, Department of Psychology*

Margaret Tynan, Ph.D., *Chair, Department of Social Work*

Rita Asher, Ph.D., *Program Director, Child Development*

Kurt Baker, Ph.D., *Program Director, Counseling*

Jennifer Esterly, Ph.D., *Director, Child Development Center*

William Potter, Ph.D., *Program Director, Behavior Analysis*

Office: Vasché Library — L165

Phone: (209) 667-3155

In Spring 2006, California State University, Stanislaus created the College of Human and Health Sciences (CHHS), composed of the departments of Nursing, Psychology, and Social Work. The College of Human and Health Sciences teaches students the basic and applied scientific principles of their chosen disciplines, preparing them to provide health and/or human services to individuals, families, groups and communities. CHHS endeavors to produce graduates who demonstrate the highest ethical standards in both research and practice and who exhibit sensitivity, altruism, autonomy, integrity, social justice, and competence in their practice with economically and culturally diverse populations.



Department of Nursing

Margaret Hodge, Ed.D., *Chair*

Professors: Clark, Hodge

Associate Professor: Katsma

Assistant Professors: Alcala-Van Houten, Keswick, Martin,
Perea-Ryan, Tavernier, Wikoff

Office: Demergasso-Bava Hall — DBH 260

Phone: (209) 667-3141

The Department of Nursing offers the BSN program, which is accredited by the Commission on Collegiate Nursing Education (CCNE). The Pre-licensure track is approved by the California State Board of Registered Nursing. The department is a member of the American Association of Colleges of Nursing. The mission of the Department of Nursing is to prepare baccalaureate-level registered nurses for the broad scope of professional nursing practice.

Course Description

Please consult the Undergraduate catalog for lower-division courses.

NURS 5980 Individual Study (1-4 units)

For qualified postbaccalaureate students in need of advanced or specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. (Offered on demand)

Department of Psychology

Gina M. Pallotta, Ph.D., *Chair*

Professors: Asher, Cortez, Hesse, Howard, Myers, Nelson, Novak,
Stanislaw, Wakefield

Associate Professors: Baker, Pallotta, Potter, Roy, Strongin

Assistant Professors: Carlstrom, DeLancey, Esterly, Henk

Office: Bizzini Hall 231

Phone: (209) 667-3386

Master of Arts in Psychology

Master of Science in Psychology

**with a concentration in Behavior Analysis or
Counseling**

Teaching Credentials

Psychology students interested in obtaining a single subject teaching credential are directed to the Social Sciences Subject Matter Preparation Program in the Social Sciences section of the Undergraduate catalog. Also refer to the College of Education section of this catalog for other requirements to be completed in obtaining a single subject credential.

Child Development Program

Rita Asher, Ph.D., *Program Director*

Professors: Asher, Cortez, Novak

Associate Professor: Roy

Assistant Professors: DeLancey, Esterly, Henk

Office: Bizzini Hall 231

Phone: (209) 667-3386

Child Development Graduate Certificate

**Master of Arts in interdisciplinary Studies with a
Concentration in Child Development***

*See the Interdisciplinary Studies section of this catalog.

Child Development Graduate Certificate

The graduate-level coursework leading to this certificate prepares professionals who are working in the field with advanced study directly related to their careers. This program equips students with a foundation of graduate-level knowledge and integrates that foundation with diverse topics that emerge as the most important concerns of professionals in the field. The program is designed to take a developmental perspective to address phenomena that pose challenges for professionals, such as facilitating emergent language and literacy, meeting children's challenging behaviors, and child and programmatic assessment.

The Child Development Graduate Certificate is offered during Special Sessions. Please contact the Department of Psychology and Child Development (209-667-3386) or the Department of Extended Education (209-667-3111) for additional information.

Requirements (15-16 units)

Complete the following coursework in child development:

1. Take both of the following foundation courses (6 units):
CDEV 4000 Child Development Research Methods (3 units), and
PSYC 5130 Advanced Human Development (3 units)
2. Take both of the following seminars (6 units):
CDEV 5170 Advanced Seminar in Cognitive and Language Development (3 units), **and**
CDEV 5180 Advanced Seminar in Social and Emotional Development (3 units)
3. Choose one of the following laboratory courses (3 or 4 units):
CDEV 4180/90 Developmental Programs for Preschool Children and Lab (3, 1 unit), **or**
CDEV 4280/82 Development of Social Cognition and Lab (3 units), **or**
CDEV 4950/53 Early Language and Literacy Development (3 units)

Learning Objectives

- Understanding theoretical orientations, developmental foundations, major themes, current directions, and cultural and contextual issues in the field;
- Critically evaluating and applying scientific research to child development settings;
- Integrating developmental research findings and methodologies in settings with young children and families;

- Demonstrating culturally appropriate and unbiased models and practices;
- Describing the implications of varied contextual influences upon the cognitive, social, emotional, and physical development of infants, toddlers, preschoolers, and adolescents;
- Demonstrating developmentally appropriate intervention strategies with children and families;
- Applying the principles of the field to workplace issues facing children, families, and professionals;
- Collecting data, writing and presenting APA styled research papers; and
- Articulating a worldview using theory, research, and developmental knowledge.

State of California Children's Center Permits

California requires that individuals who serve as teachers and administrators of funded child development programs hold permits issued by the California Commission on Teacher Credentialing. See your academic adviser for coursework that is likely to meet these requirements. Applications for the Child Center Permit may be picked up at the University Credential Processing Center at Demergasso-Bava Hall 303.

Master of Arts in Psychology

The Master of Arts program in Psychology is designed (1) to prepare students for advanced graduate work, or (2) for those students who desire a research-oriented program. Admission to the program is competitive.

Minimum Prerequisites for Admission

1. A Bachelor of Arts or Bachelor of Science degree in Psychology **or** completion of a course in Introductory Psychology and a minimum of 16 upper-division semester units in Psychology with a grade of B- or better with course content acceptable to the Psychology Graduate Committee, as outlined below:
 - One upper-division course in experimental psychology (PSYC 3000)
 - One upper-division general psychology course
 - Two upper-division laboratory courses or research seminars in Psychology
 - Three courses, one for each breadth area (C, D & E) as defined in the requirements for CSU Stanislaus undergraduate degree in Psychology

2. A minimum 3.0 overall grade point average.
3. Satisfactory performance on the Graduate Record Examination (GRE) general test, which includes the GRE Analytical Writing Section.
4. The student chooses an area of interest and a faculty member with whom the student would like to work. After consultation with the faculty member prior to applying, the student submits:
 - a. A brief description of a sample problem the student might choose as a thesis,
 - b. A letter of support from the faculty member stating that he or she agrees to serve as chair of the student's Master's committee and will direct the research for the student's chosen project,
 - c. A list of all coursework needed for completion of the student's degree.
5. Three letters of recommendation.
6. Approval by the Psychology Department.

Minimum Prerequisites for Continuation

1. Maintenance of a 3.0 grade point average in all courses attempted.
2. Satisfactory progress toward the degree, which includes successful completion of coursework and thesis.
3. A classified graduate student in Psychology will be dropped from classified standing upon receiving more than three units of graduate study graded less than B-. However, any graduate student may retake a course graded less than B- for a higher grade, and a classified student must remove such grade deficits (in excess of three units) in the next semester or petition the Graduate Committee for a time extension if it is impossible to make up the deficit. In no case will more than three units of graduate study graded less than B- be counted towards a master's degree.
4. Other requirements may be stated in University and Departmental Guidelines for Academic Probation and Termination. The student is responsible for obtaining current copies of these regulations and complying with the criteria listed.

Requirements (30 units)

1. Complete the Master of Arts program, as outlined below:
 - a. Complete the following courses (9-14 units):
 - PSYC 5010 Advanced Methods for Psychological Research,
2 units
 - PSYC 5020 Advanced Statistical Analysis of Psychological Data,
3 units
 - PSYC 5940 Fieldwork, 1-6 units
 - PSYC 5990 Master's Thesis, 3 units

- b. Select the remaining 16-21 units from the available 4000- and 5000-level catalog courses. These courses are to be selected with prior approval of the student's thesis chair (PSYC 5780, 5790, 5910, and 5930 are not open to Master of Arts students.)
 - c. At least 50 percent of all M.A. coursework must be at the 5000 level. There are also restrictions as to the amount of coursework that can be graded "Credit/No-Credit."
2. Complete Master of Arts research including a public thesis defense.

Note: No more than 9 units of graduate credit can be transferred from work taken while in unclassified status. The 9-unit limit may also apply to any graduate work transferred from other institutions. Once students start the thesis process they must be continuously enrolled in thesis units.

Master of Science in Psychology

The primary purpose of the Master of Science program in Psychology is to develop mastery of a substantial body of knowledge and skills for students planning careers in counseling or behavior analysis. Students completing the Counseling concentration or the Behavior Analysis concentration meet the educational requirements for the Marriage and Family Therapist (MFT) License. The Behavior Analysis concentration is also accredited by the Association for Behavior Analysis and meets the course requirements for the Behavior Analysis Certification Board. The Behavior Analysis concentration emphasizes applied behavior analysis and trains students for positions in a wide range of applied and counseling settings. The Counseling concentration emphasizes a variety of counseling theories and skills in training students for positions in counseling settings. Admission to the program is competitive.

Minimum Prerequisites for Admission

1. A Bachelor of Arts or Bachelor of Science degree in Psychology and completion of the concentration prerequisites, with a grade of B- or better **or** completion of a course in Introductory Psychology, completion of the concentration prerequisites with a minimum of 16 upper-division semester units in Psychology with a grade of B- or better with course content acceptable to the Psychology Graduate Committee.

Behavior Analysis concentration prerequisites:

- One upper-division course in Experimental Psychology (PSYC 3000)
- One upper-division course in Human Development (PSYC 3140)
- One upper-division introductory course on Learning Theory (PSYC 3700 or 4720)
- One upper-division introductory course in Abnormal Psychology (PSYC 3350)
- One upper-division introductory course in Counseling Theory (PSYC 3790)
- One upper-division introductory course in Counseling Techniques (PSYC 4770)

Counseling concentration prerequisites:

- One upper-division course in Experimental Psychology (PSYC 3000)
 - One upper-division course in Human Development (PSYC 3140)
 - One upper-division introductory course in Psychological Testing (PSYC 3160)
 - One upper-division introductory course in Abnormal Psychology (PSYC 3350)
 - One upper-division introductory course in Counseling Theory (PSYC 3790)
 - One upper-division introductory course in Counseling Techniques (PSYC 4770)
2. A minimum 3.0 overall grade point average.
 3. Satisfactory performance on the Graduate Record Examination (GRE) general test, which includes the GRE Analytical Writing Section.
 4. Completion of a set of examinations or other requirements by the Psychology Department to determine or rectify those areas in which further preparation is required.
 5. Related work or volunteer experience is strongly recommended.
 6. Three letters of recommendation.
 7. Approval by the Psychology Department.

Minimum Prerequisites for Continuation

The prerequisites for continuation of the Master of Science program are the same as those for the Master of Arts program. Please see previous section detailing these prerequisites.

Requirements (49 units minimum)

1. Complete the appropriate 49 or more units or their equivalent.
2. Complete the 20 core units listed in the Basic Requirements Section as well as the requirements listed for the concentration to which they have been admitted.

Note: Some modification to the following stated requirements may be made to accommodate California educational requirements for the Marriage and Family Therapist License and other program changes.

Basic Requirements (20 units)

PSYC 5010 Advanced Methods for Psychological Research, 2 units
 PSYC 5020 Advanced Statistical Analysis of Psychological Data, 3 units
 PSYC 5080 Legal and Ethical Issues in Psychology and Counseling, 3 units
 PSYC 5130 Advanced Human Development, 3 units
 PSYC 5360 Seminar in Clinical Psychopathology, 3 units
 PSYC 5650 Child Clinical Interventions, 3 units
 PSYC 5990 Master's Thesis, 3 units

Note: Once students start the thesis process they must be continuously enrolled in thesis units.

Concentration in Behavior Analysis

(29 units)

PSYC 4550 Practicum with Exceptional Children, 3 units
 PSYC 4720 Experimental Analysis of Behavior, 3 units
 PSYC 4750 Applied Behavior Analysis in the Classroom, 3 units
 PSYC 5070 Practicum in Child Diagnostics and Intervention, 3 units
 PSYC 5090 Behavioral Assessment, 3 units
 PSYC 5150 Seminar in Solution-Focused Therapy, 3 units
 PSYC 5640 Conceptual Issues in Behavior Analysis, 3 units
 PSYC 5680 Sexuality Counseling, 1 unit
 PSYC 5760 Chemical Abuse Counseling, 1 unit
 PSYC 5920 Psychology Research Apprentice, 1 unit
 PSYC 5925 Psychology Teaching Apprentice, 1 unit
 PSYC 5930 Practicum in Behavior Analysis, 3 units
 PSYC 5940 Fieldwork, 1 unit

Concentration in Counseling

(30 units)

PSYC 5030 Psychodiagnostics I, 3 units

PSYC 5690 Relationship and Sexuality Counseling, 3 units

PSYC 5850 Seminar in Multicultural Family Counseling, 3 units

PSYC 5770 Substance Abuse and Chemical Dependency Counseling,
3 units

PSYC 5780 Advanced Counseling, 3 units

PSYC 5790 Family Counseling Theory and Practice, 3 units

PSYC 5810 Seminar in Group Counseling and Psychotherapy, 3 units

PSYC 5830 Seminar in Close Relationships, 3 units

PSYC 5910 Practicum in Counseling and Diagnostics, 3 units (Must be
repeated for a total of 6 units.)**Course Descriptions**

Please consult the Undergraduate catalog for lower-division courses.

Child Development**CDEV 5170 Advanced Seminar in Cognitive and Language Development (3 units)**

Taking a thematic approach, this course will examine children's perceptual, cognitive and language development by integrating advanced-level theory, research, and practice. Course will focus on a different topic each semester. May be repeated for a total of six units. Prerequisite: PSYC 5130.

CDEV 5180 Advanced Seminar in Social and Emotional Development (3 units)

Taking a thematic approach, this course will examine children's social, emotional, and personality development, integrating advanced-level theory, research, and practice. Course will focus on a different topic each semester. May be repeated for a total of six units. Prerequisite: PSYC 5130.

Psychology**PSYC 5010 Advanced Methods for Psychological Research (2 units)**

Examines the various methods used to study contemporary issues in Psychology, and the strengths and weaknesses of each method. Prerequisites: PSYC 3000 and graduate standing in Psychology, or consent of instructor.

PSYC 5020 Advanced Statistical Analysis of Psychological Data (3 units)

Teaches students how to perform advanced analyses of data from psychological studies. Prerequisites: PSYC 5010 and graduate standing in Psychology, or consent of instructor.

PSYC 5030 Psychodiagnostics I (3 units)

Strategies of diagnostic evaluation with emphasis upon instruments for evaluation of intelligence, aptitudes, personality, and interests of adolescents and adults. Prerequisites: PSYC 3160, classified graduate standing, and consent of instructor.

PSYC 5070 Practicum in Childhood Diagnostics and Intervention (3 units)

A minimum of 6 diagnostic reports, including remedial recommendations, will be completed. At least 3 of the cases will be followed completely through intervention. Students will receive one hour per week of individual supervision. Work will be done in local agencies such as the Child Development Center. Prerequisites: PSYC 4720 or 4790 or PSYC 5080 and consent of instructor.

PSYC 5080 Legal and Ethical Issues in Psychology and Counseling (3 units)

Attempts to engage the student in the struggle with legal and ethical issues that most affect the practice of professional psychology. Prerequisites: PSYC 4770 and graduate standing.

PSYC 5090 Behavioral Assessment (3 units)

The general principles of behavioral assessment will be the primary subject matter with traditional psychological assessment procedures introduced for comparison purposes. Areas such as observation methods, reliability, and single-subject evaluation designs will be studied in detail. Applications of such evaluation techniques as they apply to intervention strategies will be examined. Theories and applications of commonly used psychological tests (such as the MMPI, WAIS, and Rorschach) will be discussed and their relevance compared to behavioral measures. Prerequisite: Graduate standing.

PSYC 5130 Advanced Human Development (3 units)

Empirical research on theoretical constructs of human development. Prerequisites: PSYC 3140 or equivalent, four upper-division courses in psychology, and graduate standing.

PSYC 5150 Seminar in Solution-Focused Therapy (3 units)

(Formerly PSYC 5960) Devoted to the study of strategic therapies as applied to both individuals and families. It is designed to help the student benefit from supervision in clinical settings which utilize strategic approaches. Prerequisite: Consent of instructor.

PSYC 5360 Seminar in Clinical Psychopathology (3 units)

Teaches the diagnosis and assessment of psychopathology using the DSM-IV. The focus will be on gaining competence in a multi-axis DSM-IV diagnostic system. Students will learn to make DSM-IV diagnoses, identify appropriate psychological assessment procedures, and develop comprehensive treatment plans. Students will be expected to participate in group presentations of psychological assessment procedures and treatment research. Prerequisites: PSYC 3350, classified graduate standing, and consent of instructor.

PSYC 5640 Conceptual Issues in Behavior Analysis (3 units)

(Formerly Behaviorism as a Philosophy of Science; Advanced Seminar in Behavior Change) Complex topics related to human learning and psychopathology will be the primary subject matter. Such areas as thinking, creativity, problem solving, phylogeny, and ontogeny of behavior will be examined from a behavioral perspective. This perspective will be compared to the personality theory framework which produced the current DSM III-R diagnostic system. The etiology, diagnosis, treatment, and prognosis of various psychological disorders will be studied using the DSM III-R as a guide and current behavioral theory as it applies. Prerequisites: PSYC 4720 and 4722; PSYC 4750 and 4790 recommended.

PSYC 5650 Child Clinical Interventions (3 units)

Covers clinical issues including therapy approaches and assessment for behavioral and emotional disorders; child physical, sexual, and emotional abuse; and mandated child abuse reporting laws. Prerequisite: PSYC 5130.

PSYC 5680 Sexuality Counseling (1 unit)

This graduate-level course is intended as a general introduction to the theory and practice of assessment and sexuality counseling issues and problems. Issues in sexuality counseling will focus on interviewing, assessment, and treatment approaches. Marriage, family, and child scope of practice will be emphasized through this course. Prerequisite: Second year of Master of Science classified graduate standing or consent of instructor. (Summer)

PSYC 5690 Relationship and Sexuality Counseling (3 units)

(Formerly Counseling Sexual Problems) Reviews relationship/sexuality counseling assessment, techniques, and treatment approaches and application. Developmental, physical, and multicultural issues are addressed. Students will practice psychoeducational and clinical skills. Prerequisite: Second year classified graduate standing or consent of the instructor.

PSYC 5760 Chemical Abuse Counseling (1 unit)

Reviews diagnostic and assessment practices, goal-setting, treatment planning, and counseling techniques. A systematic approach to treatment will be emphasized along with various theoretical approaches. The State of California requires that applicants for licensure such as M.F.T.'s or psychologists must complete a graduate-level course devoted to substance dependence assessment and treatment. This course is designed to meet the specific requirements of that mandated education. Prerequisite: Classified graduate standing.

PSYC 5770 Substance Abuse and Chemical Dependency Counseling (3 units)

Reviews diagnostic and assessment practices, goal setting, treatment and planning, and will include role-playing techniques. A systematic approach to treatment will be emphasized along with various theoretical approaches. Prerequisite: Classified graduate standing.

PSYC 5780 Advanced Counseling (3 units)

Counseling practices focused on a method of brief goal-oriented psychotherapy which includes: assessment, establishing mutual goals, treatment interventions, and termination issues. Practice in the techniques of counseling and client file record keeping. Prerequisites: PSYC 4770, and classified graduate standing. PSYC 5030, 5042, or PSYC 5090 and previous or concurrent enrollment in PSYC 5080 are preferred.

PSYC 5790 Family Counseling Theory and Practice (3 units)

Study of theory and techniques of conjoint family therapy with consideration of such topics as parent-child relationships, human sexuality, and combined families. Prerequisites: PSYC 3790, 4770, and graduate standing.

PSYC 5800 Marriage and Family Theory (2 units)

The family is examined as a social and psychological entity. Theoretical approaches to understanding family structure and interaction are reviewed. Special emphasis is placed upon developing an understanding of the diversity of family forms in contemporary American society and on exploring the relationship of these forms to social, cultural, and psychological factors. Prerequisites: Graduate standing and consent of instructor.

PSYC 5810 Seminar in Group Counseling and Psychotherapy (3 units)

Provides graduate students an overview of group counseling and psychotherapy processes, and application. Prerequisites: Classified graduate standing and consent of instructor.

PSYC 5830 Seminar in Close Relationships (3 units)

An examination of psychological aspects of close relationships through a review of empirical and theoretical literature. Topics to be considered include social exchange processes, interpersonal compatibility, attributions for relationships events, emotional processes, and the dynamics of social influence. The role of close relationships in the construction and maintenance of self-image will also be discussed. Prerequisite: PSYC 3310 or equivalent.

PSYC 5850 Seminar in Multicultural Family Counseling (3 units)

This course will study family lifestyles as represented by several major cultural traditions in the United States for the purpose of developing an understanding of and clinical skills in multicultural counseling. Prerequisites: PSYC 4770 and graduate standing.

PSYC 5860 Domestic Violence Interventions (1 unit)

Course prepares students to identify, assess, and treat those affected by domestic violence. Students are expected to participate in individual and group presentations of specific interventions. Course meets the State of California's requirement of a course in domestic violence interventions. Prerequisites: PSYC 5150 or PSYC 5780, and second year graduate standing or consent of instructor.

PSYC 5910 Practicum in Counseling and Diagnostics (3 units)

Supervised client contact hours in individual, couples, family, or group counseling depending on agency providing practicum experience. Emphasis on formal assessment, diagnostic testing, client charting, treatment planning, and development of student's own theoretical orientation. Students will make regular case presentations, receive inservice training, and write assessment and treatment reports. Prerequisites: PSYC 5030, 5080, 5780, second year classified graduate standing and consent of instructor.

PSYC 5920 Psychology Research Apprenticeship (1 unit)

Students will apprentice themselves to a faculty member of the Psychology department who is currently conducting research in a particular area of Psychology. This course may be repeated for credit. Prerequisites: Admission to the graduate program in Psychology and completion of at least 9 units of graduate-level courses.

PSYC 5925 Psychology Teaching Apprenticeship (1 unit)

Students will apprentice themselves to a faculty member of the Psychology department who is currently teaching courses in Psychology. This course may be repeated for credit. Prerequisites: Admission to the graduate program in Psychology and completion of at least 9 units of graduate-level courses.

PSYC 5930 Practicum in Behavior Analysis (3 units)

The course consists of supervised experience in the assessment and modification of behavior with various types of clients. Activities will include assessment interviews and observations, analysis of controlling variables within the immediate environment of the client, assessment of resources for change, and the implementation and evaluation of behavior change procedures. Students will give oral presentations and evaluation to the faculty supervisor and fellow practicum students on a regular basis during case conferences. The typical client will be from a family counseling agency; a developmentally delayed child or young adult living in the family residence or group home; or a patient in a psychiatric facility. Prerequisites: PSYC 4720 or 4790; PSYC 5780 and consent of instructor.

PSYC 5940 Fieldwork (1-4 units)

Work of a psychological nature performed in schools, agencies, and institutions under joint supervision of the University and agency where assigned. May be repeated for a total of 6 units. Prerequisites: Graduate standing and consent of instructor.

PSYC 5950 Selected Topics in Psychology (1-5 units)

Development of a specific area in Psychology. Topics will vary depending on instructor. Different topics may be taken for a total of six units. Prerequisite: Graduate standing.

PSYC 5980 Individual Study (1-4 units)

For qualified postbaccalaureate students in need of advanced and specialized study. Different topics may be taken for a total of 6 units. Exception to the 6-unit limit may be granted by the Graduate Committee. Prerequisite: Consent of instructor.

PSYC 5990 Master's Thesis (1-3 units)

Preparation of a thesis in area of specialty for partial fulfillment of requirements. Prerequisites: Admission to classified graduate standing and consent of instructor.

PSYC 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Department of Social Work

Margaret Tynan, Ph.D., *Chair*

Office: Demergasso-Bava Hall — DBH 122

Phone: (209) 667-3091

Professors: Floyd, Garcia, Marques, Tynan

Associate Professor: Tibrewal

Assistant Professors: Leyva, Ringstad

Master of Social Work

A Master of Social Work (MSW) prepares professional social workers to advance social justice and to meet the growing human service needs of the university's service area. The curriculum emphasizes social work practice in the public social services, health, mental health, corrections, and schools. Graduates are prepared to practice, with sensitivity and competence, with economically and culturally diverse populations. Students are prepared for advanced social work practice skills sufficient for self-critical, accountable, and ultimately autonomous practice.

This program is a sixty (60) unit curriculum, accomplished in four semesters plus one winter. A three-year curriculum, accomplished in six-semester plus two winters is also offered. The first courses provide the professional foundation. Four semesters of supervised field practicum in a social work agency is part of the core curriculum. No academic credit is given for life experience or previous work experience.

The field of Social Work is very broad, incorporating many approaches to addressing psycho-social ills in many health, mental health, and social welfare agency settings. The MSW is thus one of the most versatile master's degrees among the human service professions.

MSWs provide counseling services to individuals, groups, couples, and families, or work as supervisors or administrators of human service programs and agencies. Social workers also work as program developers, community organizers, planners, evaluators, policy makers or researchers.

The MSW degree satisfies the academic preparation requirements for the state regulated social work license (LCSW).

Specific questions regarding the MSW Program or curriculum should be directed to the department chair or staff. The program is accredited by the Council on Social Work Education.

Mission Statement

The social work program of California State University, Stanislaus prepares social workers to advance social justice. This education is committed to social change based on an analysis of social, political, and economic structures and their impact. The program enables social workers to collaborate with others to transform the conditions which contribute to privilege and oppression. Graduates are prepared to work with individuals, families, and communities to promote personal and collective liberation.

Goals

1. Prepares professional social workers to engage with diverse populations in a process of critical reflection and action to address oppression and promote social justice.
2. Prepares professional social workers to use self-awareness to understand the effects of their biases on their interaction with others.
3. Prepares professional social workers to engage in the struggle to transform their biases.
4. Prepares social workers to use an integrative practice framework for multi-system interventions guided by ethics and informed by research.
5. Prepares professional social workers to meet the social service needs of the region.
6. Create a learning environment consistent with core practice values of empowerment, strengths, and collaboration which are necessary to promote social justice.
7. Provide social work education that is accessible to the diverse populations in the region.

Required Courses

SW 5001 Social Welfare Policy and Services for Social Justice I, 4 units
 SW 5002 Social Welfare Policy and Services for Social Justice II, 3 units
 SW 5005 Human Behavior and the Social Environment I, 3 units
 SW 5010 Human Behavior and the Social Environment II, 3 units
 SW 5020 Social Work Research Methods, 3 units
 SW 5030 Foundation I: Generalist Social Work Practice Using A Strengths Perspective, 3 units

SW 5031 Foundation II: Generalist Social Work Practice Using A Strengths Perspective, 3 units
 SW 5032 Advanced Integrative Social Work Practice with Children, Adults, and Families, 3 units
 SW 5033 Advanced Integrated Social Work Practice with Groups, 2 units
 SW 5034 Advanced Integrated Social Work Practice with Communities and Organizations, 3 units
 SW 5040 Field Instruction I, 3 units (must repeat for a total of 6 units)
or
 SW 5041 Field Instruction II, 3 units (must repeat for a total of 6 units)
 SW 5050 Social Work Research, Data Analysis, 3 units
 SW 5960 Graduate Project, 1 unit (must repeat for a total of 2 units) **or**
 SW 5990 Research Thesis, 1 unit (must repeat for a total of 2 units)
 SW 5991 Social Work Capstone Course, 2 units (must repeat for a total of 4 units)

Two-Year Program

The two-year program consists of four semesters of course work leading to the M.S.W. Degree. This option is for students who can devote their time and attention to intensive study. Most classes taken by two-year students are in the daytime (i.e., 8 a.m. to 6 p.m.), but may be scheduled during evening hours as well. Elective courses are often at night. Field practicum (sixteen hours per week in the first and fourth semester, twenty hours per week in the second and third semester) is undertaken concurrently with a full load of classroom courses. No credit is given for life experience or previous work experience. Courses must be taken in the following prescribed sequence:

First Semester:

SW 5001 Social Welfare Policy and Services for Social Justice I
 SW 5005 Human Behavior and Social Environment I
 SW 5020 Social Work Research Methods
 SW 5030 Foundation I: Generalist Social Work Practice Using a Strengths Perspective
 SW 5040 Field Instruction (Practicum) I

Second Semester:

SW 5010 Human Behavior and the Social Environment II
 SW 5031 Foundation II: Generalist Social Work Practice Using A Strengths
 Perspective
 SW 5050 Social Work Research, Data Analysis
 SW 5040 Field Instruction (Practicum) I

Summer Term:

SW XXXX Electives*

Third Semester:

SW 5002 Social Welfare Policy and Services for Social Justice II
 SW 5032 Advanced Integrative Social Work Practice with Children,
 Adults, and Families
 SW 5041 Field Instruction (Practicum) II
 SW 5990/5960 Research Thesis or Graduate Project
 SW 5991 Capstone Project Course
 SW XXXX Electives*

Fourth Semester:

SW 5033 Advanced Integrative Social Work Practice with Groups
 SW 5034 Advanced Integrative Social Work Practice with Communities
 and Organizations
 SW 5041 Field Instruction (Practicum) II
 SW 5990/5960 Research Thesis or Graduate Project
 SW 5991 Capstone Project Course
 SW XXXX Electives*

Three-Year Program

The three-year program is intended for students who need to spread their graduation studies over a longer period of time to accommodate other responsibilities. It must be emphasized, however, that the MSW Program is very demanding of time and energy, even when undertaken over the three year time period. Classes are scheduled in the evenings after 4:00 p.m. and on weekends. It is also extremely important for students to arrange for flexibility in their work hours whenever possible. Field practicum is scheduled two full days a week. Students are expected to be in their placements during the agency's normal hours of operation. Courses must be taken in the following prescribed sequence:

First Semester:

SW 5001 Social Welfare Policy and Services for Social Justice I
 SW 5005 Human Behavior and the Social Environment I
 SW 5030 Foundation I: Generalist Social Work Practice Using a Strengths
 Perspective
 SW 5040 Field Instruction (Practicum) I

Second Semester:

SW 5010 Human Behavior and the Social Environment II
 SW 5031 Foundation II: Generalist Social Work Practice Using a Strengths
 Perspective
 SW 5040 Field Instruction (Practicum) I

Summer Term:

SW XXXX Electives*

Third Semester:

SW 5020 Social Work Research Methods
 SW 5032 Advanced Integrative Social Work Practice with Children,
 Adults, and Families
 SW 5041 Field Instruction (Practicum) II

Winter Term:

SW 5033 Advanced Integrative Social Work Practice with Groups

Fourth Semester:

SW 5034 Advanced Integrative Social Work Practice with Communities
 and Organizations
 SW 5041 Field Instruction (Practicum) II
 SW 5050 Social Work Research, Data Analysis

Fifth Semester:

SW 5002 Social Welfare Policy and Services for Social Justice II
 SW 5990/5960 Research Thesis or Graduate Project
 SW 5991 Capstone Project Course
 SW XXXX Electives*

Sixth Semester:

SW 5990/5960 Research Thesis or Graduate Project
 SW 5991 Capstone Project Course
 SW XXXX Electives*

***Electives**

Social Work students may select from the following electives to complete their 60 required units.

- SW 5012 Social Work Practice in Public Mental Health Settings, 3 units
- SW 5013 Social Work Practice with Death, Grief, and Loss, 3 units
- SW 5014 Law and Ethics in Social Work Practice, 3 units
- SW 5042 Social Work Practice with Juvenile Offenders, 2 units
- SW 5043 Advanced Assessment and Intervention in Child Abuse and Neglect, 3 units
- SW 5044 Social Work Practice in School Settings
- SW 5052 Social Work with Family Systems, 2-3 units
- SW 5054 Feminist Social Work Practice with Women, 3 units
- SW 5055 Social Work Practice: Substance Abuse, 2 units
- SW 5056 Cultural Competency for Supervision and Training, 1 unit
- SW 5057 International Social Work, 3 units
- SW 5058 Gerontological Social Work, 3 units
- SW 5060 Child Welfare Information Systems

Learning Objectives**FOUNDATION**

Graduate social workers who:

1. Apply critical thinking skills to professional social work practice.
2. Understand and are guided by the values and ethics of the profession.
3. Demonstrate the ability to practice without discrimination and with respect, knowledge, and skills related to diverse client populations.
4. Understand and work to expose paradigms of oppression and discrimination and those mechanisms and structures that serve those paradigms.
5. Advocate for social justice.
6. Understand the history of social work profession and utilize this knowledge as a context for understanding and addressing current practice issues.
7. Engage clients to assess and intervene at all system levels using a generalist perspective that incorporates client strengths.
8. Apply theoretical frameworks supported by research to understand individual development and behavior across the life span, between individuals, families, groups, organizations, and communities.
9. Analyze, formulate, and influence social policies and understand the integral relationship between policy and practice.
10. Use research to inform and continually update practice.

11. Carry out critical self-analysis and self-evaluation
12. Use supervision, consultation, and continuing education to strengthen practice.
13. Understand and operate within organizational structures and service delivery systems and seek necessary change.

ADVANCED

Graduate social workers who:

14. Understand and apply mechanisms and structures that promote paradigms of social and economic justice and liberation.
15. Demonstrate a spirit of inquiry that is characterized by curiosity and motivation to learn about others whose lives are different from one's own and the strengths utilized by those individuals and groups.
16. Understand and utilize an integrative practice approach aimed at promoting social justice that:
 - Focuses on power and privilege related to social identity and the meaning of difference.
 - Emphasizes self-awareness, particularly in regard to the effects of one's biases on interaction with others, and awareness of and willingness to work with the consequences of those effects on such interactions.
 - Focuses on the development and use of a perspective that recognizes the formative role of institutional and organizational policies and practices both in creating fundamental change and imposing obstacles.
 - Utilizes advocacy as a means to create change.

Course Descriptions**SW 5001 Social Welfare Policy and Services for Social Justice I (4 units)**

Introduces historic development, evolution, structure, and function of social welfare policy and social work practice set in context of political and economic forces. Prerequisites: Admission to MSW Program or permission from Social Work department.

SW 5002 Social Welfare Policy and Services for Social Justice II (3 units)

Builds upon the knowledge gained in SW 5001 and other foundation year courses. Provides an in-depth perspective about the art and science of policy analysis and advocacy. Prerequisites: Admission to the MSW Program and successful completion of SW 5001.

SW 5005 Human Behavior and the Social Environment I (3 units)

Students will explore individual growth and human development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual life cycles within a multigenerational cultural context.

SW 5010 Human Behavior and the Social Environment II (3 units)

Covers theories and knowledge of bio-psycho-social-spiritual human behavior within the reciprocal relationship of groups, organizations, communities, and societies. Second course in HBSE sequence. Prerequisites: Admission to the MSW Program and completion of SW 5005.

SW 5011 Psycho-Social Assessment (3 units)

Helps students become knowledgeable of psycho-social assessment methods and symptoms of mental disorders for the purpose of assessing client functioning and planning appropriate social work interventions. The focus is on understanding how to use current classification systems of mental disorders as a social work practitioner. Prerequisite: Admission to the MSW Program.

SW 5012 Social Work Practice in Public Mental Health Settings (3 units)

(Formerly Social Work Treatment and Case Management of the Mentally Disabled) Advanced course in Social Work practice integrates theory of behavior and treatment of specific mental disorders as translated into plans for treatment, rehabilitation, or case management. Prerequisites: Admission to the MSW Program and completion of SW 5011.

SW 5013 Social Work Practice with Death, Grief, and Loss (3 units)

Advanced seminar in social work practice with adult clients. Focus on cultural and psychosocial responses to death, grief, and loss and the effect of these social factors on the client and social worker in the helping process. Prerequisite: SW 5030 or consent of instructor.

SW 5014 Law and Ethics in Social Work Practice (3 units)

Advanced seminar in social work practice. Focus on ethical decisions and dilemmas associated with practice. Prepares social workers for practice interfacing with the legal system and an understanding of law. Meets Board of Behavioral Sciences licensing requirements. Prerequisite: Completion of SW first year foundation work (SW 5030 and SW 5031) or consent of instructor.

SW 5020 Social Work Research Methods (3 units)

(Formerly Social Work Research Methodology) Introduces students to the social work research process within the context of social work practice. Prerequisites: Graduate standing and admission to the MSW Program.

SW 5030 Foundation I: Generalist Social Work Practice Using a Strengths Perspective (3 units)

(Formerly Foundations of Social Work Practice Policy and Services I) First course in social work practice sequence. Students learn philosophy, values, and ethics and how to apply the generalist approach to work with individuals within a family. Prerequisite: Admission to the MSW Program.

SW 5031 Foundation II: Generalist Social Work Practice Using a Strengths Perspective (3 units)

(Formerly Foundations of Social Work Practice, Policy, and Services II) Second course in the social work practice sequence. Course focuses on generalist practice skills and values pertaining to organizations, communities. Prerequisites: Admission to the MSW program and successful completion of SW 5030.

SW 5032 Advanced Integrative Social Work Practice with Children, Adults, and Families (3 units)

Course is an advanced graduate seminar designed to prepare learners for professional social work practice with children, adults, and families. Prerequisites: Admission to the MSW program and successful completion of SW 5030 and SW 5031.

SW 5033 Advanced Integrative Social Work Practice with Groups (2 units)

Advanced practice course on the theory and practice of social work with small groups. Content on intervention in groups with the purpose of helping group members grow, change, and cope. Prerequisites: Admission to the MSW program and satisfactory completion of SW 5030, SW 5031, and SW 5032.

SW 5034 Advanced Integrative Social Work Practice with Communities and Organizations (3 units)

Advanced course in social work practice addressing social, cultural, and justice issues at macro levels of intervention. Emphasis is on the skills and processes needed to change organizations and communities. Prerequisites: Admission to the MSW program and successful completion of SW 5030, SW 5031, and SW 5032.

SW 5035 Advanced Social Work Practice, Policy, and Services for Children I (4 units)

Advanced course in social work practice, policy, and services including ethics, values, and methods of practice. Focus on practice methodology with individuals, families, and small groups. Designed to prepare for practice in child welfare, schools, juvenile justice, and with children in health and mental health settings. Prerequisites: Admission to the MSW Program and completion of SW 5030 and 5031.

SW 5036 Practice and Policy with Adults I (4 units)

(Formerly Social Work Practice and Policy with Adults I) Advanced course in social work practice and policy including ethics, values, and methods of practice. Focus on practice methodology with individuals, families, and small groups. Designed to prepare for practice with adult populations in health, mental health, aging, and corrections settings. Prerequisites: Admission to the MSW Program and SW 5030 and 5031.

SW 5037 Social Work, Law, and the Courts (3 units)

Advanced course in social work practice to prepare social workers for work that interfaces with the legal system including family and children's court, guardianship, and corrections. Prerequisite: Admission to the MSW Program or consent of department chair and instructor.

SW 5038 Social Work Practice and Policy II (4 units)

Advanced course in social work practice, policy, and services including ethics, values, and methods of practice. Focus on practice methodology in agency administration, community planning, and program development. Designed to prepare for practice in child welfare, schools, juvenile justice, and with children in health and mental settings. Prerequisites: Admission to the MSW Program and SW 5035.

SW 5039 Social Work Practice, Policy, and Services, Adults II (4 units)

Advanced course in social work practice, policy, and services, including ethics, values, and methods of practice. Focus on practice methodology in agency administration, supervision, community planning, and program development. Designed to prepare for practice in mental health, health, aging, and corrections settings. Prerequisites: Admission to the MSW Program and SW 5036.

SW 5040 Field Instruction I (3 units)

Supervised field instruction with individual groups, families, formal organizations, and communities. Practical application of social work practice theories. Must be repeated for a total of 6 units. Prerequisite: Admission to the MSW Program.

SW 5041 Field Instruction II (3 units)

Advanced field instructed practice experience with individual groups, families, formal organizations, and communities. Practical application for social work practice theories. Must be repeated for a total of 6 units. Prerequisites: Admission to the MSW Program and SW 5040.

SW 5042 Social Work Practice with Juvenile Offenders (2 units)

A graduate seminar to study juvenile delinquency within the context of social work practice, policy, and services. Utilizing ecological and systems theories, juvenile delinquency is studied across race, culture, ethnicity, gender, and social class. Prerequisites: SW 5030 and 5031 or consent of instructor.

SW 5043 Advanced Assessment and Intervention in Child Abuse and Neglect (3 units)

Prepares students to provide assessment and intervention in cases of child abuse and neglect with emphasis on work with drug abusing families. Includes content required for Social Work licensure. Prerequisites: SW 5030 and 5031 or consent of instructor.

SW 5044 Social Work Practice in School Settings (2 units)

Designed to examine the policies, theories, and principles particular to practice of social work in school settings. Study centers on school social work as part of an interdisciplinary approach for resolving school-related problems. Prerequisite: Completion of SW 5030 or consent of instructor.

SW 5050 Social Work Research, Data Analysis (3 units)

(Formerly Research Data Analysis) Course is a study of descriptive and inferential statistics with a focus on those methods most frequently used in social work practice and research. Prerequisites: Graduate standing and admission to the MSW Program.

SW 5052 Social Work with Family Systems (2-3 units)

This course provides an integration of family systems, theory, and practice as applicable to social work with families. We will explore the evolution of systems thinking and the major theories applied in family therapy, focusing on the structural family therapy applied to integrative social work practice. This course emphasizes applied social work practice skills.

SW 5053 Ethics for Social Work Practice with Adults (2 units)

Advanced seminar in social work practice with adult clients. The focus is on ethical decisions and dilemmas associated with practice in health settings. Prerequisite: Completion of SW 5030 or consent of instructor.

SW 5054 Feminist Social Work Practice with Women (3 units)

(Formerly Social Work Practice with Women) Graduate seminar in which participants learn how to use Feminist Social Work Theory in their practice with women. Prerequisite: Completion of SW 5030 or consent of instructor.

SW 5055 Social Work Practice: Substance Abuse (2 units)

This course provides students with social work practice skills in the area of substance abuse. Recognition of use, abuse, and dependency; assessment and intervention strategies; and substance abuse in families and children will be covered. Board of Behavioral Sciences (BBS) substance abuse course requirements for licensure will be met.

SW 5056 Cultural Competency for Supervision and Training (1 unit)

In this advanced graduate course, participants learn how to use the concepts of cross-cultural social work practice and culture-centered counseling in two areas of personal and professional development: supervision and training. Emphasis is placed on applied knowledge. Culture is broadly defined to include ethnicity, social class, age, gender, and orientation. Prerequisites: SW 5030 and SW 5031 or completion of the core modules of the Certificate Program in Becoming Culturally Competent.

SW 5057 International Social Work (3 units)

Students will learn to appreciate service models of other cultures, analyze issues of social and economic justice, and recognize strengths of other cultures. Admission in the Cuernavaca Program in Mexico required. Prerequisite: Graduate Social Work student or consent of instructor. (Winter)

SW 5058 Gerontological Social Work (3 units)

Advanced seminar in social work practice with older adults. Focus on the interactive nature of physical, social, psychological, cultural, and spiritual aspects of aging and the effects on the total well-being of older adults. Prerequisites: Completion of SW 5030 and SW 5005 or consent of the department.

SW 5059 Social Work Practice with Groups and Families (3 units)

Advanced practice course focuses on the theory and practice of social work with small groups and families. Course includes content on intervention in family systems and groups that are developed for the purpose of helping group members grow, change, or cope with their life situations. Prerequisites: SW 5011, SW 5030, and SW 5031, or approval of the instructor.

SW 5060 Child Welfare Information Systems (1 unit)

This course provides students with the advanced application of the new linked database in California's child welfare system, the Child Welfare Services/Case Management System is (commonly known as CWS/CMS). Includes experience with the navigation and use of the system for management, program evaluation, and services research. Students will explore or examine the policy and management implications that this system's change will present. Prerequisites: A basic understanding of Microsoft Windows operating system and Microsoft Word for Windows.

SW 5950 Selected Topics in Social Work (1-5 units)

(Topics to be specified in the class schedule) Development of a selected topic in social work. Topics vary each term, thus different topics may be taken for credit. Prerequisites: Classified graduate standing and consent of instructor.

SW 5960 Graduate Project (1-2 units)

A graduate project or master's thesis is a requirement for the Master's degree in Social Work and represents the capstone of the master's program. Under the direction of a project adviser and a faculty committee, the student carries out a substantive endeavor that represents originality and independent thinking and which contributes to the advancement of knowledge or practice in social work. May be repeated for a total of 2 units. Prerequisites: SW 5020 and 5050 and eligible to advance to candidacy.

SW 5980 Individual Study (1-4 units)

For students enrolled in the MSW Program capable of doing independent work to pursue advanced specialized study related to their career/study plan. Prerequisite: Consent of instructor.

SW 5990 Research Thesis (1-2 units)

A master's thesis or graduate project is a requirement for the Master's degree in Social Work and represents the capstone of the master's program. Under the direction of a thesis/research adviser and a faculty committee, the student carries out a substantive research endeavor which contributes to the advancement of knowledge or practice in social welfare. May be repeated for a total of 2 units. Prerequisites: Completion of SW 5020 and 5050 and eligible to advance to candidacy.

SW 5991 Capstone Project Course (2 units)

Two-semester course designed as a continuation of the research sequence and culminating with the completion of the Master's Thesis or Project. Prerequisites: Completion of SW 5020 and SW 5050 and consent of the instructor. Students must concurrently enroll in SW 5990 or SW 5960.

SW 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

College of Humanities and Social Sciences

Carolyn Stefanco, Ph.D., *Dean*

Mark Bender, Ph.D., *Chair, Department of Agricultural Studies*

Peter DeCaro, Ph.D., *Chair, Department of Communication Studies*

Edward C. Erickson, Ph.D., *Chair, Department of Economics*

Phyllis Gerstenfeld, Ph.D., J.D., *Chair, Department of Criminal Justice*

Sari Miller-Antonio, Ph.D., *Chair, Department of Anthropology/Geography
and Chair, Department of Ethnic/Gender Studies*

Jason C. Myers, Ph.D., *Chair, Department of Politics/Public Administration*

Paul W. O'Brien, Ph.D., *Chair, Department of Sociology and
Coordinator, Gerontology Graduate Certificate Program*

Mark Thompson, Ph.D., *Chair, Department of English*

James A. Tuedio, Ph.D., *Chair, Department of Philosophy/Modern Languages*

Richard Weikart, Ph.D., *Chair, Department of History*

Bret Carroll, Ph.D., *Program Director, History Graduate Program*

Betsy Eudey, Ph.D., *Program Director, Gender Studies*

April Hejka-Ekins, Ph.D., *Program Director, Public Administration Graduate
Program*

Jennifer Helzer, Ph.D., *Program Director, Geography*

Peter Nelligan, Ph.D., *Program Director, Criminal Justice Graduate Program*

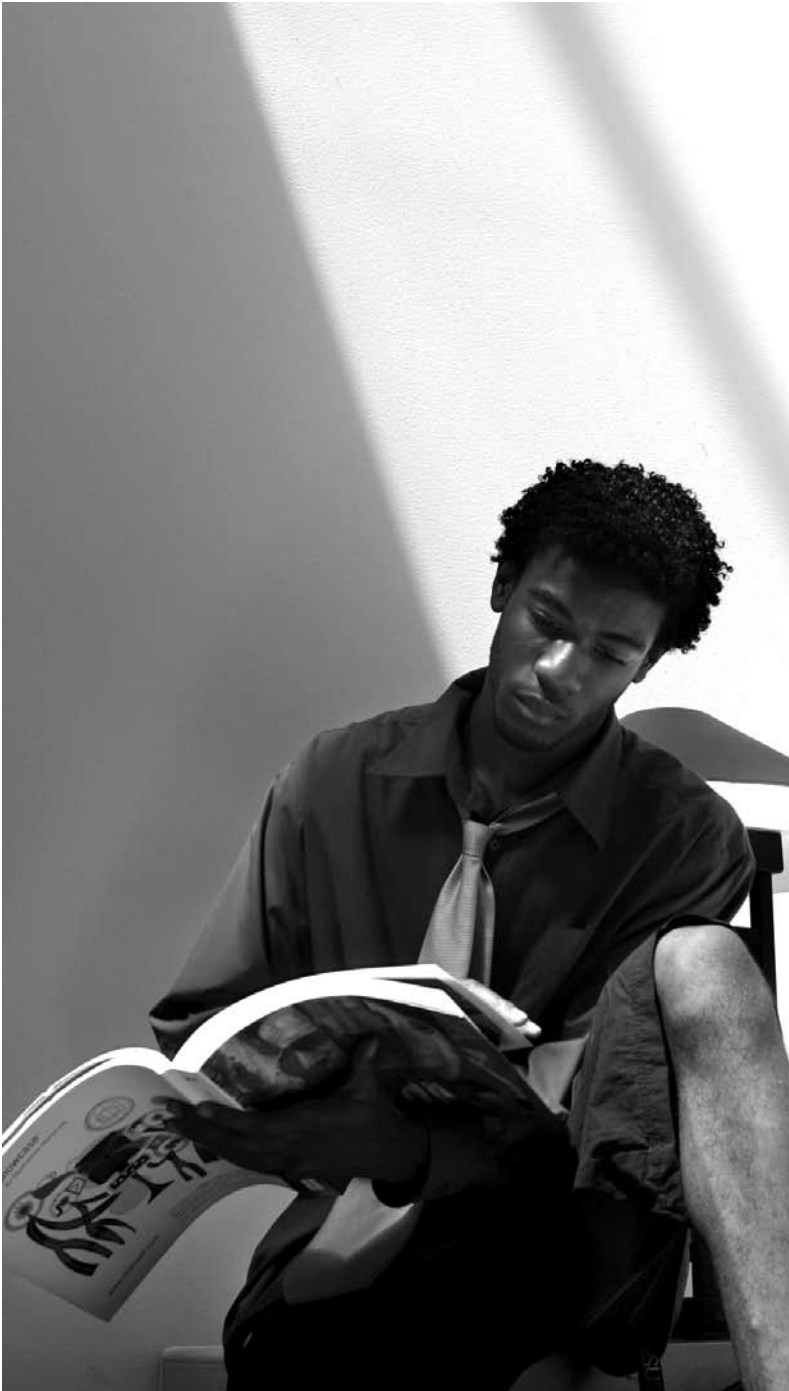
Arnold Schmidt, Ph.D., *Program Director, English Graduate Program*

Linda Trinh Pham, Ph.D., *Program Director, Social Sciences*

Office: Vasché Library — L175

Phone: (209) 667-3531

The College of Humanities and Social Sciences provides tremendous diversity in course offerings that make a significant contribution to the liberal arts education of all students and support the intellectual and professional aspirations of its own students in 14 majors, 25 minors, and 2 programs at the undergraduate level, and 5 degrees and 2 certificate programs at the graduate level. Known for its academic excellence and innovation, the College of Humanities and Social Sciences exemplifies the highest standards of quality in teaching, research, scholarship, and service, while promoting and fostering a collegial and supportive working and learning environment for its many constituencies.



The College is particularly proud of its leadership role in advancing interdisciplinary efforts, such as the First-Year Experience Program, the General Education Summit Program, and the Honors Program. Interdisciplinary collaboration is also enhanced through the sponsorship of three Centers and Institutes in the College — the Center for Economic Education, the Institute for Archeological Research, and the Institute for Cultural Resources.

Programs are listed alphabetically within the department that houses them. When a program is housed within the college but not assigned to a specific department, it is listed first.

Department of Anthropology and Geography

Sari Miller-Antonio, Ph.D., *Chair*

Professors: Akwabi-Ameyaw, Durbin, Miller-Antonio

Assistant Professor: Bell

Office: Bizzini Hall 215
Phone: (209) 667-3127

Course Descriptions

ANTH 5250 The Ethnoecology of Southeast Asia (4 units)

(Same as GEOG 5250) Drawing on case studies from Island and Mainland Southeast Asia (including southern China), this course explores the long history of human-environmental interaction in the region. We examine the causes of stress and instability in that interaction and the attempts to restore viable relationships and systems. Prerequisite: Graduate standing or consent of instructor.

ANTH 5850 Seminar in Graduate Research (2 units)

Considers the techniques used, problems encountered, and results of the current research of graduate students. May be repeated once. Prerequisite: Postbaccalaureate standing.

ANTH 5900 Directed Field Research (1-5 units)

Field research conducted in any subdiscipline of anthropology under the direction of a specific faculty member. May be repeated for a total of 6 units. Available only for postbaccalaureate credit. Prerequisite: Consent of instructor.

ANTH 5950 Selected Topics in Anthropology (1-5 units)

Topics vary each term, thus different topics may be taken for credit. Available only for postbaccalaureate credit. Prerequisite: Consent of instructor.

ANTH 5960 Graduate Project (3-6 units)

A terminal graduate project available only for postbaccalaureate credit. Prerequisite: Consent of instructor.

ANTH 5980 Individual Study (1-4 units)

For students capable of independent study in one of the fields of anthropology. Topics and supervising instructors may vary. May be repeated for a total of 6 units. Available only for postbaccalaureate credit. Prerequisite: Consent of instructor.

ANTH 5990 Thesis (3-6 units)

Thesis research. May be repeated for a total of 6 units. Available only for postbaccalaureate credit. Prerequisite: Consent of graduate adviser.

Geography

Jennifer Helzer, Ph.D., *Program Director*

Office: Bizzini Hall 215
Phone: (209) 667-3127

Professors: Bowers, I., Karlstrom
Associate Professor: Helzer

Course Descriptions

GEOG 5250 The Ethnoecology of Southeast Asia (4 units)

(Same as ANTH 5250) Drawing on case studies from Island and Mainland Southeast Asia (including southern China) this course explores the long history of human-environmental interaction in the region. We examine the causes of stress and instability in that interaction and the attempts to restore viable relationships and systems. Prerequisite: Graduate standing or consent of instructor.

GEOG 5800 Seminar in the Development of Geographic Thought (3 units)

Seminar in the history and philosophy of geography, its place among the sciences and humanities, and the major contributors to the development of modern scientific geography. Prerequisites: Graduate standing and consent of instructor.

GEOG 5850 Seminar in Graduate Research (2 units)

Considers the techniques used, problems encountered, and results of the current research of graduate students. May be repeated once for credit. Prerequisites: Graduate standing and consent of instructor.

GEOG 5900 Directed Field Research (1-5 units)

Field research conducted in a subdiscipline of geography under the direction of a specific faculty member. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. Available only for postbaccalaureate credit.

GEOG 5940 Internship in Geography (1-6 units)

Designed for postbaccalaureate or graduate students who are serving as interns in public or private agencies. Students serve internship as arranged between the agency and the department. Prerequisites: Graduate standing and consent of instructor.

GEOG 5950 Selected Topics in Geography (1-5 units)

(Topics to be specified in Schedule of Classes.) Innovative course of study in seminar format. Topics vary. Different topics may be taken for credit. Available only for postbaccalaureate credit. Prerequisite: Consent of instructor.

GEOG 5980 Individual Study (1-4 units)

Individual study for qualified postbaccalaureate students in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

GEOG 5990 Thesis (3-6 units)

Thesis research. May be repeated for a total of 6 units. Prerequisite: Consent of graduate adviser.

Department of Communication Studies

Peter DeCaro, Ph.D., *Chair*

Professors: Hilpert Jr., Jaasma, Sumser

Associate Professors: Burroughs, DeCaro, Harvey

Assistant Professor: Huang, M., Liu, Nainby

Office: Demergasso-Bava Hall — DBH 125

Phone: (209) 667-3371

Course Descriptions

COMM 5980 Individual Study (1-4 units)

Individual study for qualified postbaccalaureate students in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

COMM 5990 Thesis Research (3-6 units)

Thesis research. May be repeated for a total of 6 units. Prerequisite: Consent of graduate adviser.

Department of Criminal Justice

Phyllis Gerstenfeld, Ph.D., J.D., *Chair*
Peter Nelligan, Ph.D., *Graduate Program Director*

Professors: Chiang, Gerstenfeld, Rhodes

Associate Professor: Nelligan

Assistant Professors: Bourns, Morris, Werling, Younglove

Office: Bizzini Hall 213
Phone: (209) 667-3408

Master of Arts in Criminal Justice

Master of Arts in Criminal Justice

The master's degree in Criminal Justice builds upon the strong preparatory undergraduate Criminal Justice program with its blending of liberal arts, sciences, and applied components. Further, the relationship between the criminal justice undergraduate and graduate programs is integral in serving the educational goals of the region and the state of California and in contributing in complementary ways to building an excellent, comprehensive university. Building upon its commitment to excellence of teaching and learning in the undergraduate program, the primary responsibilities of the master's program in Criminal Justice include, but are not limited to, the advancement of scholarly research and preparation for students to teach in higher education. In accordance with the philosophical underpinning and institutional commitments, the primary goals of the graduate program in Criminal Justice are to:

- meet the public and private demand for academically-prepared and professionally-competent criminal justice practitioners;
- provide academic emphases in research and data analysis as well as criminology while adding a unique emphasis on teaching criminal justice at the post-secondary level;
- increase cultural, linguistic, and gender diversity among criminal justice practitioners in order to address the needs of a culturally and linguistically diverse community; and
- advance the University's mission by expanding students' intellectual horizons, helping them reach their potentials, and encouraging a passion for lifelong learning.

Prerequisites for Admission

1. Completion of a bachelor's degree at an accredited college or university.
2. At least 15 pre-baccalaureate units in criminal justice, criminology, and/or related discipline as approved by the program director.
3. An undergraduate GPA of 3.0.
4. A grade of B or better in an upper-division research and methodology course.
5. Three letters of reference.
6. A 1-2 page letter of intent specifying the applicant's interest in the program, academic and professional background in preparation of graduate study, motivation to advance in the field of criminal justice through study, and intent to study full-time or part-time.
7. A sample of the applicant's written work (ideally a library research paper, a theoretical research paper, or an empirical research paper/proposal in the undergraduate major).
8. International students who have not received their undergraduate degrees from institutions in which English is the principal method of instruction must submit minimum scores of 550 total and part scores of 54 on the Test of Written English as a Second Language (TOEFL) or 213 total and part scores of 21 on the computer TOEFL.
9. Applications for the Criminal Justice Program received by April 1 will receive priority consideration for admission the following fall semester. Notification of acceptance will be issued by June 1.

Requirements for Program Continuation

1. Maintain a 3.0 GPA in all courses attempted, with no grade lower than a C-.
2. Maintain satisfactory progress toward the degree.
3. Follow all University-wide requirements. The students are responsible for obtaining current copies of these regulations and complying with the criteria listed.

If, following the completion of the required coursework, students have not yet finished the master's thesis, they are required to register for CJ 7005 (0 units) in any semester in which they are working under direct faculty supervision or using University facilities to complete the thesis, or submitting the thesis for University approval.

Program Requirements

Complete the University requirements for the Master of Arts in Criminal Justice, which consists of 21 required course units, 15 elective units, and a comprehensive examination, project, or thesis.

1. Required courses (21) units

- CJ 5000 Historical and Contemporary Criminological Thought, 3 units
- CJ 5001 Historical Analysis of the American Criminal Justice System, 3 units
- CJ 5101 Criminal Justice Planning and Innovation, 3 units, or
- CJ 5150 Contemporary Criminal Justice Issues Seminar, 3 units
- CJ 5200 Advanced Statistics in Criminal Justice, 3 units
- CJ 5201 Quantitative Methods in Criminal Justice, 3 units
- CJ 5202 Policy Research and Program Evaluation in Criminal Justice, 3 units
- CJ 5600 Teaching and Staff Development in Criminal Justice, 3 units

2. Complete 15 units of electives from the following courses. Students electing to do a project as their culminating experience must take CJ 5960 for 3 units. Students electing to do a thesis must take CJ 5990 for 6 units. Students electing to take a comprehensive examination complete 36 units of other coursework.

- CJ 5290 Management of Law Enforcement Organizations, 3 units
- CJ 5320 Critical Examination of the Criminal Law, 3 units
- CJ 5325 Advanced Seminar in Domestic Violence and Intimate Abuse, 3 units
- CJ 5340 Constitutional Law in Criminal Justice Seminar, 3 units
- CJ 5940 Graduate Internship in Criminal Justice, 1-3 units
- CJ 5960 Criminal Justice Project, 3 units
- CJ 5980 Individual Study, 3 units
- CJ 5990 Master's Thesis, 6 units

Note: CJ 5940 Graduate Internship in Criminal Justice is required for students who do not have substantial work-related experience in the field of criminal justice.

3. Successful completion of a thesis or project fulfills the Graduate Writing Proficiency Requirement. Students electing to take a comprehensive examination must submit, at the time of the comprehensive, at least two substantial papers, written during graduate courses, to be evaluated for writing proficiency. Demonstration of an acceptable level of writing proficiency is considered a part of the comprehensive examination.

Other Curricular Offerings:**4000-level courses**

Students may substitute a maximum of 6 elective units of 4000-level criminal justice course work with the approval of the graduate director. These units may not have been used to fulfill requirements for the baccalaureate degree. Graduate students enrolled in 4000-level courses will complete supplemental assignments and will be assessed by differential grading standards commensurate with graduate-level work.

Courses from related disciplines:

With the approval of the graduate director, students may substitute in their program a maximum of 6 graduate elective units from other disciplines such as psychology, sociology, public administration, or social work.

Learning Objectives

CSU Stanislaus pledges to make explicit its learning objectives for students and to design a method for evaluating academic program quality. Thus, students graduating from this program shall have demonstrated the following learning objectives:

- Acquired advanced knowledge, skills, and values associated with the discipline of criminal justice and characteristic of learned individuals possessing a master's degree.
- Demonstrated enhanced oral and written communication skills, complemented by the ability to access and analyze information from a myriad of print and mediated-technological sources.
- Demonstrated ability to be analytical and integrative, capable of critical thought, and creative in the exploration of the discipline of criminal justice.
- Demonstrated ability to work as individual researcher/scholars, but also in collaboration with others in contributing to the research of the field of criminal justice.
- Demonstrated advanced knowledge of the global world, multiple perspectives, and intercultural competence as applied to criminal justice professions.
- Enhanced understanding of pedagogy for teaching and learning at a community college or university.
- Demonstrated adherence to standards of professional ethics for criminal justice professionals.

Course Descriptions

CJ 5000 Historical and Contemporary Criminological Thought (3 units)

Analysis of the historical evolution of current perspectives, comparison and critique of major and current perspectives, and examination of new trends in criminological thought. Prerequisites: Undergraduate course in criminology (SOCL 3120 or equivalent) or consent of graduate director; graduate standing.

CJ 5001 Historical Analysis of the American Criminal Justice System (3 units)

Political, social, economic, and jurisprudential analysis of the American criminal justice system, beginning with English common law. Includes a review of works by prominent British jurists and American criminal justice scholars, state and federal legislation, and constitutional analysis. Prerequisites: Undergraduate course in criminal justice (CJ 2250 or equivalent) or consent of instructor; graduate standing.

CJ 5101 Criminal Justice Planning and Innovation (3 units)

Seminar on criminal justice resource planning and innovation, including examination of criminal justice needs assessment, resource allocation, and implementation strategies. Analysis of innovations in criminal justice policy and program development and implementation. Prerequisite: Graduate standing.

CJ 5150 Contemporary Criminal Justice Issues Seminar (3 units)

Designed to examine the current issues in the field of criminal justice. Students will have the opportunity to discuss and explore the contemporary issues, current practice and controversies related to law enforcement, corrections, policy, services, prevention, and law. Prerequisite: Graduate standing.

CJ 5200 Advanced Statistics in Criminal Justice (3 units)

Provides the graduate student with computer experience in a statistical package for the social sciences and explores statistical issues in measurement of interest to criminal justice professionals. Prerequisites: Undergraduate course in statistics or data analysis (CJ 3170 or equivalent) or consent of graduate director; graduate standing.

CJ 5201 Quantitative Methods in Criminal Justice (3 units)

Explores the various experimental and quasi-experimental research designs used in criminal justice as well as correctional research. Students not only learn how these designs operate, but will develop a research project using one of them. Prerequisites: Consent of graduate director; graduate standing.

CJ 5202 Policy Research & Program Evaluation in Criminal Justice (3 units)

Students read reports and papers on the effectiveness of criminal justice agencies that target identifiable goals in an effort to conduct evaluation research. Integrates theoretical perspectives on criminal justice policy with specialized training in applied program evaluation research in order to develop students' understanding of the substantive and procedural issues in evaluation research. Students also examine research reports designed to develop agencies. Prerequisites: CJ 5200 or CJ 5201 or consent of graduate director; graduate standing.

CJ 5290 Management of Law Enforcement Organizations (3 units)

Considers the major issues confronting administrators of policy departments such as professionalism, recruitment, training, public relations, evaluation, collective bargaining, and charges of misconduct. Prerequisites: Undergraduate course in law enforcement management (CJ 3160 or equivalent) or consent of graduate director; graduate standing.

CJ 5320 Critical Examination of Criminal Law (3 units)

Examination of the evolution of and issues relating to American Criminal Law. Will include policy and constitutional considerations, discussions of how the criminal law shapes society and is shaped by society, and an exploration of the future of criminal law. Prerequisites: Undergraduate course in criminal law (CJ 2280 or equivalent) or consent of instructor or graduate director; graduate standing.

CJ 5325 Advanced Seminar in Domestic Violence and Intimate Abuse (3 units)

Analysis of domestic abuse and violence, including cohabitive heterosexual and homosexual partners and juvenile intimate abuse. Includes state and federal laws pertaining to domestic violence, battered woman's syndrome, self-defense in homicide cases, cyclical violence, treatment for batterers, children in abusive environments, and patricide. Prerequisite: Graduate standing.

CJ 5340 Constitutional Law in Criminal Justice Seminar (3 units)

Advanced legal analysis and case study of state criminal laws and the process of criminal justice within the context and constraints of the federal Constitution. Discussion will center on the evolution of procedural due process under the Fourteenth Amendment and Bill of Rights as interpreted by a changing Supreme Court. Prerequisites: CJ 5320 and consent of instructor.

CJ 5600 Teaching and Staff Development in Criminal Justice (3 units)

Provides graduate students the opportunity to obtain actual teaching and staff development experience by conducting teaching assignments in an undergraduate class under the supervision of a faculty member. Graduate students are required to attend teaching seminars to enhance their teaching skills. Prerequisites: Consent of graduate director; graduate standing.

CJ 5940 Graduate Internship in Criminal Justice (1-3 units)

Prepares students to work effectively in criminal justice agencies while serving as an intern with experienced professionals in law enforcement, corrections, and law. Prerequisites: Consent of graduate director and internship coordinator, 18 hours completed graduate course work. Maximum of 3 units.

CJ 5960 Criminal Justice Project (3 units)

Under the direction of a faculty advisor, the student will plan, complete, and orally defend a graduate level project. A project proposal must be approved by the faculty advisor. Prerequisites: Graduate standing, consent of the MACJ director, and consent of the instructor.

CJ 5980 Individual Study (3 units)

For students enrolled in the Criminal Justice Master's program capable of independent work and in need of study in advanced and specialized topics. Students may not take more than 3 units of Individual Study. Prerequisites: Consent of graduate director; graduate standing.

CJ 5990 Master's Thesis (3-6 units)

Preparation of a thesis for partial fulfillment of graduate requirements and oral defense of that thesis. Prerequisites: Completed at least 18 units of criminal justice graduate courses; consent of graduate director.

CJ 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Department of Economics

Edward C. Erickson, Ph.D., *Chair*

Office: Bizzini Hall 101

Phone: (209) 667-3181

Professors: Erickson, Jasek-Rysdahl

Associate Professors: Kim, Peterson

Assistant Professor: Houk

Course Descriptions**ECON 5050 Business and the Economic Environment (3 units)**

Analysis of contemporary macro- and microeconomic problems and issues, related governmental policies, and their impact on the business firm. Including (but not limited to) unemployment, inflation, fiscal and monetary policy; government regulation of business; business concentration and anti-trust policy; income distribution; international economic relations. Prerequisite: MBA or MA candidacy. (Spring)

ECON 5570 Ecological Economics (4 units)

Focuses upon the relationship between economic systems and the biological and physical world. It recognizes that practical solutions to pressing social and environmental problems require interdisciplinary approaches that focus on the links between economic, social, and ecological systems. Current problems of economic growth and the prospects for continued development in a finite world are examined. Prerequisites: ECON 2500 and ECON 2510 (or ECON 5050), ECON 4560, and graduate standing, or permission of instructor.

ECON 5940 Economics Internship (1-6 units)

Supervised field experience in a selected area of economics. Formal written report(s) will be required. May be repeated for a total of 6 units. Prerequisites: Graduate standing and consent of internship coordinator prior to registration.

ECON 5960 Graduate Project (3-6 units)

Under the direction of the project adviser, the student will prepare, complete, and orally defend the findings of a graduate-level project. Project proposals must be approved by the project adviser(s). Prerequisites: Graduate standing, consent of student's graduate adviser, and consent of instructor.

ECON 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. (Fall, Winter, Spring)

ECON 5990 Thesis (1-6 units)

Thesis research. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of graduate adviser.

Department of English

Mark Thompson, Ph.D., *Chair and Rhetoric and the Teaching of Writing Program Director*

Arnold A. Schmidt, Ph.D., *Literature Program Director*

Stephen B. Stryker, Ph.D., *Teaching English to Speakers of Other Languages Program Director*

Professors: Bolling, Carroll J., Fuller, Marshall, Schmidt, Stryker, S., Thompson

Associate Professors: Covino, D., Crumpton Winter, Davis, S., Paterson

Assistant Professors: DeVries, Foreman, Perrello, Wittman, Wolfe

Lecturers: Barrington-Schmidt, Breen, Christiansen, Mester, Stryker, C.

Office: Vasché Library — L195

Phone: (209) 667-3361

Master of Arts in English**Certificate in Teaching English to Speakers of Other Languages (TESOL)**

The various programs are designed to provide the skills essential for fluent and mature expression in a student's chosen field. Courses in literature and film familiarize students with important literary works and forms. Courses in Rhetoric and the Teaching of Writing (RTW) prepare students to be excellent writers and editors. Courses in pre-credential programs prepare future teachers for the public schools. Courses in Teaching English to Speakers of Other Languages (TESOL) prepare teachers of English as a Second Language and English as a Foreign Language. In all of the English courses, students are encouraged to develop informed and independent critical thinking abilities and the skills to communicate articulately in both oral and written modes.

Master of Arts in English

Applications for admission to the Master of Arts program in English should be filed in the Office of the Graduate School, which will then forward them to the Department of English for processing.

There are three main concentrations of study leading to the Master of Arts degree in English: (1) a concentration in the literature of Britain and the United States (MA-LIT); (2) a concentration in rhetoric and the teaching of writing (MA-RTW); and (3) a concentration in teaching English to speakers of other languages (MA-TESOL). Concentrations may be combined.

Prerequisites

1. For the MA-LIT and MA-RTW programs, a Bachelor of Arts degree, normally with a major in English. Students from other majors may be required to take the GRE General Examination and/or prerequisite courses to prepare for the program.
2. An undergraduate grade point average of 3.0.
3. Two letters of recommendation from former college instructors, or appropriate equivalents, who can comment on the applicant's ability to succeed in graduate studies.
4. A 5-10 page critical or analytical paper. It may be one written in an undergraduate class.
5. Upon acceptance to the program, students with a Bachelor of Arts in English with at least a 3.0 grade point average can be admitted as Fully Classified students. Applicants from other majors or with lower grade point averages may be required to take the GRE General Examination (earning a score of at least 500) and/or prerequisite courses.

Requirements

1. Complete at least 30 graduate units.
2. Earn at least a grade of B– in each course.
3. Complete comprehensive exams, thesis, or project as indicated by program.

The Literature Program

In addition to the requirements listed above, students electing the literature program must take ENGL 5000 Graduate Studies: Critical Theory and Research and complete 12 units of 5000 level literature seminars.

Students who maintain a grade point average of at least 3.5 may elect to write a thesis. Students electing to write a thesis may apply a maximum of six units of ENGL 5990 Thesis toward the Master of Arts coursework requirements. Students not eligible or not electing to write a thesis will instead complete six units of 5000 level literature seminars.

Students who plan to teach at the college or university level are strongly advised to take ENGL 5894 Teaching Composition and Literature.

Rhetoric and the Teaching of Writing Program

Rhetoric and the Teaching of Writing program will provide strong overviews of the history, research, methodologies, major emerging voices, and important questions in writing studies, rhetoric, and the teaching of writing. The program will provide a theory and research base for shaping a writing classroom and for further postgraduate work. This program consists of the following required courses:

1. ENGL 5001 Graduate Studies: History and Research Methods in Composition/Rhetoric, 3 units
2. ENGL 5010 Seminar: Composition/Rhetoric, 3 units (can be taken twice for credit)
3. ENGL 5020 Assessment in English, 3 units
4. ENGL 5870 Practicum: Writing and Teaching of Composition, 3 units
5. ENGL 5894 Teaching Composition and Literature, 3 units
6. ENGL 5941 Internship: Teaching Writing, 3 units

Students undertaking an Advanced Project must also take:
ENGL 5960 Advanced Projects in English, 1-4 units

Recommended courses

ENGL 5850 Linguistics for Teachers, 3 units
ENGL 5800 Advanced TESOL Theory and Methodology, 3 units

The Program with a Concentration in Teaching English to Speakers of Other Languages (TESOL)

The student who elects to pursue the concentration in TESOL will develop a specialist's knowledge of English grammar, second language acquisition theory, methodology, curriculum and materials development, and crosscultural issues related to the teaching of English as a Second Language (ESL) and English as a Foreign Language (EFL). This concentration is particularly appropriate for those who want to teach in postsecondary settings such as community colleges, universities, adult education programs, and English language institutes in the U.S. and abroad.

Applicants with an undergraduate major in English should have coursework in both literature and language studies. Applicants without an undergraduate major in English may be admitted conditionally but must complete the following:

1. ENGL 2210 American Literature after 1865, or its equivalent;
2. ENGL 3920 Survey of World Literature, or its equivalent;
and
3. ENGL 3009 Writing for Teachers (WP), or its equivalent.

Students for whom English is a second language will have to demonstrate fluency in English before the M.A. will be awarded. MA-TESOL graduates are required to have completed at least two years of foreign language study at college level, or to demonstrate a comparable proficiency in a foreign language. This concentration consists of the following required and elective courses. A graduate thesis/project (ENGL 5960) is optional. Graduation requirements consist of completion of 30 units, a comprehensive exam, and a graduate research paper.

Requirements

1. Complete the following prerequisite (4 units):
ENGL 3700 Introduction to Language, 3 units, or equivalent courses,
or
ENGL 3750 Introduction to Linguistic Theory, 4 units
2. Complete the following courses (9 units):
ENGL 5001 Graduate Studies: History and Research Methods in Composition/Rhetoric, 3 units
ENGL 5800 Advanced TESOL Theory and Methodology, 3 units
ENGL 5870 Practicum: Writing and Teaching of Composition, 3 units
3. Select elective courses from the following three categories (21 units):
 - a. ESL Theory
ENGL 4800 Second Language Acquisition, 3 units, **or**
COMM 4800 First and Second Language Acquisition, 3 units
ENGL 4850 English Grammar, 3 units
ENGL 4990 Senior Seminar, 4 units
ENGL 5850 Linguistics for Teachers, 3 units
ENGL 5983 Advanced Studies in Grammar, 3 units
EDML 5400 Theory of Multilingual Education, 3 units
 - b. ESL Pedagogy
ENGL 4600 Tutorial Projects in English (WP), 3 units
ENGL 4615 TESOL Methods, 3 units
ENGL 5020 Assessment in English, 3 units
ENGL 5884 Practicum in Teaching Composition and Literature,
1 unit
ENGL 5894 Teaching Composition and Literature, 3 units
EDML 5000 Multilingual Education in the Content Area, 3 units
EDML 5001 Multilingual Education Evaluation, 3 units
EDML 5940 Field Work: Multilingual Education, 3 units
 - c. Related courses — Psychological/Social Sciences or Humanities,
as approved by adviser (6 units)

Certificate Program in TESOL

The certificate in TESOL is intended for graduates and undergraduates with majors or minors in English who wish to have minimum preparation to teach English to adult speakers of other languages. The TESOL certificate is particularly appropriate for those who would teach English in postsecondary language institutes overseas. The TESOL certificate program consists of six TESOL-related courses (19 units) and requires a minimum of six units of study in a foreign language (or demonstration of equivalent proficiency). Fluency in both written and spoken English is required of non-native English speakers. The certificate is not a California state teaching credential. (Individuals seeking credentials to teach in California public schools should inquire in the Department of Teacher Education.) For further information concerning the TESOL certificate and master's programs, consult the TESOL program adviser in the Department of English.

Requirements (19–25 units)

1. Complete one year (6-8 units) of a foreign language or demonstrate evidence of non-primary language preparation.
2. Complete the following courses (19 units):
ENGL 3700 Introduction to Language, 3 units, **or**
ENGL 3750 Introduction to Linguistic Theory, 4 units
ENGL 4600 Tutorial Projects in English (WP), 3 units
ENGL 4615 TESOL Methods, 3 units
ENGL 4800 Second Language Acquisition, 3 units,
ENGL 4850 English Grammar, 3 units
ENGL 4990 Senior Seminar (TESOL), 4 units

Course Descriptions

Please consult the Undergraduate Catalog for lower-division courses.

ENGL 5000 Graduate Studies: Critical Theory and Research (3 units)

Theory of literary criticism, from classicism to postmodernity. Modern approaches and methods in the study of the uses of language and literature. Bibliographical resources and methods for graduate work in English. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5001 Graduate Studies: History and Research Methods in Composition/Rhetoric (3 units)

Focuses on many theories of rhetoric which underlie contemporary classroom practices in the teaching of writing. The goal of the course is to familiarize students with some issues in the field of composition by examining current theories, research, and pedagogy. Required for all students electing the rhetoric and teaching of writing concentration. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5010 Seminar: Composition/Rhetoric (3 units)

Emphasis will be on rhetorical theories and composition studies. Topics for this seminar may vary from semester to semester. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5020 Assessment in English (3 units)

Focuses on assessment ranging from that of specific assignments, examinations, and types of student discourse to longitudinal program assessment of design, curriculum, instruction, and learning outcomes. Students will participate in departmental or other assigned assessment projects. Prerequisite: ENGL 5001 or concurrent enrollment in ENGL 5001 or consent of instructor.

ENGL 5100 Seminar: Medieval Literature (3 units)

Focuses on the works of one or more major British authors. Since the particular authors to be studied will vary each time the seminar is offered, this course may be repeated for a total of 6 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5150 History of the English Language (3 units)

A historical overview of the English language, including Old, Middle, Modern, and American English; study of morphology, syntax, lexicon, dialect, and semantics as well as the literature and culture of the different historical periods.

ENGL 5200 Seminar: The Renaissance (3 units)

Focuses on the works of one or more major British authors. Since the particular authors to be studied will vary each time the seminar is offered, this course may be repeated for a total of 6 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5300 Seminar: The Enlightenment and 18th Century (3 units)

Focuses on the works of one or more major British authors. Since the particular authors to be studied will vary each time the seminar is offered, this course may be repeated for a total of 6 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5400 Seminar: The Nineteenth Century (3 units)

Focuses on the works of one or more major British authors. Since the particular authors to be studied will vary each time the seminar is offered, this course may be repeated for a total of 6 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5500 Seminar: The Twentieth Century (3 units)

Focuses on the works of one or more major British and Irish authors. Since the particular authors to be studied will vary each time the seminar is offered, this course may be repeated for a total of 6 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5600 Seminar: American Literature Before 1900 (3 units)

(Formerly Seminar: American Literature) Focuses on the works of one or more major authors. Since the particular authors to be studied will vary each time the seminar is offered, this course may be repeated for a total of 9 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5700 Seminar: 20th Century American Literature (3 units)

Focuses on the works of one or more authors, or upon a genre or period. Since the particular focus will vary each time the seminar is offered, this course may be repeated for a total of 9 units. Prerequisite: Graduate standing or consent of English Graduate Coordinator.

ENGL 5800 Advanced TESOL Theory and Methodology (3 units)

Provides students in the TESOL concentration the opportunity to examine in depth the interaction between second language teaching methodology and second language acquisition theory, with special emphasis on adult language learning. Some classroom observation required. Prerequisites: Graduate standing, ENGL 4615 and 4800. (Spring)

ENGL 5850 Linguistics for Teachers (3 units)

Designed to familiarize students with the variety of applications of linguistics to teaching composition. Topics covered will include Transformations and Style; What Do You Teach When You Teach Grammar?; What's Awkward About AWK?; The Relationship Between Reading and Writing, etc. Prerequisite: ENGL 3750 or 4850 or consent of instructor.

ENGL 5870 Practicum: Writing and Teaching of Composition (3 units)

Supervised observation and participation in existing university writing programs. Includes regular meetings with the student's assigned supervisor and master teacher. Prerequisite: Completion of one of the MA-RTW core courses.

ENGL 5884 Practicum in Teaching Composition and Literature (1 unit)

Supervised discussion of classroom experiences of those teaching literature and composition. Prerequisite: ENGL 5894; or concurrent enrollment in ENGL 5894; or appointment as a graduate assistant in the Department of English for the term.

ENGL 5894 Teaching Composition and Literature (3 units)

(Formerly ENGL 5940.) Practical application of literary and composition theory and research. For those who plan to teach at the college level. Pre- or corequisite for teaching assistantships. Prerequisite: Graduate standing or consent of instructor.

ENGL 5940 Internship in English (3 units)

Supervised instruction and practical experience in teaching literature, composition, and English as a Second Language (ESL). Prerequisite: Graduate standing.

ENGL 5941 Internship: Teaching Writing (3 units)

A faculty guided field experience, designed by the student, in work environments related to teaching writing.

ENGL 5950 Selected Topics in English (1-5 units)

(Topics to be specified in Class Schedule) Development of a selected topic in English. Topics will vary. Different topics may be taken for credit. Prerequisite: Consent of instructor.

ENGL 5960 Advanced Projects in English (1-4 units)

Directed study in applied research. Students will refute, refine, or replicate existing research on a subject of relevance to composition or critical analysis. Findings will be presented in a colloquium. The project will usually take more than one term to complete. Prerequisites: ENGL 5001 and consent of the English Graduate Director.

ENGL 5980 Individual Study (1-4 units)

For qualified postbaccalaureate students in need of advanced or specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

ENGL 5990 Thesis (3 units)

Thesis research. Prerequisites: Consent of instructor and approval of graduate adviser.

ENGL 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Department of Ethnic and Gender Studies

Betsy Eudey, Ph.D., *Director*

Professor: Broin

Assistant Professor: Eudey

Office: Bizzini Hall 107D

Phone: (209) 664-6673

Gender Studies

This program is designed to provide support to students who wish to specialize in gender issues, and to provide a coherent academic program in Gender Studies which is well integrated with other disciplines and departments. All students are greatly benefited by exposure to analysis and study of the way in which gender affects the various aspects of their lives, including their careers and the way in which careers impact home and leisure.

Course Description

GEND 5980 Individual Study (1-4 units)

For postbaccalaureate students who seek advanced or specialized study in gender studies. Prerequisites: Consent of instructor and approval of graduate adviser.

Department of History

Richard C. Weikart, Ph.D., *Chair*

Bret Carroll, Ph.D., *Graduate Program Director*

Office: Bizzini Hall 118

Phone: (209) 667-3238

Professors: Carroll, B., Regalado, Taniguchi, Weikart

Associate Professor: Sanchez-Walker, Wang

Assistant Professors: David, Garone, Royer

Master of Arts in History

**with a concentration in International Relations
and a concentration for Secondary School Teachers**

Mission Statement:

The History Department promotes critical thinking and effective communication skills in analyzing the past and its interpretations.

The Department of History supports the concept of international education and encourages students to investigate opportunities for overseas study described in the Global Affairs section of the catalog.

Teaching Credentials

Students interested in teaching history at the secondary level should consider the single subject credential program in the Social Sciences, as described in this catalog.

Master's Degree programs

There are three degree programs within the Master of Arts, History:

- a. Master of Arts — for persons interested in pursuing the study of history for college teaching or for other purposes. Students who plan to study for the Ph.D. are required to learn to read one foreign language and advised to complete a master's thesis.
- b. Secondary School Teachers Concentration M.A. — for persons with valid secondary teaching credentials. Considered a terminal degree.
- c. International Relations Concentration M.A. — of particular interest to those wishing to supplement their professional training in certain civil service careers, and those desiring an interdisciplinary background for teaching. It requires reading competency in one foreign language.

Prerequisites for Admission

(M.A. History, International Relations, Secondary School Teachers)

The department considers two overall areas in deciding on qualifications for admission: overall GPA (including GPA in history courses) and recency of coursework. Specifically, the requirements for admission are:

1. An overall grade point average of 3.0.
2. At least 21 units of upper-division history, including a senior thesis, with a GPA of 3.0 or better in these courses. Units taken 15 or more years prior to application will be considered outdated; if 9 or more upper-division units are outdated, a student will be admitted into provisional status with conversion to conditional classified status (the normal status for new students in the program) contingent upon the completion of additional coursework according to the following formula:
 - Applicants with 9 to 11 outdated units must complete Senior Seminar (including the writing of a senior thesis) with a grade of B or better.
 - Applicants with 12 to 21 outdated units and a GPA of 3.5 or better must complete Senior Seminar (including the writing of a senior thesis) plus two regular upper-division courses. Except for Senior Seminar, these units may be taken for graduate credit and may be counted toward the M.A. if they are at the 4000 level.
 - Applicants with 12 to 21 outdated units and a GPA between 3.0 and 3.49 must complete Senior Seminar (including the writing of a senior thesis) plus three regular upper-division courses with a GPA of 3.0 or better in these courses. Except for Senior Seminar, these units may be taken for graduate credit and may be counted toward the M.A. if they are at the 4000 level.
3. Satisfactory performance on the Graduate Record Examination, General Test, unless the student has completed 15 or more units of upper-division history at CSU Stanislaus.
4. Students may be admitted on a provisional basis if they have both an overall GPA and a history GPA between 2.9 and 3.0. These students may take up to 9 units of 4000-level coursework (not including Senior Seminar), with extra graduate-level work, which may count for graduate credit if they are subsequently admitted to Conditional Classified Status.
5. Provisional status students must, within two academic years of admission to provisional status, meet the minimum requirements for admission to conditional classified status or be discontinued from the program. Coursework taken under provisional status which is counted toward the MA will fall under the seven-year maximum for completion of the degree.

Note: Secondary School Teachers Concentration M.A. additionally requires a valid California secondary teaching credential. This concentration does not require a foreign language competency for the M.A.

Degree Requirements

1. Upon admittance, students will be assigned an adviser, usually the Chair of the Graduate Committee.
2. Students generally begin with “Conditionally Classified” status.
3. All students, except those in the Secondary School Teachers Concentration who are not writing a thesis, must pass a written competency test in one foreign language or take equivalent classes which do not count toward the M.A.
4. After completing 10 units of history or other preapproved courses with a B average, assuming all other prerequisites have been met, the student will be evaluated for “Classified” status.
5. Students are evaluated periodically to ensure they are making satisfactory progress. Failure to adhere to program requirements or to the departmental statement of Professional Ethics is grounds for suspension from the program, either temporary or permanent, depending upon the severity of the offense.
6. Pending completion of all classes counting toward the M.A., minus the thesis (if the student chooses to write one), each student must write a letter to the Chair of the Graduate Committee announcing his/her readiness to take comprehensive exams.
7. Students must take their comprehensive exams within one calendar year of completing their coursework, minus the thesis, during the times specified by the department.
8. Upon completing all requirements for the M.A., the student achieves “Candidacy” status and is ready for graduation.

General Requirements

1. Thirty units are required, of which 24 units are to be taken in courses offered by CSU Stanislaus.
2. Fifteen of the 24 units must be at the 5000-level.
3. No coursework below B- nor CR-graded courses may fulfill any M.A. requirement.
4. When enrolled in a 4000-level (senior) course, the graduate student must do additional work as specified by the instructor to earn graduate credit. Students may not take HIST 4000, 4960, 4980 or 4990 for graduate credit.
5. Reading knowledge of one foreign language is required (as proven by a translation test) except for Secondary School Teachers concentration. Students may take equivalent classes (not counting toward the M.A.) or may pass the third semester of a foreign language at any accredited college or university in lieu of the test.

6. A student not doing a thesis must submit at least two substantial papers, written during graduate classes, for the files.
7. A comprehensive written examination is required of all candidates and will cover all work taken in the program. In addition, an oral defense of a thesis is required.
8. In the papers and examination, the student is expected to demonstrate knowledge of the subject matter, its historiography, and competence in the following three skills: ability to perform research operations, analytical skills, and ability to communicate clearly.

Course Requirements

1. All graduate students with conditionally classified status must take HIST 5930 The History of Historical Writing, in their first fall semester.
2. All students must take courses to gain a minimum of eleven additional units at the 5000 level. The applicable courses are:
 HIST 5000 International Relations Seminar for International Relations Concentration, 4 units (Required for I.R. Concentration; optional for other concentrations.)
 HIST 5910 Graduate Studies – American, 4 units
 HIST 5920 Graduate Studies – European, 4 units

Note: HIST 5910 and 5920 may be repeated with a different instructor for credit.

- HIST 5980 Individual Study, 1-4 units (May be repeated for a total of 6 units)
- HIST 5990 Thesis, 6 units (Optional)
3. All students must complete additional coursework at the 4000 level, with extra work as specified by the instructor, to complete the 30-unit master's degree requirement. The only 4000-level classes not appropriate for graduate students are HIST 4000, 4960, and 4980.
4. For the International Relations concentration only:
 Any of the following courses are pre- approved by the Graduate Committee:
 ECON 4050 Comparative Economic Systems, 3 units
 ECON 4415 International Economics, 3 units
 GEOG 3550 Geography of Europe, 3 units
 GEOG 3570 Geography of Russia and East Europe, 3 units
 GEOG 4210 Geographic Problems in the Developing World, 3 units
 HIST 4041 Colonialism and the Modern State in Africa and Asia, 3 units
 HIST 4340 Modern Germany, 3 units
 HIST 4430 Twentieth-Century Russia, 3 units
 HIST 4510 The United States and Latin America, 3 units
 HIST 4600 United States Diplomatic History, 3 units

- HIST 4800 Modern China, 3 units
 HIST 4840 Modern Japan, 3 units
 HIST 4950 Selected Topics in History (when an international relations topic is taught), 1-5 units
5. Other courses may be considered for all concentrations in consultation with the Graduate Committee. Prior approval required.

Course Descriptions

HIST 5000 International Relations Seminar (4 units)

Research on an international relations topic, using history or political science methodology. Primarily for the International Relations/History M.A. concentration, but open to all qualified students and may be repeated with different instructors. (Spring)

HIST 5900 Graduate Studies-East Asian (4 units)

Reading of major secondary works or original research in East Asian history. This seminar will be offered every other spring semester. Prerequisites: Advanced course work in Asian history, as appropriate, and consent of instructor.

HIST 5910 Graduate Studies-American (4 units)

Reading of major secondary works and/or intensive original research in American history. Prerequisites: Advanced coursework in American history as appropriate, and consent of instructor. (Spring)

HIST 5920 Graduate Studies-European (4 units)

Reading of major secondary works and/or intensive original research in European history. Prerequisites: Advanced coursework in European history as appropriate, and consent of instructor. (Fall)

HIST 5930 The History of Historical Writing (4 units)

The problem of reproducing and analyzing the past as seen through the eyes of major historians and philosophers of history from earliest times to the present. Prerequisite: Advanced coursework in history. (Fall)

HIST 5950 Selected Topics in History (1-5 units)

(Topics to be specified in Class Schedule) Innovative course of study. Different topics may be taken for credit. Prerequisite: Consent of instructor.

HIST 5980 Individual Study (1-4 units)

For qualified graduate students in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. (Fall, Winter, Spring)

HIST 5990 Thesis (3-6 units)

Thesis research. Prerequisite: Consent of instructor.

HIST 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Department of Philosophy and Modern Languages

James A. Tuedio, Ph.D., *Chair*

Office: Vasché Library — L185
Phone: (209) 667-3686

Philosophy

Professors: Broin, Tuedio, Young

Associate Professors: Vallega-Neu, Winfree

Assistant Professor: Vallega

Lecturers: Hutchinson, Nagel

Course Description**PHIL 5980 Individual Study (1-3 units)**

For postbaccalaureate students prepared for independent work, and in need of advanced and specialized study in philosophy. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

Modern Languages

Professor: López-Contreras

Associate Professor: Andrés, Bargetto-Andrés

Assistant Professor: Murrieta-Saldivar

Course Descriptions**FREN 5980 Individual Study (1-4 units)**

For postbaccalaureate students prepared for independent work and in need of advanced and specialized study in French. May be repeated for a total of 6 units. Prerequisite: Consent of instructor.

SPAN 5980 Individual Study (1-4 units)

For postbaccalaureate students needing advanced or specialized study. May be repeated for 6 units. Prerequisite: Consent of instructor.

Department of Politics and Public Administration

Jason C. Myers, Ph.D., *Chair*

April Hejka-Ekins, Ph.D., *Graduate Program Director*

Professors: Giventer, Hejka-Ekins

Associate Professors: Myers, Routh

Assistant Professor: Colnic, Shinn

Office: Bizzini Hall 132

Phone: (209) 667-3388

Master of Public Administration (MPA) Program

This comprehensive program of professional graduate-level study, which leads to the Master of Public Administration degree, is designed to educate and train administrators and policy analysts to pursue leadership and management careers at local, state, and national levels.

Learning Objectives

- Students have sound and appropriately comprehensive knowledge of the problem-context and environment of public administration
- Students have sound and appropriately comprehensive knowledge of organizational decision-making processes
- Students have appropriate personal competencies in problem analysis and decision-making

Program Objectives

- To provide education and skill acquisition for public service professionals with particular emphasis on the needs of government and not-for-profit organizations in Northern and Central California.
- To maintain and improve the capacity of local and regional governments to provide excellence in public service.
- To conduct research that will broaden the base of knowledge and skills in the field of public administration.
- To serve the regional community through faculty and student involvement in public affairs.

The program serves public service professionals seeking advanced education and training as part-time students and also serves full-time students preparing for careers in public service. Courses are offered on both the Turlock and Stockton campuses.

The MPA Program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and has been placed on the national roster of programs conforming with NASPAA standards for professional graduate degrees in public administration.

Prerequisites for Admission

1. A baccalaureate degree from an accredited college or university.
2. A grade point average of 2.7 or better in the last 60 semester units. GRE is not required.
3. Three letters of recommendation from individuals who can evaluate the applicant's work or studies and can comment on the applicant's potential as a graduate student and professional in the field of public administration. If possible, two of the letters should be from former college instructors who can comment on the applicant's ability to succeed in graduate studies.
4. Current resume that details the applicant's education, work experience, and other qualifications.

5. A one- to two-page letter of intent explaining the applicant's purpose and career objectives in pursuing an MPA degree.
6. Application evaluation and approval by the Director of the Master of Public Administration program.
7. Regardless of citizenship or residency, persons who have not attended schools at the secondary level or above for at least three years (full-time) where English is the principal language of instruction must submit satisfactory scores on the Test Of English as a Foreign Language (TOEFL). The minimum acceptable scores required for graduate students are scores of 550 (213) Total and 54 (21) part-scores. U.S. immigrants may substitute satisfactory (954 or higher) English Language Proficiency Test (ELPT) scores to satisfy the undergraduate TOEFL requirement. Exemption from submission of TOEFL scores is not granted based solely on enrollment of an international student for two or more years at a two-year college.

Requirements (42 units)

1. All students are required to complete a minimum of 42 semester units of upper-division and graduate courses and seminars. A minimum of 30 of these units must be in graduate courses and seminars.
2. Students who have not had formal study in politics, economics, statistics, and introductory computer applications are advised to complete undergraduate courses before enrolling in graduate-level courses in these subjects.
3. All students are required to complete successfully one of the following options in partial fulfillment of the upper-division degree requirements:
 - a. Thesis
 - Required and approved elective courses, 36 units
 - Approved research methods courses, 3 units
 - Thesis Research, 3 units minimum
 - Submission of written thesis
 - Passing an oral thesis defense
 - b. Comprehensive Examination
 - Required and approved elective courses, 42 units
 - Passing a written comprehensive examination

Note: The option is to be selected by the student in consultation with his/her adviser.

4. Students must complete the MPA program with a minimum grade point average of 3.0 (on a scale of 0.0 to 4.0) on all upper-division and graduate coursework credited toward the MPA degree. No grade less than a B- (B minus) is acceptable for the completion of a required course.

A student who receives less than a B– in a required course must take the course again. A student who takes the same required course twice and does not receive a B– or better will be dropped from the program. No elective course with a grade below B– may count toward completion of the required units for the MPA degree. Students who receive a grade lower than B– will have their performance reviewed by the MPA program director, put on academic probation, and may be dropped from the program. A student who completes more than two courses with grades below B– will be dropped from the program. No course which is to be counted toward the MPA degree may be graded credit/no credit, with the one exception of PADM 5940, Public Administration Internship.

5. A public service internship is a strongly recommended part of the MPA program, especially for the “pre-service” student. Internship positions and standards of experiential internship education are coordinated with local, county, regional, state and federal administrative agencies, not-for-profit organizations, or the offices of elected officials. An internship generally involves 300 hours of work with one or more public sector organizations. The intern works on agency assignments under the supervision of agency personnel while maintaining a close liaison with the faculty internship program coordinator. Interns may be voluntary or paid by the sponsoring agency. Interns are required to take PADM 5000, Administration in Public Affairs and PADM 5940, Public Administration Internship. Internship experience can be a valuable start to a professional career for the pre-service public administration student. Your academic adviser or the faculty internship program coordinator will be able to provide further specific information and guidance.
6. The degree of Master of Public Administration will be awarded upon certification of successful completion of degree requirements by the MPA Graduate Studies Committee.
7. All students are required to complete the following nine courses (27 units):
 - PADM 5000 Administration in Public Affairs, 3 units
 - PADM 5006 Public Finance, 3 units
 - PADM 5007 State and Local Public Finance, 3 units
 - PADM 5010 Quantitative Analysis, 3 units
 - PADM 5015 Public Policy Analysis, 3 units
 - PADM 5100 Organizational and Administrative Theory, 3 units
 - PADM 5110 Public Personnel Administration, 3 units
 - PADM 5130 Public Service Ethics, 3 units
 - PADM 5200 Public Agency Budgeting, 3 units

8. In addition to the required courses, all students will complete a minimum of 15 elective units chosen in consultation with the adviser. Up to 6 units may be 4000–level courses. These electives permit some specialization and may be selected to meet each student’s career needs.
 - PADM 5106 Organizational Development/Group Dynamics, 3 units
 - PADM 5120 Collective Bargaining in the Public Sector, 3 units
 - PADM 5140 Combating Political Corruption, 3 units
 - PADM 5203 Local Government Budgeting Simulation, 3 units
 - PADM 5300 Urban/Regional Planning, 3 units
 - PADM 5310 Environmental Planning, Policy, and Law, 3 units
 - PADM 5400 Computer Applications in Public Administration, 3 units
 - PADM 5500 Administrative Law and Public Policy, 3 units
 - PADM 5505 Intergovernmental Relations, 3 units
 - PADM 5554 Seminar in Case Analysis, 3 units
 - PADM 5600 Political Theory in Public Management, 3 units
 - PADM 5654 Bureaucracy in Novels and Plays, 3 units
 - PADM 5700 County Government Administration, 3 units
 - PADM 5715 Health Services Administration, 3 units
 - PADM 5720 Research Design/Program Evaluations, 3 units
 - PADM 5950 Seminar in Special Topics in Public Administration, 1-5 units
 - PADM 5940 Public Administration Internship, 3 units
 - PADM 5980 Individual Study, 1-4 units
 - PADM 5990 Thesis, 1-3 units
 - PSCI 4060 Globalization and Democracy: Ideals and Institutions, 4 units
 - PSCI 4315 Public Policy-Making, 3 units
 - PSCI 4325 Land Use Planning, 3 units
 - PSCI 4330 Urban Politics, 4 units
 - PSCI 4350 Government, Business, and the Economy, 3 units
 - PSCI 4600 Statistical Analysis for Politics, 4 units
 - ECON 4100 Labor Economics, 3 units
 - ECON 4300 Mathematical Economics, 3 units
 - ECON 4415 International Economics, 3 units
 - ECON 4600 Urban Economics, 3 units
 - ECON 5050 Business and the Economic Environment, 3 units
 - GEOG 4301 Permaculture Applications in Diverse Environments 3 units
 - GEOG 4350 Urban Geography, 4 units
 - GEOG 4750 Geographic Information Systems, 3 units
 - MATH 4430 Operations Research, 3 units
 - PHIL 4401 Professional Ethics, 3 units

Note: Other 4000 or 5000 level courses, besides those listed, may also be taken as electives toward the MPA degree if deemed relevant and approved in writing by your graduate adviser.

Course Descriptions

Please consult the Undergraduate Catalog for lower-division courses.

Political Science

PSCI 5980 Individual Study (1-4 units)

For postbaccalaureate students who seek advanced and specialized study. Prerequisites: Consent of instructor and approval of graduate adviser.

PSCI 5990 Thesis (1-6 units)

Thesis research. May be repeated for a total of 6 units. Prerequisites: Consent of instructor and approval of graduate adviser.

Public Administration

PADM 5000 Administration in Public Affairs (3 units)

A graduate introduction to the problems, principles, and theory encountered in the profession of public administration. Specific areas covered include the relationship between bureaucratic and democratic theory, organizational structure, policymaking, personnel administration, fiscal and budgetary processes, and administrative regulation. Prerequisite: PSCI 1201 or equivalent.

PADM 5006 Public Finance (3 units)

Examines potential role of government fiscal policy in a market economy. Includes some review of economic theory. Topics may include, but are not limited to, benefit-cost analysis, revenues, expenditures, fiscal federalism, and the impact of implementing fiscal policy. Prerequisite: ECON 2500 or 2510 or consent of instructor.

PADM 5007 State and Local Public Finance (3 units)

Examines the potential role of state and local governments in the economy with particular emphasis on application of economic tools to issues of importance within California. Topics may include, but are not limited to, revenues and expenditures, intergovernmental financial relations, public choice, benefit-cost analysis, and in-depth program evaluation. Prerequisite: PADM 5006.

PADM 5010 Quantitative Analysis (3 units)

Study of the basis of empirical research, and the collection and analysis of quantitative data for the purpose of decision-making. Prerequisites: CS 1000, an introductory course in social science methodology or statistics (e.g., MATH 1600), or consent of instructor and classified standing in the MPA program.

PADM 5015 Public Policy Analysis (3 units)

Study of processes by which public policy is formulated, implemented, and evaluated. Emphasis will be placed on increasing understanding and developing skills of critical assessment and inquiry about policies with respect to (a) the development of courses of action for problem resolutions, (b) the environmental context of policy actions, (c) the application/administration of public policy, (d) methods for the assessment of resultant impacts and consequences of policy actions. Prerequisites: PADM 5000 and 5010.

PADM 5100 Organizational and Administrative Theory (3 units)

(Same as MGT 5100) Examines the development and current emphases in organization theory from scientific management to existentialism. Focus is on the use of theory in public management. Prerequisite: Classified standing in the MPA program. (Fall)

PADM 5106 Organizational Development/Group Dynamics (3 units)

Uses an experiential skill-building approach towards improved interpersonal and group relations in a public sector environment. Students learn how to diagnose and influence the decision-making behavior of small groups. Prerequisite: PADM 5100 or consent of instructor.

PADM 5110 Public Personnel Administration (3 units)

An intensive overview of the personnel functions of public management. Topics include staffing, training and development, merit systems, labor relations, equal employment opportunity and affirmative action, and job evaluation. Prerequisite: Classified standing in the MPA program.

PADM 5120 Collective Bargaining in the Public Sector (3 units)

General survey of employer-employee relations in the public sector. Particular attention paid to developments in public employee collective bargaining legislation and present state of the art of negotiations for conflict resolution in the public sector. Prerequisite: Classified standing in the MPA program or consent of instructor.

PADM 5130 Public Service Ethics (3 units)

Addresses ethical dilemmas inherent in the tension between organizations and individuals. Concepts include: administrative discretion, organizational roles and role conflicts, organizational norms, procedures and structures, and responsible behavior. Skill development in ethical decision-making is emphasized. Case studies from the public sector are used. Prerequisite: Classified standing in the MPA program.

PADM 5140 Combating Political Corruption (3 units)

Explores the nature and dynamics of political corruption in terms of waste, fraud, and abuse especially as it relates to the public sector. Particular emphasis on systemic corruption and the role of the whistleblower is examined. Prerequisites: PADM 5000 and classified standing in the MPA program.

PADM 5200 Public Agency Budgeting (3 units)

Covers line-item, performance, and program budgets at various governmental levels. Capital budgets and fiscal techniques are explored. PADM 5006 recommended. Prerequisite: Classified standing in the MPA program.

PADM 5203 Local Government Budgeting Simulation (3 units)

A hands-on simulation of the formation, adoption, and implementation of a city budget. Prerequisites: Classified standing in the MPA program and PADM 5200.

PADM 5300 Urban/Regional Planning (3 units)

The structure and role of urban and regional planning; the planning process, policy tools, planning models, urban indicators, growth limits, and policy objectives. Prerequisite: Classified standing in the MPA program or consent of the instructor.

PADM 5310 Environmental Planning, Policy, and Law (3 units)

Course provides public administrators and environmental scientists with (1) an understanding of relevant public policies and laws (2) the roles, resources and constraints facing environmental public and non-profit managers, and (3) the basics of planning and policy analysis. Prerequisites: Graduate standing, consent of student's graduate adviser, and consent of instructor.

PADM 5400 Computer Applications in Public Administration (3 units)

Develops the knowledge and skills in computing needed by public administrators, planners, and policy analysts. The focus is on the use of computer programs important to effective public management. Applications include database management, spreadsheet analysis, statistical analysis, presentation graphics, communications, word processing, bibliographic retrieval, and project management. Examples are drawn from government and not-for-profit organization settings. Prerequisites: CS 1000 or equivalent and classified standing in the MPA program.

PADM 5500 Administrative Law and Public Policy (3 units)

Examines the basic principles of constitutional and administrative law, leading cases, judicial decisions affecting powers, procedures and processes of governmental agencies, (e.g., decision-making processes in execution of administrative legislation, adjudication and discretion duties, and the rights and liabilities of public officials.) Prerequisite: Classified standing in the MPA program.

PADM 5505 Intergovernmental Relations (3 units)

Examines the administrative, political, and fiscal dimensions of intergovernmental relations. Focuses on the development of the federal system, the character of interlevel contacts, and the main features of intergovernmental transfers. Prerequisite: Classified standing in the MPA program.

PADM 5554 Seminar in Case Analysis (3 units)

Examines various issues in public administration at the national, state, and local levels via the case method. Prerequisite: Classified standing in the MPA program or consent of instructor.

PADM 5600 Political Theory in Public Management (3 units)

Focuses on the evolution of Western political ideals and values. Students read and discuss works by such philosophers as Plato, Aristotle, Machiavelli, Locke, Marx, and Rawls. Political values and concepts discussed are related to contemporary problems of public management. Prerequisite: Classified standing in the MPA program.

PADM 5654 Bureaucracy in Novels and Plays (3 units)

Examines public administration principles and practices as portrayed in fiction. Prerequisite: Classified standing in the MPA program or consent of instructor.

PADM 5700 County Government Administration (3 units)

A seminar designed to orient students with the politics, structure, and functions of county government in the United States. Particular attention is paid to functional areas of county responsibility (e.g., budgeting, planning, personnel) and the range of current problems faced by counties. Prerequisite: Classified standing in the MPA program.

PADM 5715 Health Services Administration (3 units)

Addresses management processes and policy issues unique to health care delivery. Topics will include advanced study of finance, program evaluation, planning, regulation, and the political and social environment of health services. Prerequisite: PADM 5000 or consent of instructor.

PADM 5720 Research Design/Program Evaluation (3 units)

A graduate-level course in research design and program evaluation. Addresses public programs, policies, and environments. Required of MPA students conducting thesis research. Recommended for program evaluation competency. Prerequisite: Classified standing in the MPA program or consent of instructor.

PADM 5940 Public Administration Internship (3 units)

Study of the scholarly and field dimensions of employment in public sector. Designed for students who are serving as interns in public agencies. Prerequisite: Classified standing in the MPA program.

PADM 5950 Seminar in Special Topics in Public Administration (1-5 units)

(Formerly PADM 5800) Analysis of selected topics in public administration. Topics may vary each semester. Such topics may include professionalism, public policy, and politics; urban area administration and policy; social science implications in public policy. Prerequisite: Classified standing in the MPA program.

PADM 5980 Individual Study (1-4 units)

For postbaccalaureate students in public administration who seek advanced and specialized study. Prerequisites: Consent of instructor and approval of graduate adviser.

PADM 5990 Thesis (1-3 units)

Thesis research. To be repeated for a minimum of 3 units. Prerequisites: Classified standing in MPA program, consent of instructor, and approval of graduate adviser.

PADM 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Department of Sociology

Paul W. O'Brien, Ph.D., *Chair*

Professors: Bowers, D., Doraz, Macdonald, Muedeking, O'Brien, Payne, Riedmann

Associate Professor: Schoenthaler

Assistant Professor: Snizek

Lecturers: Sanchez, Wong

Office: Bizzini Hall 213

Phone: (209) 667-3408

Gerontology Graduate Certificate Program**Gerontology Graduate Certificate Program**

The purpose of the Gerontology Graduate Certificate is to offer post baccalaureate educational opportunities for students, preparing them for professional careers serving older adults and the elderly. The certificate program offers coursework from five departments that address issues in the field of gerontology from a variety of discipline perspectives. The certificate program is designed to meet the needs of professionals working with an aging population such as gaining a deeper appreciation of the needs of this population, issues facing the elderly from medical concerns to end of life issues, societal dynamics impacting their roles and perspectives in society, as well as potential accounting concerns and elder abuse.

The following are expected outcomes for the Gerontology Graduate Certificate program:

1. Develop understanding of the social, economic, medical, and psychological factors that shape the institutions that serve the aged and that shape the aging person's experience.

2. Learn skills to be an effective advocate for individuals and their families, as well as for programs designed for the aging and elderly.
3. Communicate effectively orally and in writing with the aging community and with professional audiences that serve the aged.
4. Understand the dynamic forces of cultural diversity within the aging populations and institutions that serve them.
5. Understand and demonstrate the ability to use culturally appropriate models and practices for supporting older adults.

Admission Criteria and Procedures

Admission into the Gerontology Graduate Certificate will be limited to those who meet the eligibility requirements for post-baccalaureate unclassified students. Applicants must have completed a baccalaureate degree and/or master's degree from an accredited college or university, having obtained a minimum grade point average of 2.5 in the last 60 graded semester units attempted. Students cannot enroll in courses for the certificate program prior to their admission to the University and to the program. Transfer credits normally are not applicable to this certificate program. Students must remain in good standing throughout the certificate program and adhere to graduate academic requirements for program continuance and completion. Students enrolled in the certificate program are eligible for loans through financial aid as per federal and university regulations.

Requirements

A total of 15 units are needed for the completion of the Gerontology Graduate Certificate. Twelve units are required with three additional units of electives.

1. Required Courses (12 units)
 - NURS 4040 Health Care and the Older Adult, 3 units
 - SOCL 4710 Sociology of Aging, 3 units
 - SOCL 5945 Field Placement, 3 units **or**
 - SW 5040 Field Instruction I, 3 units
 - SW 5013 Social Work Practice with Death, Grief, and Loss, 3 units
2. Complete one elective course from the following (3 units)
 - ACC 5120 Concepts in Accounting and Fraud Examination, 3 units
 - COMM 4130 Communication and Aging, 3 units
 - COMM 4180 Health Communication, 3 units
 - SW 5058 Gerontological Social Work, 2 units

College of Natural Sciences

Roger McNeil, Ph.D., *Dean*

Thomas J. Carter, Ph.D., *Chair, Department of Computer Science and
Program Director, Cognitive Studies*

Mark Grobner, Ph.D., *Chair, Department of Biological Sciences*

Ian Littlewood, Ph.D., *Chair, Department of Physics, Physical Sciences, and
Geology*

Shane Phillips, Ph.D., *Chair, Department of Chemistry*

Viji Sundar, Ph.D., *Chair, Department of Mathematics*

Horacio Ferriz, Ph.D., *Program Director, Geology*

Marvin Johnson, Ph.D., *Program Director, Joint Engineering Program*

Ann Kohlhaas, Ph.D., *Program Director, Ecology and Sustainability*

(vacant) *Program Director, Environmental Sciences*

Pam Roe, Ph.D., *Program Director, Marine Sciences*

Office: Naraghi Hall of Science — N370

Phone: (209) 667-3153

In Spring 2006, California State University, Stanislaus created the College of Natural Sciences, composed of the departments of Biological Sciences; Chemistry; Computer Science; Mathematics; and Physics, Physical Sciences, and Geology. The College of Natural Sciences establishes a scientific community dedicated to providing students the intellectual and technological capacity to contribute to and succeed in their academic and scientific pursuits. It seeks to educate students through quality instruction, experiential learning, research and internship opportunities, and strong academic advisement.

Graduates in the academic disciplines within the College of Natural Sciences possess the analytical, problem-solving, and technical skills that are critical to their success in finding, evaluating, and contributing to the body of knowledge in their field, teaching in many arenas and contributing to the well-being of their communities.



Department of Biological Sciences

Mark Grobner, Ph.D., *Chair*

Professors: Grillos, Kelly, Kohlhaas, Pierce, Roe, Watson, Wolf, Janey Youngblom

Associate Professors: Bruner, Grobner, Schoenly, James Youngblom

Assistant Professors: Gerson, Jones, Stevens, Thao

Lecturer: Arounsack

Office: Naraghi Hall of Science — N259

Phone: (209) 667-3476

Master of Science in Ecology and Sustainability

Master of Science in Marine Sciences

Teaching Credentials

The Department of Biological Sciences offers an M.S. in Marine Sciences program, several postbaccalaureate courses, and also has students in the M.S. Interdisciplinary Studies program. Those seeking teaching credentials should refer to the College of Education section of this catalog.

Master of Science in Ecology and Sustainability

Ann Kohlhaas, Ph.D., *Program Director*

The purpose of this program is to provide students with the knowledge, understanding, and tools to gain employment in the fields that contribute solutions to the ever-growing environmental and sustainability issues in California's Central Valley and beyond. Due to a rapidly growing human population, increased water shortages, urban sprawl, habitat destruction, loss of prime agricultural land, pesticide residues and the economic framework and business practices common in the United States, our society and the Valley in particular face an urgent need for educated professionals who can develop and implement practices that ensure long-term sustainability of human and ecosystem health. As one of the world's major fruit and vegetable producers, the Central Valley has a critical need for professionals in areas such as environmental impact assessment, biotechnology, ecological informatics, bioremediation, restoration ecology, recreation ecology, biomonitoring, risk assessment, ecological economics, and conservation biology.

The M.S. in Ecology and Sustainability is designed to provide students with the knowledge, tools, and experience necessary to meet these needs.

Programs in Ecology and Sustainability

There are two degree programs within the M.S. in Ecology and Sustainability:

1. Master of Science (M.S.) in Ecology and Sustainability with a concentration in **Ecological Conservation**. This degree program focuses on the importance of ecology and conservation with respect to ecosystem health and is appropriate for students who wish to pursue careers working with governmental agencies and private entities to bring about, restore, and maintain the biodiversity and ecosystem/environmental health that are backbones of sustainability.
2. Master of Science (M.S.) in Ecology and Sustainability with a concentration in **Ecological Economics**. This degree program combines the fields of Ecology and Sustainability with Economics to explore how business practices can be both environmentally and financially sound. It is intended for students who wish to work with economists in various industries to bring about changes that are environmentally sustainable and at the same time financially profitable in business, corporate, and governmental settings.

For either concentration, students must complete 17 core units plus 19-20 units in the concentration of choice, for a total of 36-37 units. If students choose to complete both concentrations, the 19-20 units designated for *each* concentration must be completed.

Prerequisites for Admission

1. A Bachelor of Science degree in one of the Biological Sciences, comparable to the biology program at CSU Stanislaus, from an accredited college or university
2. GPA of 3.0 or higher in the last 60 units (based on a 4 point scale)
3. Transcripts of all undergraduate coursework
4. GRE General Exam results (no minimum score requirement)
5. Three letters of recommendation from university faculty members and/or employers if appropriate
6. Résumé with cover letter (indicating career aspirations and research interests)
7. Approval for admission by the Department of Biological Sciences and the CSU Stanislaus Graduate School.

A student whose undergraduate program is not similar to the B.S. in Biology at CSU Stanislaus may be admitted to CSU Stanislaus in provisional status and required to complete courses, with a minimum grade of C-, missing in his/her background as deemed necessary by the graduate director. These courses must be completed prior to further evaluation for admittance into the M.S. in Ecology and Sustainability.

General Requirements for the Master's Degree

1. Complete 36 graduate units for the concentration in Ecological Conservation **or** 37 graduate units for the concentration in Ecological Economics
2. Maintain an overall GPA of at least 3.0
3. Complete and orally defend a thesis or project

Prerequisite Courses

MATH 1410 Calculus I, 4 units (or equivalent)
 MATH 1600 Statistics, 4 units (or equivalent)
 BIOL 4300 Conservation Biology, 3 units (or equivalent)
 BIOL 4680 Ecology, 4 units (or equivalent)

Required Core Courses for students in either concentration

(17 units)
 BIOL 5010/5013 Advanced Writing in Environmental Science, 4 units
 BIOL 5030 Ecosystem Services and Ecology, 3 units
 BIOL 5500/5502 Quantitative Ecology and Methodology, 4 units
 BIOL 5961 Graduate Seminar in Ecology and Sustainability, 3 units
 (1 unit taken 3 times)
 PADM 5310 Environmental Planning, Policy, and Law, 3 units

Concentration in Ecological Conservation

(19 units)

Prerequisites

Additional prerequisite coursework for course options may be required. See specific course information.

Required

BIOL 5170/5172 Restoration Ecology, 4 units
 BIOL 5990 Thesis, 6 units

One tool course from the following, 3-4 units (as approved by the student's committee):

GEOG 4750/4752 Geographic Information Systems, 3 units
 BIOL 4310/4312 Histological and Cytological Techniques, 4 units
 BIOL 4850/4852 DNA Technology in Forensic Science, 2 units
 BIOL 4870/4872 Recombinant DNA, 2 units
 BIOL 5980 Individual Study, 1-4 units (maximum 4 units total)

Note: Before registration for BIOL/ECON 5990 or 5960, the following must be completed: Thesis or Project Proposal, 0 units of credit; university and external research approval, as appropriate to the research, such as Institutional Review Board approval of Human Subjects research, Animal Welfare Committee, Hazardous Materials; and approval of all committee members. Students who have completed all registrations for graduate coursework and who have registered for the maximum thesis/project units are required to show ongoing progress and maintain continuous enrollment through BIOL 7005.

One elective from the following, 3-4 units:

BIOL 4200 Ecological Agriculture, 3 units
 BIOL 4630/4632 Marine Ecology, 4 units
 BIOL 4700 Ecology and Invasive Species, 3 units
 BOTY 4600/4602 Plant Ecology, 4 units
 ECON 4640 Economics and Agriculture, 3 units

Any course taught at Moss Landing Marine Laboratories that is particularly appropriate to this program.

One of the following, 2-4 units

BIOL 5940 Internship in Biology, 2-4 units (maximum 4 units total)
 BIOL 5941 Directed Field Research, 2-4 units (maximum 4 units total)

Concentration in Ecological Economics

(20 units)

Prerequisites

ECON 2500 Principles of Macroeconomics, 3 units **and**
 ECON 2510 Principles of Microeconomics, 3 units **or**
 ECON 5050 Business and the Economic Environment, 3 units

Note: Additional prerequisite coursework for course options may be required. See specific course information.

Required (20 units)

ECON 4200 Intermediate Theory (Microeconomics), 3 units
 ECON 4560 Natural Resources & Environmental Economics, 4 units
 ECON 5570 Ecological Economics, 4 units
 ECON 5940 Economics Internship, 3 units **or**
 BIOL 5940 Internship in Biology, 3 units
 ECON 5990 Thesis, 3 units **and**
 BIOL 5990 Thesis, 3 units **or**
 ECON 5960 Graduate Project, 3 units **and**
 BIOL 5960 Project, 3 units

Course Descriptions

BIOL 5010 Advanced Writing in Environmental Science (4 units)

Provides realistic exposure to environmental review and analysis, involving intensive skills development in project management, bibliographic research, statistical analysis, and preparation of technical reports. Corequisite: BIOL 5013. Prerequisites: BS/BA in Biological Sciences (or equivalent); completion of BIOL 4010 (or any upper-division writing course) with a passing score, or equivalent experience in analysis and writing; consent of instructor. (Lecture, 2 hours; activity, 4 hours)

BIOL 5030 Ecosystem Services and Ecology (3 units)

Examination of services provided by healthy ecosystems, how services are affected by ecological degradation, and the ecological parameters that must be considered in developing and maintaining healthy ecosystems. Prerequisite: Graduate standing in the Ecology and Sustainability master's program or consent of instructor. (Lecture, 3 hours) (Fall)

BIOL 5170 Restoration Ecology (4 units)

Investigation of the principles and practices of ecological restoration. Corequisite: BIOL 5172. Prerequisite: Graduate standing in the Ecology and Sustainability master's program or consent of instructor. (Lecture, 3 hours; laboratory, 3 hours) (Spring)

BIOL 5500 Quantitative Ecology and Methodology (4 units)

(Formerly BIOL 4500) A practical, hands-on survey of experimental design and methods, and ecological statistics used by environmental scientists. Emphasis placed on published analyses of stressors on ecosystem structure and function. Satisfies Research Methods requirement in Master's in Ecology and Sustainability program. Corequisite: BIOL 5502. Prerequisite: Graduate standing in the Ecology and Sustainability master's program or consent of instructor. (Lecture, 3 hours; laboratory, 3 hours) (Spring)

BIOL 5940 Internship in Biology (2-4 units)

A volunteer or professional work experience consistent with the student's graduate program. A minimum of 40 hours of work experience per unit of credit is required. Prerequisite: Preliminary approval of the student's graduate program by the student's graduate committee. (Fall, Spring)

BIOL 5941 Directed Field Research (2-4 units)

(Formerly BIOL 5900) Field research, usually conducted off campus, under supervision of a faculty member in Biological Sciences or joint supervision of the faculty member and a cooperating agency. Prerequisites: Graduate standing and consent of student's graduate adviser. (1 hour of supervision per student per week) (Fall, Winter, Spring)

BIOL 5960 Project (3-6 units)

Preparation, completion, oral defense, and submission of an acceptable project for the master's degree. Prerequisites: Open only to graduate students with consent of student's graduate adviser. (1.5 hours of supervision per student per week) (Fall, Winter, Spring, Summer)

BIOL 5961 Graduate Seminar in Ecology and Sustainability (1 unit)

Seminar-format course in which each student presents information and leads discussion on topic selected for the semester. Topics change each semester. Each student is required to take course 3 times (once plus 2 repeats) for a total of 3 units over time. Prerequisite: Graduate standing in the Ecology and Sustainability master's program or consent of instructor. (Fall, Spring)

BIOL 5980 Individual Study (1-4 units)

For qualified students in need of advanced or specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. (Fall, Spring)

BIOL 5990 Thesis (3-6 units)

(Formerly Master's Thesis) Preparation, completion, oral defense, and submission of an acceptable thesis for the master's degree. Prerequisite: Open only to graduate students with consent of student's graduate adviser. (1.5 hours of supervision per week per student) (Fall, Winter, Spring, Summer)

BIOL 7005 Continuing Thesis or Project

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Master of Science in Marine Sciences

Pamela Roe, Ph.D., *Program Director*

The California State University operates the Moss Landing Marine Laboratories (MLML) at 8272 Moss Landing Road, Moss Landing, California 95039. This marine facility functions as a seaside extension of the campuses of seven cooperating CSU campuses (Stanislaus, Fresno, East Bay, Monterey Bay, Sacramento, San Francisco, and San Jose) and offers coursework in marine biology, geology, oceanography, and other marine sciences.

The curriculum is designed to fulfill major requirements for qualified upper-division and graduate students. Such students can plan their academic schedules to provide for one or more terms at the Moss Landing Marine Laboratories.

They will be considered as in-residence at California State University, Stanislaus. Interested students should apply early because enrollment is limited. Consult advisers in the departments of Biological Sciences or Physical Sciences for further details. Consult the Department of Biological Sciences for information on the Master of Science in Marine Sciences degree.

The Master of Science in Marine Sciences program is offered as an interdepartmental degree on each campus in appropriate science departments (biology, geology, chemistry) in cooperation with Moss Landing Marine Laboratories (MLML). It provides the opportunity for students to acquire a practical and theoretical education in the marine sciences to prepare them for careers as marine specialists, scientists, and teachers. The program at Moss Landing provides extensive field and laboratory work for advanced study in the marine sciences that cannot be duplicated on any one individual California State University campus.

Admission

The Master of Science in Marine Sciences program is administered through MLML and an academic department from a consortium campus (biological science, geology, natural science, or other department) depending on the student's choice. The prospective student must meet the entrance requirements for the department and will be accepted into provisional or conditionally classified graduate status by normal procedures at that campus. The student will become classified upon completion of MLML's requirements.

Admission to the M.S. Marine Sciences program through CSU Stanislaus requires application both to the University and to the Department of Biological Sciences. Completed applications must be received by January 15 for the following fall semester or August 15 for the following spring semester. Application materials for the Department of Biological Sciences are due February 15 or October 15. Applications must include:

- A copy of transcripts of all undergraduate courses with summary of overall grade point average and grade point average in upper-division biological sciences courses or the last 60 units
- A statement of student's area(s) of research interests
- A summary of all research experiences (resume)
- Scores on the GRE exam (both General Test and the appropriate Subject Test determined by the student's undergraduate degree, i.e., Biology, Chemistry, Geology, Physics)
- Three letters of recommendation, and
- The MLML Graduate Application Questionnaire.

The application, transcripts, and GRE scores should be sent to the CSU Stanislaus Office of Enrollment Services. Letters of recommendation, statement of interest, resume, and MLML Graduate Application Questionnaire should be sent to the CSU Stanislaus Department of Biological Sciences.

Requirements for admission to the M.S. Marine Sciences program via CSU Stanislaus are:

- Bachelor's degree in one of the biological sciences with a program comparable to the biology program at CSU Stanislaus from an accredited college or university
- An overall grade point average of 3.0
- Statement of research interests consistent with interests and facilities of Moss Landing Marine Laboratories faculty, and
- Approval for admission with conditional classified status by the Department of Biological Sciences, CSU Stanislaus, and by Moss Landing Marine Laboratories. For more detailed information, contact the CSU Stanislaus Graduate School, (209) 667-3129.

MLML Classification

A conditionally classified student may become fully classified in the marine science program by taking the following steps:

1. Obtain an adviser at MLML and in the department of his/her choice at the home campus. Each new student in the Master's program at MLML will be assigned an adviser who may or may not be the final thesis adviser.
2. Make up any coursework deficiencies in either the home campus department (see department regulations) and/or MLML. MSCI 3040 Quantitative Marine Science, and three of the following five courses are prerequisites for classified graduate standing:
 - MSCI 3030 Marine Ecology
 - MSCI 3410 Geological Oceanography
 - MSCI 3420 Physical Oceanography
 - MSCI 3430 Chemical Oceanography, and
 - MSCI 3440 Biological Oceanography
 These courses may be waived by the graduate committee upon certification that equivalent courses have been completed satisfactorily. MSCI 3040 Quantitative Marine Science cannot be counted toward the 30-unit degree requirement.

3. Students who do not receive a grade of "B" or better in the courses described in (2) above taken at MLML, or who wish to substitute equivalent courses taken elsewhere regardless of the grade(s) received, must pass a written qualifying examination given by the faculty at MLML. The examination will substitute for any equivalent examination given by home campus departments. There is no official time limit, but the exam should be taken as soon as possible; only a limited number of units taken while in unclassified status can be counted toward the degree. The exam may be repeated once, and must be passed before the student can be classified. The examination will consist of a choice of five out of six questions designed to test knowledge of the concepts and principles of oceanography, marine ecology, and statistics as covered in the courses listed under (2) above. It will be used to evaluate the student's background in these subject areas and the ability to write well and formulate answers logically. Each answer will be graded "pass" or "fail" by two faculty members (a third faculty member will resolve disagreements) on accuracy, content, and ability to clearly communicate.

For a reading list covering the required material and further details concerning the exam, see the MLML's Assistant Director.

Advancement to Candidacy

To be advanced to candidacy, the student must have:

1. Attained classified standing,
2. Selected a thesis problem and selected a graduate committee, and
3. Completed 1 unit of MSCI 5980, Research in the Marine Sciences, in which a thesis proposal has been written and approved by the thesis committee both for its content and the graduate English competency requirement.

The thesis committee will be composed of at least three members, including one faculty member from MLML (who is ordinarily the thesis adviser) and, at the discretion of the home campus, a representative from that campus. The other member or members of the thesis committee may also be from the home campus, or elsewhere, with the approval of the thesis adviser. The California State University requires that the majority of the thesis committee members be tenure track faculty in the California State University System.

Requirements (30 units)

A student becomes eligible for the Master's degree in Marine Sciences after the following requirements have been satisfied:

1. Been advanced to candidacy
2. Satisfied MLML requirements for the degree
3. Completed the following curricular requirements for a minimum total of 30 units:
 - a. A minimum total of 15 units of 5000-level courses (including two units of MSCI 5850, 1 unit of MSCI 5980, Research in the Marine Sciences to write the thesis proposal (#3 above), and 4 units of MSCI 5990).
 - b. Fifteen units or more of elective courses in marine sciences (courses numbered 3000 or above). The following list of elective courses can be used to satisfy major requirements:
 - MSCI 3050 Marine Science Diving, 3 units
 - MSCI 3120 Marine Birds and Mammals, 4 units
 - MSCI 3130 Marine Ichthyology, 4 units
 - MSCI 3240 Marine Invertebrate Zoology I, 4 units
 - MSCI 3250 Marine Invertebrate Zoology II, 3 units
 - MSCI 3310 Marine Botany, 4 units
 - MSCI 3350 Physiology of Marine Algae, 4 units
 - MSCI 3750 Topics in Marine Science, 4 units
 - MSCI 5010 Library Research Methods in Marine Sciences, 1 unit
 - MSCI 5020 Oceanographic Instrumentation, 4 units
 - MSCI 5040 Sampling and Experimental Design, 4 units
 - MSCI 5060 Molecular Biological Techniques, 4 units
 - MSCI 5080 Scientific Methods, 4 units
 - MSCI 5110 Ecology of Marine Birds and Mammals, 4 units
 - MSCI 5120 Advanced Topics in Marine Vertebrates, 1-4 units
 - MSCI 5210 Advanced Topics in Marine Invertebrates, 1-4 units
 - MSCI 5310 Biology of Seaweeds, 4 units
 - MSCI 5330 Advanced Topics in Marine Ecology, 1-4 units
 - MSCI 5340 Advanced Biological Oceanography, 4 units
 - MSCI 5420 Plate Tectonics, 3 units
 - MSCI 5460 Geology of the Monterey Bay Region, 4 units
 - MSCI 5480 Marine Benthic Habitat Techniques, 4 units
 - MSCI 5510 Marine Geochemistry, 4 units
 - MSCI 5610 Ocean Circulation and Mixing, 4 units
 - MSCI 5620 Satellite Oceanography, 4 units
 - MSCI 5630 Computer Application in Oceanography, 4 units
 - MSCI 5710 Population Biology, 3 units
 - MSCI 5720 Subtidal Ecology, 4 units

MSCI 5730 Marine Environmental Studies of the Gulf of California, 4 units

MSCI 5740 Advanced Topics in Oceanography, 1-4 units

MSCI 5804 Scientific Writing, 3 units

MSCI 5850 Graduate Seminar in Marine Science, 2 units

MSCI 5980 Research in the Marine Sciences, 1-4 units

Note: Other electives, including courses from the home campus departments, may be included in consultation with the graduate committee. The combination of required units (seminar and thesis and elective) must total at least 30 semester units. No more than 6 units may be graded CR/NC.

4. Submitted a thesis approved by the graduate committee. The thesis must conform to the rules set forth by the consortium campus' graduate office.
5. Given an oral thesis defense to include an open seminar presentation of the thesis material and a defense before the graduate committee.

Schedule of Core Courses

(Quantitative Marine Science, Physical Oceanography, Chemical Oceanography, Geological Oceanography, Biological Oceanography, and Marine Ecology)

Fall

MSCI 3030 Marine Ecology

MSCI 3040 Quantitative Marine Science

MSCI 3410 Geological Oceanography

MSCI 3420 Physical Oceanography

Spring

MSCI 3430 Chemical Oceanography

MSCI 3440 Biological Oceanography

Course Descriptions**MSCI 3030 Marine Ecology (4 units)**

A field-oriented introduction to the interrelationships between marine and estuarine organisms and their environment with emphasis on quantitative data collection and analysis. Corequisite: MSCI 3032. Prerequisites: Ecology, statistics (or concurrent enrollment in MSCI 3040), or consent of instructor. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 103) (Fall and Spring)

MSCI 3040 Quantitative Marine Science (4 units)

Mathematical methods for the analysis of biological, chemical, and physical data from the marine environment; experimental design, parametric, and non-parametric statistics. Not for major credit. Corequisite: MSCI 3042. Prerequisite: College mathematics. (Lecture, 3 hours; laboratory or field, 3 hours) (MLML 104) (Fall)

MSCI 3050 Marine Science Diving (3 units)

Skin and scuba diving course; pool training culminates in five ocean dives. Thorough background in diving physics and physiology. Successful completion gives NAUI, YMCA, L.A. County or MLML certification. (No credit toward science major) Corequisite: MSCI 3053. Prerequisites: Certified SCUBA diver (or equivalent as determined by instructor), upper-division science major status, thorough physical examination, ability to pass swimming test. (Lecture, 1 hour; laboratory or field, 4 hours) (MLML 105) (Fall, Spring)

MSCI 3120 Marine Birds and Mammals (4 units)

Systematics, morphology, ecology, and biology of marine birds and mammals. Corequisite: MSCI 3122. Prerequisite: Upper-division college vertebrate zoology. MSCI 3030 recommended. (Lecture, 1 hour; laboratory or field, 6 hours) (MLML 112) (Spring)

MSCI 3130 Marine Ichthyology (4 units)

A description of the taxonomy and ecology of marine fishes. Both field and laboratory work concentrate on the structure, function, and habits of marine fishes and the ecological interaction of these fishes with their biotic and abiotic surrounding. Corequisite: MSCI 3132. Prerequisite: College zoology or equivalent. MSCI 3030 recommended. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 113) (Spring)

MSCI 3240 Marine Invertebrate Zoology I (4 units)

A field-oriented introduction to the structure, systematics, evolution, and life histories of the major and minor marine phyla. Corequisite: MSCI 3242. Prerequisites: College zoology or consent of instructor; MSCI 3030 recommended. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 124) (Spring)

MSCI 3250 Marine Invertebrate Zoology II (3 units)

Field-oriented introduction to the structure, systematics, evolution, and life histories of the minor marine phyla. Corequisite: MSCI 3252. Prerequisite: College zoology or consent of instructor; MSCI 3030 and 3240 recommended. (Lecture, 1 hour; laboratory or field, 6 hours) (MLML 125) (Spring)

MSCI 3310 Marine Botany (4 units)

Introduction to the plants of the sea, marshes, and dunes, with emphasis on the morphology, taxonomy, and natural history of seaweeds and vascular plants. Corequisite: MSCI 3312. Prerequisite: MSCI 3030 recommended. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 131) (Fall)

MSCI 3350 Physiology of Marine Algae (4 units)

(Formerly MSCI 3550) A lecture/laboratory course which develops a physiological basis for understanding the adaptation of marine algae (seaweeds and microalgae) to their environment. Students will learn modern methods in physiological research, covering areas such as photosynthesis, respiration, enzyme activity, and biochemical composition. Corequisite: MSCI 3352. Prerequisites: MSCI 3030, 3310, 3440, or consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 135)

MSCI 3410 Geological Oceanography (4 units)

A study of the structures, physiography, and sediments of the sea bottom and shoreline. Corequisite: MSCI 3412. Prerequisite: MSCI 3420 or 3430 (concurrent registration satisfactory). (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 141) (Fall)

MSCI 3420 Physical Oceanography (4 units)

An introduction to the nature and causes of various oceanic motions including currents, waves, tides, mixing, and the physical properties of seawater. Limited use of calculus. Corequisite: MSCI 3422. Prerequisite: College algebra; college physics recommended. (Lecture, 3 hours; laboratory, 3 hours) (MLML 142) (Fall)

MSCI 3430 Chemical Oceanography (4 units)

An introduction to the theoretical and practical aspects of the chemistry of the oceans, including major salts, dissolved gases, nutrient ions, carbonate system, transient tracers, and shipboard sampling techniques. Corequisite: MSCI 3432. Prerequisite: One year of college chemistry. (Lecture, 2 hours; laboratory, 6 hours) (MLML 143) (Spring)

MSCI 3440 Biological Oceanography (4 units)

The ocean as an ecological system. Emphasis will be on the complexity of organismal–environmental interaction of the plankton, the transfer of organic matter between trophic levels and nutrient cycles. Laboratory sessions will include methods in sampling, shipboard techniques, identification of the plankton, and current analytical techniques. Corequisite: MSCI 3442. Prerequisites: General biology, general chemistry. (Lecture, 2 hours; laboratory, 6 hours) (MLML 144) (Spring)

MSCI 3750 Topics in Marine Science (4 units)

The study of a selected area in marine sciences. The subjects will vary from one offering to the next depending on student demand and availability of instructors. Corequisite: MSCI 3752. Prerequisite: Consent of instructor. Offered on demand. (MLML 175)

MSCI 4980 Independent Study (1-4 units)

Faculty-directed study of selected research problems; open to undergraduate students with adequate preparation. Prerequisite: Consent of instructor. (MLML 180)

MSCI 5010 Library Research Methods in Marine Sciences (1 unit)

Provides framework for using and evaluating information sources in marine science. Strong emphasis will be placed on developing critical skills. Interweaving bibliographic tools into the history of marine science will reinforce knowledge of the appropriate resource for each question. Prerequisites: Graduate standing and consent of instructor. (MLML 201)

MSCI 5020 Oceanographic Instrumentation (4 units)

(Formerly Marine Instrumental Analysis) Principles of instruments used in oceanographic research, introduction to electronics, and applications of instrument measurements. Emphasis will vary from CTD profilers, current meters, radiometry, and chemical measurement. Corequisite: MSCI 5022. Prerequisites: MSCI 3410, 3420, and consent of instructor. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 202) (Alternate spring semesters)

MSCI 5040 Sampling and Experimental Design (4 units)

Basic design of experiments and field sampling for marine science. Discussions on random sampling, systematic sampling, subsampling survey techniques, and design of single multifactorial experiments using randomized and block experimental designs. Biases and problems of sampling marine biota. Prerequisites: MSCI 3030 and 3040. (Lecture, 4 hours) (MLML 204) (Fall)

MSCI 5060 Molecular Biological Techniques (4 units)

Laboratory-based overview of concepts and techniques for the isolation, characterization, and analysis of DNA and RNA. Covers standard methods (amplification, cloning, and sequencing), and selected specialized techniques (analysis of gene expression), emphasizing marine science applications. Corequisite: MSCI 5062. Prerequisites: Graduate standing; college level genetics, molecular biology, or consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 206)

MSCI 5080 Scientific Methods (4 units)

Information and skills for graduate students beginning their research careers, such as the philosophy of science, scientific writing, design of experiments and sampling programs, and using library and other resources. Corequisite: MSCI 5082. Prerequisites: Graduate standing and consent of instructor. (Lecture, 3 hours; laboratory, 3 hours) (MLML 208)

MSCI 5110 Ecology of Marine Birds and Mammals (4 units)

Community approach to the ecology of marine birds and mammals using experimental and sampling methodology. Examines distribution, abundance, trophic ecology, and behaviors of birds and mammals in Elkhorn Slough and Monterey Bay. Corequisite: MSCI 5112. Prerequisites: MSCI 3120, 3030, and 3040. (Lecture, 2 hours; laboratory, 6 hours) (MLML 211) (Fall)

MSCI 5120 Advanced Topics in Marine Vertebrates (1-4 units)

Advanced consideration of the ecology, physiology, and phylogeny of fishes, birds, reptiles, or mammals, emphasizing current literature and research. Topics and emphasis will vary with term and instructor. May be repeated once for credit. Corequisite: MSCI 5122. Prerequisites: MSCI 3120, or 3130 and consent of instructor. (MLML 212) (Likely to be offered alternate fall semesters)

MSCI 5210 Advanced Topics in Marine Invertebrates (1-4 units)

Advanced considerations of the ecology, physiology, and phylogeny of the various invertebrate phyla emphasizing current literature and research. Topics and emphasis will vary from term to term. May be repeated for credit when topics change. Corequisite: MSCI 5212. Prerequisites: MSCI 3240 and consent of instructor. (Lecture, 2 hours; laboratory and field, 6 hours) (MLML 221) (Fall)

MSCI 5310 Biology of Seaweeds (4 units)

Lectures—discussions on marine macroalgal biology with extensive reading of original literature. Ecologically oriented individual research projects involving laboratory culture and field experimentation. Offered on demand. Corequisite: MSCI 5312. Prerequisite: MSCI 3310 or consent of instructor. (Lecture, 3 hours; laboratory or field, 6 hours) (MLML 231)

MSCI 5330 Advanced Topics in Marine Ecology (1-4 units)

Selected topics and current issues in marine ecology. The subjects will vary depending on student demand and availability of instructors. Offered on demand. Prerequisites: MSCI 3030 and consent of instructor. (MLML 233)

MSCI 5340 Advanced Biological Oceanography (4 units)

Experimental techniques in biological oceanography with emphasis on problems important in plankton ecology. The course includes lectures, laboratories, and discussions of current research problems. An individual research project involving analytical tools will be required. Offered on demand. Corequisite: MSCI 5342. Prerequisite: MSCI 3440 or consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 234)

MSCI 5420 Plate Tectonics (3 units)

Historical background, modern theory and geophysical evidence of continental drift, sea floor spreading, and plate tectonics. Examinations of the impact of the recent revolution in historical geology. Offered on demand. Prerequisite: MSCI 3410 or consent of instructor. (Lecture, 3 hours) (MLML 242)

MSCI 5460 Geology of the Monterey Bay Region (4 units)

Geology, tectonic, and active naturally occurring processes in the Monterey Bay region and in the Monterey Bay National Marine Sanctuary. The geologic and tectonic history of central California, plate tectonic processes, and representative stratigraphy and geomorphology of the Monterey Bay region. Corequisite: MSCI 5462. Prerequisites: Graduate standing and consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 246)

MSCI 5480 Marine Benthic Habitat Techniques (4 units)

Collection and interpretation of geophysical data used to characterize marine benthic habitats. Basic geophysical principles will be reviewed. Application of techniques to identify and characterize marine benthic habitats, including echosounders, multibeam bathymetry and backscatter, sidescan sonar, seismic profiling, and GIS. Corequisite: MSCI 5482. Prerequisites: Graduate standing and consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 248)

MSCI 5510 Marine Geochemistry (4 units)

Geochemical processes in the oceans: thermodynamics of low-temperature aqueous reactions, weathering, oxidation–reduction and biologically mediated reactions, processes occurring at the sea floor and air–sea interface. Offered on demand. Corequisite: MSCI 5512. Prerequisites: MSCI 3430, quantitative analysis, one year calculus, or consent of instructor. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 251)

MSCI 5610 Ocean Circulation and Mixing (4 units)

The mathematical description of the distribution of properties (density, dissolved oxygen, etc.) in the oceans relating to physical and biochemical processes. Theory of distribution of variables, geostrophic method. Corequisite: MSCI 5612. Prerequisites: MSCI 3420, one year calculus, or consent of instructor. College physics strongly recommended. (Lecture, 3 hours; laboratory or field, 3 hours) (MLML 261) (Spring)

MSCI 5620 Satellite Oceanography (4 units)

Physical principles of remote sensing with application to the oceans including satellite image processing methods. Labs involve use of PC and Unix workstation. Corequisite: MSCI 5622. Prerequisites: MSCI 3420, 3440, or consent of instructor. MSCI 5630 strongly recommended. (Lecture, 2 hours; laboratory, 6 hours) (MLML 262) (Spring)

MSCI 5630 Computer Application in Oceanography (4 units)

Lecture, discussion, and technical programming with MATLAB for computation and visualization with applications in marine sciences. Use of existing program libraries for data I/O and analysis. Corequisite: MSCI 5632. Prerequisites: College math and consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 263) (Fall)

MSCI 5710 Population Biology (3 units)

Principles of the interaction among marine organisms which result in the alteration of population structures; techniques for assessment and management of animal populations. Corequisite: MSCI 5712. Prerequisites: MSCI 3030, 3040, or consent of instructor. (Lecture, 2 hours; laboratory or field, 3 hours) (MLML 271) (Spring)

MSCI 5720 Subtidal Ecology (4 units)

The ecology of nearshore rocky subtidal populations and communities with emphasis on kelp forests. Lectures and discussions of original literature. Field work with SCUBA including group projects on underwater research techniques and community analysis, and individual research on ecological questions chosen by the student. Corequisite: MSCI 5722. Prerequisites: MLML diver certification and marine ecology. Knowledge of marine algae, invertebrates, and statistics is recommended. (Lecture, 2 hours; laboratory or field, 6 hours) (MLML 272) (Spring)

MSCI 5730 Marine Environmental Studies of the Gulf of California (4 units)

An analysis of Gulf of California marine environments. Lectures, readings, intensive field work, and writing a scientific paper based on original research. Topics vary. Taught with Mexican faculty and students from La Paz, Mexico. Students must be able to participate in two weeks of field work in June. Corequisite: MSCI 5732. Prerequisites: Graduate standing and consent of instructor. (Lecture, 2 hours; laboratory, 6 hours) (MLML 273) (Spring)

MSCI 5740 Advanced Topics in Oceanography (1-4 units)

The study of a selected area in oceanography. The subjects will vary depending on student demand and availability of instructors. Corequisite: MSCI 5742 Prerequisite: Consent of instructor. Offered on demand. (MLML 274)

MSCI 5804 Scientific Writing (3 units)

Techniques and strategies of scientific writing used for proposals, journal submission, and abstracts for meetings. Prerequisites: Graduate standing and consent of instructor. (Discussion, 2 hours) (MLML 280) (Fall)

MSCI 5850 Graduate Seminar in Marine Science (2 units)

(Formerly Graduate Seminar in Marine Biology) Seminar will be held on topics changing each semester. Each student will be required to give at least one seminar. May be repeated for credit. Prerequisites: Graduate standing and consent of instructor. (Fall/Spring)

MSCI 5980 Research in the Marine Sciences (1-4 units)

Independent investigations of an advanced character for the graduate student with adequate preparation. Prerequisite: Consent of instructor. (MLML 298) (Fall, Spring) *Note: Stanislaus students must file Individual Study forms.*

MSCI 5990 Thesis (1-6 units)

Preparation, completion, and submission of an acceptable thesis for the Master's degree in compliance with department regulations. Prerequisite: Open only to graduate students advanced to candidacy for the Master's degree. (MLML 299) (Fall, Spring)

MSCI 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate course work and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Department of Chemistry

Shane L. Phillips, Ph.D., *Chair*

Professors: Byrd, Perona, Stone

Associate Professor: Phillips

Assistant Professors: Nico, Russell, Saiki, Stessman, C.,
Stessman, N.

Office: Naraghi Hall of Science — N360

Phone: (209) 667-3468

Teaching Credentials

Majors in chemistry interested in multiple subject or single subject credentials are referred to the College of Education section of this Catalog for a description of teaching credential programs.

Students planning to pursue a science teaching credential should carefully plan their academic program to include the required additional science breadth courses.

Course Description

CHEM 5980 Individual Study (1-4 units)

For qualified postbaccalaureate students in need of advanced or specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. (Fall, Winter, Spring)

Department of Mathematics

Viji K. Sundar, Ph.D., *Chair*

Professors: Abram, Clarke, Fazal, Feldman, Reneau, Sundar

Associate Professor: Nemzer

Assistant Professors: Bice, Coughlin, Jue

Lecturers: Moore, Poole, S., Short, Vanisko

Office: Demergasso-Bava Hall — DBH 264

Phone: (209) 667-3461

Teaching Credentials

Majors in mathematics interested in multiple subject or single subject credentials are referred to the College of Education section of this catalog for a description of teaching credential programs. Students may fulfill the subject matter prerequisites to enter a teaching credential program to obtain a single subject teaching credential in mathematics by completing the Mathematics Subject Matter Preparation Program described in the Undergraduate catalog.

Course Descriptions

MATH 5950 Selected Topics in Mathematics (1-5 units)

(Topics to be specified in Class Schedule) Development of a selected branch of mathematics. Topics vary each term. Different topics may be taken for credit. Prerequisites: Postbaccalaureate standing and consent of instructor.

MATH 5980 Individual Study (1-4 units)

For qualified postbaccalaureate students in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Postbaccalaureate standing and consent of instructor.

MATH 6980 Individual Study (1-4 units)

For qualified postbaccalaureate students in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisites: Postbaccalaureate standing and consent of instructor.

**Department of Physics,
Physical Sciences, and Geology**

Ian M. Littlewood, Ph.D., *Chair*

Professors: Johnson, M., Littlewood, Zhang

Assistant Professor: Mokhtari

Office: Naraghi Hall of Science — N164

Phone: (209) 667-3466

Course Descriptions

PHYS 5960 Graduate Project (1-6 units)

For qualified students seeking a specialized project. Prerequisites: Consent of instructor and graduate adviser.

PHYS 5990 Thesis (1-6 units)

Master's thesis research. May be repeated for a total of 6 units. Prerequisites: Classified graduate standing and consent of graduate committee.

**PHYS 6100 Teaching Kinematics in the High School
(3 units)**

A physics course with a focus on mechanics, providing physics advancement for high school teachers. Course covers developing the curriculum, strategies for teaching in the High School classroom, and assessment. Prerequisites: Appropriate teaching credential and consent of instructor. (Lecture, 3 hours) (Summer)

Geology

Horacio Ferriz, Ph.D., *Program Director*

Professor: Giaramita

Associate Professor: Ferriz

Assistant Professors: Rogers, Sankey

Office: Naraghi Hall of Science — N164

Phone: (209) 667-3466

Course Descriptions

GEOL 5900 Directed Field Research (1-6 units)

Field research to be conducted in an area of geology under the general supervision of a faculty member. May be repeated for a total of 6 units. Prerequisites: Bachelor's degree and consent of instructor. (Fall, Spring)

GEOL 5960 Graduate Project (1-6 units)

Alternative to a thesis. Directed study in applied research resulting in a written document. Prerequisites: Admission to classified graduate standing and consent of graduate adviser.

GEOL 5980 Individual Study (1-4 units)

For students capable of independent work and in need of advanced or specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of instructor. (Fall, Spring)

GEOL 5990 Thesis (1-6 units)

Preparation of a thesis for partial fulfillment of special master's program. Prerequisite: Admission to classified graduate standing. (Fall, Spring)

California State University, Stanislaus Administration

Hamid Shirvani, Ph.D., L.H.D. (Hon)

President

William Covino, Ph.D.

Provost and Vice President for Academic Affairs

Stacey Morgan-Foster, J.D.

Vice President for Student Affairs

Mary Stephens, M.B.A.

Vice President for Business and Finance

Susana Gajic-Bruyea, B.A.

Vice President for University Advancement

Carl Whitman, M.I.S.

Associate Vice President for Information Technology/CIO

Fred Hilpert, Ph.D.

Faculty Ombudsman Officer and Senior Advisor to the President
on Special Projects

Lauren Gee, J.D., Esq.

Campus Compliance Officer

Academic Affairs

William Covino, Ph.D.

Provost and Vice President for Academic Affairs

Diana Demetrulias, Ed.D.

Vice Provost/Associate Vice President, Assessment & Quality
Assurance

Ted Wendt, Ph.D.

Associate Vice President for Faculty Affairs

Roger Pugh, M.A.

Associate Vice President for Enrollment Management

Carl Brown, Ph.D.

Dean, College of Education

Roger McNeil, Ph.D.

Dean, College of Natural Sciences

Nael Aly, Ph.D.

Dean, College of Business Administration

Carolyn Stefanco, Ph.D.

Dean, College of Humanities and Social Sciences



Gary Novak, Ph.D.

Dean, College of Human and Health Sciences

Daryl Moore, FRSA

Dean, College of the Arts

Carl Bengston, M.L.S.

Dean, Library Services

Dave Hamlett, M.S.

Director, CSU Stanislaus-Stockton Center

Hildred Heath, M.A.

Director, Office of International Education

M. Kathleen Silva, Ph.D.

Director, Institutional Research

Vice Provost**Diana Demetrulias, Ed.D.**

Vice Provost/Associate Vice President, Assessment & Quality Assurance

Juan Carlos Morales, Ph.D.

Assistant Vice President, Research and Sponsored Programs

Enrollment Services**Roger Pugh, M.A.**

Associate Vice President for Enrollment Management

Lisa Bernardo, B.A.

Dean of Admissions/Registrar

Matthew Sanchez, M.P.A.

Director, Financial Aid and Scholarships

Robert Bechill, M.S.

Interim Director, University Extended Education

Faculty Affairs**Ted Wendt, Ph.D.**

Associate Vice President for Faculty Affairs

Armin Schulz, Ed.D.

Director, Faculty Center for Excellence in Teaching and Learning

Business and Finance**Mary Stephens, M.B.A.**

Vice President for Business and Finance

Robert Gallegos

Assistant Vice President, Facilities and Support Services

Nancy Havens, CPA, MPA

Associate Vice President, Financial Management

Steve Jaureguy, M.A.

Chief of Police/Director of Public Safety

Mary Kobayashi-Lee, B.A.

Director, Human Resources

Clyta Polhemus, B.A.

Executive Director, Auxiliary Business Services

Information Technology**Carl Whitman, M.I.S.**

Associate Vice President for Information Technology/Chief Information Officer

Charles Holmberg, M.B.A.

Director, Administrative Technology Support

David Klein, P.E.

Director of Network and Communications Services

Brian Duggan, M.A.

Interim Director, Distance Learning

Student Affairs**Stacey Morgan-Foster, J.D.**

Vice President for Student Affairs

Fernando Beltran, B.A.

Interim Director, Educational Opportunity Program

Daniel Berkow, Ph.D.

Director, Counseling Services

Leland Bettencourt, M.S.W., L.C.S.W.

Director, Disability Services

Melissa Borrelli, J.D.

Senior Director of Administration

Jean Grech-Conde, M.Ed.

Senior Director of Campus Life and Director of Housing and Residential Life

Robert Harris, M.S.

Associate Athletics Director for Administration

MaryLouisa Herrera, B.A.

Director, Tutoring Services

Christine Hollister, M.P.A.

Director, Career Development Services

Jennifer Humphrey, M.P.A.

Assistant Director, Housing and Residential Life

Byron Kamp, M.S.B.A.

Executive Director, Associate Students, Inc. and University Student Union

Ronald Noble, M.S.W.

Dean of Students/Associate Vice President for Student Affairs

Rob Pecot, M.Ed.

Interim Director, Student Leadership and Development

Lee Renner, M.A.

Senior Director of Retention and Advising

Jessi Reyes-Murray, M.P.A.

Director, Student Support Services

Milton Richards, Ed.D.

Director, Athletics

Jill Tiemann-Gonzalez, B.S.

Director, Budget and Special Projects

Hung Tsai, M.A.

Assistant Athletics Director, Sports Information

(vacant)

Associate Athletics Director for Compliance/Team Management

Bruce Wilbur, M.D.

Interim Director, Student Health Center

University Advancement**Susana Gajic-Bruyey, B.A.**

Vice President for University Advancement

Tiffani Burns

Director, Major Gifts

Kristin Olsen, B.A.

Director, Public and Institutional Relations

Larry Peters, B.A.

Director, University Communications

(vacant)

Director, Advancement Services

(vacant)

Director, Alumni Relations and Annual Giving

(vacant)

Director, Corporate and Foundation Relations

Faculty

(This list includes tenure-track faculty, full-time lecturers and program directors. It was current as of October 2007. Faculty awarded Emeritus honors while participating in the Faculty Early Retirement Program are also listed here.)

ABRAM, Thomas J. (1983), Professor of Mathematics; B.A. 1974, M.S. 1976, California State University, Northridge; Ph.D. 1983, University of California, Santa Barbara

ABU KHALIL, As'ad (1993), Professor of Politics/Public Administration; B.A. 1981, M.A. 1983, American University of Beirut; Ph.D. 1988, Georgetown University, Washington, D. C.

AFONSO, Daniel R. (1999), Associate Professor of Music; B.M.E. 1990, Universidade do Rio de Janeiro; M.M. 1996, University of Missouri, Kansas City; D.M.A. 2003, University of Iowa

AKWABI-AMEYAW, Kofi (1990), Professor of Anthropology; B.A. 1970, University of Ghana; M.A. 1981, University of Cincinnati; Ph.D. 1988, University of Florida

ALCALA-VAN HOUTEN, Luzmaria (2006), Assistant Professor of Nursing; B.S. 1994, California State University, Los Angeles; M.S. 2005, University of California, San Francisco

ALY, Nael A. (1984), Dean, College of Business Administration; Professor of Operations Management; B.S. 1974, M.S. 1978, Alexandria University, Egypt; M.S. 1981, Ph.D. 1985, University of Oklahoma

AN, Jung-Ha (2007), Assistant Professor of Mathematics; B.S. 1995, M.S. 1997, Chonbuk National University, Chonbuk, South Korea; Ph.D. 2005, University of Florida, Gainesville

ANDRÉS, Carlos M. (2001), Associate Professor of Spanish; M.A. 1989, Ohio State University; Ph.D. 1995, University of Wisconsin-Madison

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- WINK, Joan (1991), Professor of Teacher Education; B.A. 1966, Yankton College, Yankton, South Dakota; M.A. in Spanish, 1982, M.Ed. in Educational Foundations and Administration, Bilingual Emphasis, 1985, University of Arizona; Ph.D. 1991, Texas A & M University

- WITTMAN, John (2007), Assistant Professor of English; B.A. 1995, M.A. 1999, California State University, Fresno; Ph.D. 2004, Southern Illinois University, Carbondale
- WOLF, Steven J. (1993), Professor of Botany; B.A. 1974, State University of New York at Albany; M.S. 1977, Ph.D. 1981, University of Alberta
- WOLFE, Jesse (2006), Assistant Professor of English; B.A. 1992, University of California, Berkeley; M.A. 1997, Ph.D. 2004, University of Wisconsin-Madison
- WON, Noelle (2005), Assistant Professor of Teacher Education; B.A. 1998, University of Michigan; Ed.D. 2003, University of California, Los Angeles
- WONG, Cathy (2001), Lecturer, Department of Sociology; B.A. 1994, California State University, Stanislaus; M.A. 1997, California State University, Sacramento
- YANG, Kou (1998), Professor of Asian American Studies; B.A. 1987, M.S.W. 1991, Ed.D. 1995, California State University, Fresno, University of California, Davis
- YOUNG, Shawna Hodges (2002), Associate Professor of Physical Education and Health; B.A. 1993, California State University, Stanislaus; M.S. 1996, Ed.D. 2001, Boise State University
- YOUNG, W. Andrew (1989), Professor of Philosophy; B.A. 1981, University of California, Santa Cruz; M.A. 1986, Ph.D. 1988, Vanderbilt University
- YOUNGBLOM, James J. (1990), Associate Professor of Biological Sciences; B.A. 1980, Winona State University; Ph.D. 1988, University of Minnesota
- YOUNGBLOM, Janey H. (1990), Professor of Biological Sciences; M.A. 1977, M.S. 1978, Rutgers University; Ph.D. 1987, University of Minnesota, Minneapolis
- YOUNGLOVE, Jane A. (2005), Assistant Professor of Criminal Justice; B.S. 1974, M.S. 1976, George Williams College; J.D. 1994, San Joaquin College of Law
- ZHANG, Lu Rose (1994), Professor of Physics; B.S. 1982, ECNU, China; M.S. 1987, Mississippi State University; Ph.D. 1992, University of California, Davis
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- ALMY, John (1971), Professor of Organic/General Chemistry, Emeritus; B.A. 1964, Johns Hopkins University; Ph.D. 1969, University of California, Los Angeles
- ALTER, Richard D. (1979), Professor of Communication Studies, Emeritus; B.A. 1961, Ohio Wesleyan University; M.A. 1965, Ph.D. 1967, University of Utah
- AMRHEIN, John K. (1984), Dean of Library Services, Emeritus; B.A. 1961, Duquesne University; M.L.S. 1963, University of Pittsburgh; M.A. 1967, Pennsylvania State University

- ANDERSON, Robert K. (1971), Professor of Language & Literature, Emeritus; B.A. 1966, Brigham Young University; Ph.D. 1973, Saint Louis University
- ANDERSON, Roberta T. (1987), Professor of Speech Communication, Emerita; B.S. 1955, University of Wisconsin, Milwaukee; M.Ed. 1965, Ph.D. 1972, University of Illinois, Urbana
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- MAYOL, Pete S. (1968), Professor of Botany, Emeritus; B.S.A. 1957, University of the Philippines; M.S. 1965, Oklahoma State University; Ph.D. 1968, Purdue University
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- McGEE, Winston E. (1976), Professor of Art, Emeritus; B.J. 1948, A.M. 1949, University of Missouri
- MIDDLETON-KEIRN, Susan (1981), Professor of Anthropology/Women Studies, Emerita; B.A. 1967, M.A. 1970, Ph.D. 1975, University of Florida
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- MORICONI, R. J. (1968), Professor of Education, Emeritus; A.B. 1955, M.A. 1957, Stanford University; Ed.D. 1967, University of Florida

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- NELSON, Wayne E. (1970), Professor of Physical Education, Emeritus; B.S. 1951, M.S. 1957, University of Wisconsin; Ed.D. 1970, University of New Mexico
- NORTON, Max C. (1961), Professor of Communication Disorders, Emeritus; B.A. 1951, M.A. 1955, University of the Pacific; Ph.D. 1962, University of Denver
- OPPENHEIM, Samuel A. (1971), Professor of History, Emeritus; B.A. 1962, University of Arizona; A.M. 1964, Harvard University; Ph.D. 1972, Indiana University
- PANDELL, Alexander J. (1970), Professor of Chemistry, Emeritus; B.S. 1964, San Francisco State University; Ph.D. 1968, Stanford University
- PAPAGEORGE, Andrew J. (1984), Professor of Management, Emeritus; B.S. 1943, U.S. Naval Academy; M.B.A. 1954, Stanford University; Ph.D. 1967, University of California, Los Angeles
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- PARTON, Ralf (1963), Professor of Art, Emeritus; Diploma 1953, Albright Art School; B.A. 1954, State University of New York at Buffalo; M.A. 1955, Columbia University
- PIERCE, Wayne S. (1971), Professor of Botany, Emeritus; A.B. 1964, Humboldt State University; M.S. 1967, Ph.D. 1971, Washington State University
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- RENNING, H. Dieter (1970), Professor of Economics, Emeritus; Dr. rer. pol. (Doctor of Economics) 1961, University of Freiburg, Germany
- REUBEN, Paul P. (1971), Professor of Language & Literature: English, Emeritus; B.A. 1961, Patna College, India; M.A. 1963, Patna University, India; Ph.D. 1970, Bowling Green State University
- RHODES, Cecil A. (1989), Professor of Criminal Justice, Emeritus; B.A. 1973, California State University, Fresno; J.D. 1980, Western State University College of Law

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- SANTOS, Robert Lee (1980), International Students Advisor; Student Services Professional, Academic Related III, Emeritus; B.A. 1968, California State University, Stanislaus; M.A. 1970, California State University, Sacramento; Ph.D. 1979, Southern Illinois University at Carbondale
- SCHWARCZ, Ervin H. (1967), Professor of Physics, Emeritus; B.S. 1945, Ohio State University; M.S. 1948, Ph.D. 1955, University of Michigan
- SETTERA, George E., Jr. (1971), Professor of Language and Literature, Emeritus; B.S. 1964, Portland State University; Ph.D. 1971, University of Oregon
- SHAW, Gary C. (1969), Professor of Political Science, Emeritus; B.A. 1966, Utah State University; M.A. 1967, Ph.D. 1970, Michigan State University
- SHERMAN, Stanley E. (1969), Professor of Psychology, Emeritus; B.A. 1956, University of California, Berkeley; B.D. 1959, Berkeley Baptist Divinity School; M.A. 1966, San Jose State University; Ph.D. 1969, University of Washington; Certified Clinical Psychologist 1970, State of California
- SMITH, Priscilla R. (1968), Professor of Education, Emerita; A.B. 1941, John R. Stetson University; M.Ed. 1955, National College Education; Ed.D. 1963, University of Denver
- SMURR, J. W. (1967), Professor of History, Emeritus; B.A. 1950, M.A. 1951, University of Montana; Ph.D. 1960, Indiana University
- THOMPSON, Evan M. (1965), Professor of Organic/General Chemistry, Emeritus; B.A. 1960, Ph.D. 1964, Brigham Young University
- TORDOFF, Walter III (1970), Professor of Zoology, Emeritus; B.A. 1965, University of Massachusetts; M.S. 1967, Ph.D. 1971, Colorado State University
- TOWELL, Janet H. (1990), Professor of Teacher Education, Emerita; B.S. 1972, M.A. 1979, Appalachian State University; Ed.D. 1985, University of Maryland, College Park
- TRIPI, Frank J. (1971), Professor of Sociology, Emeritus; B.A. 1961, M.A. 1963, California State University, Los Angeles; Ph.D. 1971, University of California, Los Angeles
- VANDERMOLEN, Ronald J. (1969), Professor of History, Emeritus; B.A. 1961, Calvin College; M.A. 1962, DePaul University; Ph.D. 1969, Michigan State University

- VAN REGENMORTER, Robert J. (1981), Professor of Accounting, Emeritus; B.A. 1963, Ferris State College; M.B.A. 1966, Michigan State University; Ph.D. 1973, Oklahoma State University; C.P.A. 1974, State of Tennessee (inactive)
- VELLENGA, Daniel R. (1986), Professor of Finance, Emeritus; B.S. 1961, M.B.A. 1963, University of Illinois, Urbana; Ph.D. 1974, Michigan State University
- WADE, Jere D. (1969), Professor of Drama, Emeritus; B.A. 1958, M.A. 1966, University of California, Davis; Ph.D. 1972, University of Oregon
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- WASHINGTON, Delo E. (1972), Professor of Black Studies, Emerita; B.A. 1957, Spelman College; M.S.W. 1959, Atlanta University; Ph.D. 1977, University of California, Berkeley
- WEBSTER, William G. (1976), Professor of Education (Joint Appointment in Advanced Studies in Education and Teacher Education), Emeritus; B.S. 1951, Southern University, Baton Rouge; M.S. 1967, California State University, Hayward; Ed.D. 1976, University of the Pacific
- WEEDON, Jerry L. (1971), Professor of Speech Communication, Emeritus; B.A. 1958, California State University, Long Beach; M.A. 1963, Ph.D. 1969, University of California, Los Angeles
- WILLIAMS, Daniel F. (1971), Professor of Zoology, Emeritus; B.A. 1966, Central Washington State College; M.S. 1968, Ph.D. 1971, University of New Mexico
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- WOLD, John T. (1970), Professor of Political Science, Emeritus; B.A. 1965, California Lutheran University; M.A. 1968, Ph.D. 1972, Johns Hopkins University
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Vallejo, CA 94590
Dr. William B. Eisenhardt, President
(707) 654-1000
www.csum.edu

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Dianne F. Harrison, President
(831) 582-3330
www.csumb.edu

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
Dr. Jolene Koester, President
(818) 677-1200
www.csun.edu

California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. J. Michael Ortiz, President
(909) 869-7659
www.csupomona.edu

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Alexander Gonzalez, President
(916) 278-6011
www.csus.edu

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397
Dr. Albert K. Karnig, President
(909) 880-5000
www.csusb.edu

San Diego State University
5500 Campanile Drive
San Diego, CA 92182
Dr. Stephen L. Weber, President
(619) 594-5000
www.sdsu.edu

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Dr. Robert A. Corrigan, President
(415) 338-1111
www.sfsu.edu

372 DIRECTORIES

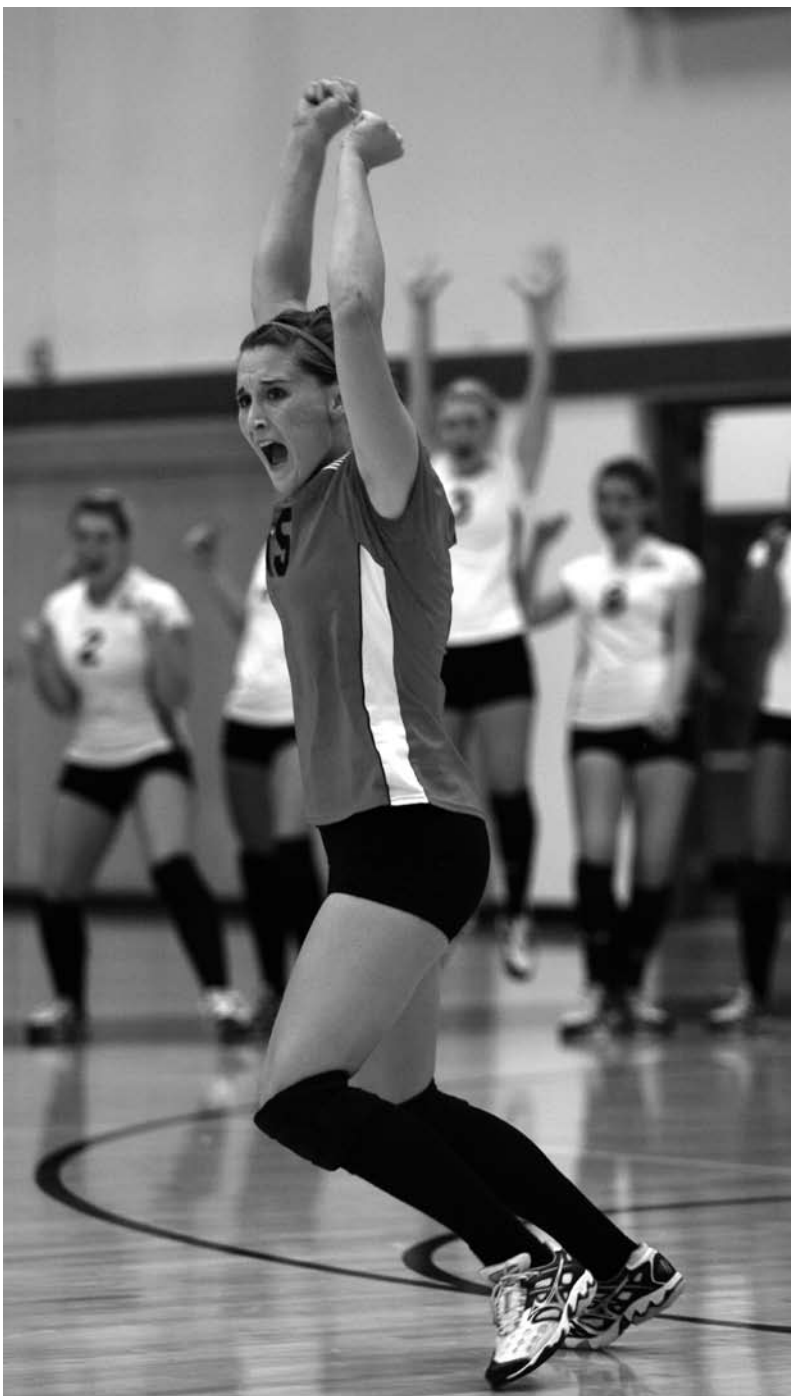
San José State University
One Washington Square
San Jose, CA 95192-0001
Mr. Don Kassing, President
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www.sjsu.edu

California Polytechnic State University,
San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111
www.calpoly.edu

California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
Dr. Karen S. Haynes, President
(760) 750-4000
www.csusm.edu

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
(707) 664-2880
www.sonoma.edu

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95382-0299
Dr. Hamid Shirvani, President
(209) 667-3122
www.csustan.edu



The California State University

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

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

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

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

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All the campuses require for graduation a basic program of “General Education Requirements” regardless of the type of bachelor’s degree or major field selected by the student.

The CSU offers more than 1,800 bachelor’s and master’s degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study.

In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. Continuing to expand its educational scope, seven CSU campuses began offering educational doctorate programs in fall 2007, and six more campuses will launch programs in 2008. The Ed.D. programs will meet workforce demands for advanced training for administrators in California's public K-12 school systems and community colleges.

Enrollments in fall 2008 totaled 450,000 students who were served by 46,000 faculty and staff. The system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. Nearly 2.5 million persons have been graduated from CSU campuses since 1960.

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 Quebec 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.

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 coursework prerequisites.

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at www.gateway.calstate.edu/csuienet/.

Availability of Institutional and Financial Assistance Information

The following information concerning student financial assistance may be obtained from the Director of Financial Aid/Scholarships, Mary Stuart Rogers (MSR) Building, Room 100, (209) 667-3336:

1. Student financial assistance programs available to students who enroll at CSU Stanislaus;
2. The methods by which such assistance is distributed among recipients who enroll at CSU Stanislaus;
3. The means, including forms, by which application for student financial assistance is made and requirements for accurately preparing such application;
4. The rights and responsibilities of students receiving financial assistance; and
5. The standards the student must maintain to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance.

The following information concerning the cost of attending CSU Stanislaus is available from the Financial Aid/Scholarships Department, (209) 667-3336:

1. Fees and tuition (where applicable);
2. Estimated costs of books and supplies;
3. Estimates of typical student room and board costs and typical commuting costs; and
4. Any additional costs of the program in which the student is enrolled or expresses a specific interest.

Information concerning the refund policy of CSU Stanislaus for the return of unearned tuition and fees or other refundable portions of costs is available from the Financial Services Office, (209) 667-3063.

Information concerning CSU Stanislaus policies regarding any refund due to the Federal Title IV student assistance programs as required by the regulations is available from the Financial Aid Office, (209) 667-3336.

Information concerning the academic programs of CSU Stanislaus may be obtained from the Vice Provost for Academic Affairs, MSR 370, (209) 667-3082 and may include:

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. The faculty and other instructional personnel;
4. Data regarding student retention at CSU Stanislaus and, if available, the number and percentage of students completing the program in which the student is enrolled or expressed interest; and
5. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Information regarding special facilities and services available to handicapped students may be obtained from Disability Services, in MSR 210 or by calling (209) 667-3159.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Dean of Students Office, MSR 340, (209) 667-3144.

Information concerning policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from Public Safety/University Police Services, PSS, (209) 667-3114. The department also releases an annual campus security report.

Information regarding student retention and graduation rates and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Institutional Research Office, MSR 360, (209) 667-3281.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSU Stanislaus dedicates to its men's and women's teams may be obtained from the Athletics Department, G7, (209) 667-3016.

Information concerning teacher preparation programs, including the pass rate on teacher certification examinations, may be obtained from the Credential Processing Center, DBH 303, (209) 667-3534.

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Dean of Students Office, MSR 340, (209) 667-3144.

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

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2007/08 final budget amounts were \$2,788,910,000 from state General Fund appropriations (not including capital outlay funding), \$1,016,931,000 from State University Fee (SUF) Revenue, \$403,278,000 from other fee revenues, and reimbursements for a total of \$4,209,119,000. The number of projected 2007/08 full-time equivalent students (FTES) is 348,262. The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2007/08 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is \$10,928 and when including all sources as indicated below is \$12,086. Of this amount, the average student fee support per FTE is \$3,551, which includes all fee revenue in the state higher education fund (e.g. State University Fee, nonresident tuition, application fees, miscellaneous course fees).

2007/08	Amount	Average Cost per FTE Student	Percentage
Total Support Cost	\$4,209,119,000	\$12,086	100%
• State Appropriation	2,788,910,000	8,008	66%
• Student Fee Support ¹	1,016,931,000	2,920	24%
• Other Income & Reimbursements ²	403,278,000	1,158	10%

¹Student fee support represents campus 2007/08 final budget submitted State University Fee revenue.

²The other income and reimbursements represent campus other fee 2007/08 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.

The average CSU 2007/08 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is \$3,199. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Career Services

The Career Services Office may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Any such data provided must be in a form that does not allow for the identification of any individual student.

This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the CSU system.

Determination of Residence for Tuition Purposes

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

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

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

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

Non-citizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

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

Residence determination dates are set each term. They are:

Fall	September 20
Winter	January 5 (CSU Stanislaus only)
Spring	January 25
Summer	June 1

The residence determination dates for the four stages of CalStateTEACH are as follows:

Stage 1	September 20
Stage 2	January 5
Stage 3	June 1
Stage 4	September 20

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

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

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

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

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

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

Impacted Programs

The CSU designates programs as impacted when more applications from minimally CSU-eligible students are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. Candidates for admission must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. Detailed impactation information is available at www.calstate.edu/AR/impactioninfo.shtml and via www.csumentor.edu. An announcement will also be published in the *CSU Review*, distributed to high school and college counselors, and made available online at www.calstate.edu/AR/csureview. Information about the supplementary criteria also is also provided to program applicants.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered in impacted programs at more than one campus should file an application at each campus for which they seek admissions consideration.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible and no later than October of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the *CSU Review* and are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplemental admissions criteria are also provided at www.calstate.edu/AR/impactioninfo.shtml.

Immigration Requirements for Licensure

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

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation of these requirements is available from Ms. Hildy Heath, Director of the Office of International Education. Contact (209) 667-3117 or stop in at the Student Services Building Room 144.

Intrasystem and Intersystem Enrollment Programs

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

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from Admissions & Records, MSR 120, (209) 667-3152.

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

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

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

Family Educational Rights and Privacy Act (FERPA)

(also known as the Buckley Amendment)

Policy and Procedures - Rights and Obligations

It is the policy of California State University, Stanislaus, to honor all rights and to comply with all obligations arising under the Family Educational Rights and Privacy Act (FERPA).

What is FERPA?

FERPA is a federal law that protects the privacy of student educational records under designated circumstances. All schools or universities that receive federal funds are subject to FERPA requirements. Primary rights of students under FERPA include:

- The right to have some control over the disclosure of certain information and educational records
- The right to inspect and review educational records
- The right to seek to amend or supplement educational records

Record Rights

Students who are over the age of eighteen or attending a university are considered an "eligible student," meaning the rights to their records have transferred from their parents to themselves.

Annual Notification of Rights

Students shall be notified of FERPA rights on an annual basis, by publication in the California State University, Stanislaus Catalog, the California State University, Stanislaus Schedule of Classes, and the California State University, Stanislaus, World Wide Web site.

FERPA Rights, Obligations, Procedures

Who is Responsible for Upholding FERPA Protections?

All members of the campus with access to, oversight of, or responsibilities for the maintenance of student records are responsible for upholding FERPA protections. Student rights under FERPA may impose compliance obligations upon faculty members within the classroom, and upon associated classroom practices, in addition to those obligations imposed upon staff and managers within administrative departments responsible for creating, maintaining, and securing student data and records. Individuals may, under certain circumstances, be held legally responsible for the release of confidential information protected by FERPA.

Faculty and Academic Departments

The posting or display of emblems of academic performance, and the disclosure of information contained in confidential student records, generally require official student consent. That consent may be gained, for example, by circulating a statement of consent collectively to all students in a classroom for their signature of official endorsement.

Administrative Units

Steps should be taken to adequately and appropriately protect student records in compliance with law and policy.

Accessing Student Records

Students Seeking Access to the Student's Own Records

Students wishing to view the contents of their Educational Records must contact the appropriate records custodian in the office maintaining the records they seek, generally the Office of Admissions and Records, to request an appointment to view these records. Access to inspect records shall normally be granted to the student making the request no later than fifteen (15) working days following the date of the request from the student. Original records shall not leave the office where the records are maintained.

Fees for Copies of Records

While the student retains the right to inspect his or her records, the California State University, Stanislaus is not generally required under FERPA to provide copies of documents contained in the educational record. With the exception of transcripts, which may be subject to separate provisions, requests for copies of records may be subject to an administrative copying fee.

Limitations on Access to Educational Records

The following limitations exist regarding the student's right to inspect and review records:

- The University retains the right to deny copies of records if the student has an unpaid or delinquent financial obligation to the University, pursuant to Section 42381, Title 5, California Code of Regulations, and the California State University's Executive Order 145.
- When a record contains information about more than one student, the student may inspect and review only the records that relate to him or her.
- Students may not access information pertaining to the financial status of his or her parents.
- Students may not access confidential letters and confidential statements of recommendation placed in educational records prior to 1975, or confidential letters and statements of recommendations for which the student has waived the right to review.
- Individuals do not have the right, under FERPA, to inspect and review their admissions application, if that application was denied.

Parental Access to Records

Parents are not eligible to access their child's non-directory information unless the student has authorized this release; or unless the student has been claimed as a dependent on their parents' federal income taxes.

Parents, legal guardians, or other relevant family members seeking information contained within protected student records, including grade reports, should be directed to the Office of the Vice President for Student Affairs or the Office of Admissions and Records.

Faculty, Staff, and Administrators Seeking Access

Requests should be submitted to the appropriate records custodian, generally the campus admissions and records officer or equivalent departmental or college official, who shall maintain copies of requests submitted and granted. Requests must demonstrate a legitimate educational interest, or a legitimate rationale for access in the case of university officials requesting access to student educational records.

Who is Responsible for Ensuring FERPA Compliance?

The Offices of the Vice President for Student Affairs, Business and Finance, Development and University Relations, and Academic Affairs all have obligations and input regarding the proper maintenance of relevant student records, and the proper implementation and adherence to protocols designed to uphold FERPA rights and obligations, within their respective units, colleges, and departments.

What Student Information is Covered By FERPA?

FERPA establishes two categories of information:

Directory Information

Pre-established categories of information available to the public:

- Student name
- Address
- Telephone number
- Date and place of birth
- Honors and awards
- Dates of attendance
- University-assigned e-mail
- Photograph
- Enrollment Status
- Weight and height of members of the athletic team
- Degrees received
- Major field of study

BUT: Eligible students/parents may request non-disclosure, and must be given the opportunity and reasonable time to so request.

Non-Directory Information is not available to the general public:

- Social Security number/Student identification number
- Race/ethnicity/nationality/gender
- Grades
- Course schedules
- Transcripts
- Disciplinary files/actions

Releasing Information

Directory information will be released to a member of the public upon submission of the appropriate request form to the university Admissions & Records Office. As noted, students have the right to request non-disclosure of directory information.

Non-directory information will only be released upon written authorization from the student.

Student Requests for Non-Disclosure of Directory Information

Students can file a form with the Admissions & Records Office if they do not want public information included in the directory.

Disclosure of Non-Directory Records Without Student Consent

Under certain circumstances, the campus is permitted to release information without the student's consent. Examples of individuals or circumstances prompting permissible disclosure without consent include, but are not necessarily limited to:

- School officials who have a legitimate educational interest in the records.
- Parents of an eligible student who is claimed as a dependent for income tax purposes.
- Appropriate parties in a health or safety emergency.
- The parent or legal guardian of a student under the age of 21, when that student has broken University policy or state or federal law as it applies to the use and/or possession of alcohol or controlled substances.
- In cases involving the results of a disciplinary hearing where the alleged victim has been subject to a crime of violence.
- To comply with federal laws, such as the Patriot Act.
- To comply with other federal or state legislation passed subsequent to FERPA, including but not limited to the Tax Payer Relief Act.
- To comply with a California judicial order or lawfully issued subpoena.

References

U.S. Department of Education; Family Educational Rights and Privacy Act (FERPA)

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Making Up Missing College Preparatory Subject Requirements

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

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

Please consult with any CSU Admission Office for further information about alternative ways to satisfy the subject requirements. Due to enrollment pressures, many CSU campuses do not admit or enroll lower division transfer students.

Use of Social Security Number

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

Student Body Fee Establishment/Abolishment Procedure

The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The student body fee was established at CSU Stanislaus by student referendum on November 19, 1987. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code, sections 90012, 90027, and 90068. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs.

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

For more information or questions, please contact Colleen Nickles, Senior Director of Financing & Treasury in the CSU Chancellor's Office, at (562) 981-4579 or cnickles@calstate.edu.

Student Conduct

Title V, California Code of Regulations

Article 2. Student Conduct

41301. Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

(a) Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

1. Dishonesty, including:
 - a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - b. Furnishing false information to a University official, faculty member, or campus office.
 - c. Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - d. Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of University property.
3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

4. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8. Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:

“Hazing” includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term “hazing” does not include customary athletic events or other similar contests or competitions.

A group of students acting together may be considered a “student organization” for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

11. Theft of property or services from the University community, or misappropriation of University resources.
12. Unauthorized destruction, or damage to University property or other property in the University community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
 - a. Unauthorized entry into a file, for any purpose.
 - b. Unauthorized transfer of a file.
 - c. Use of another's identification or password.
 - d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - f. Use of computing facilities and resources to interfere with normal University operations.
 - g. Use of computing facilities and resources in violation of copyright laws.
 - h. Violation of a campus computer use policy.
16. Violation of any published University policy, rule, regulation or presidential order.
17. Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

19. Violation of the Student Conduct Procedures, including:
 - a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - b. Disruption or interference with the orderly progress of a student discipline proceeding.
 - c. Initiation of a student discipline proceeding in bad faith.
 - d. Attempting to discourage another from participating in the student discipline matter.
 - e. Attempting to influence the impartiality of any participant in a student discipline matter.
 - f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Application of this Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

(d) Procedures for Enforcing this Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

41302. Disposition of Fees: Campus Emergency; Interim Suspension

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension.

During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

**Learning Disabled Student
G.E.-Breadth Requirement Waiver**

A student with a diagnosed learning disability or neurological disorder, which significantly impairs academic performance in a specified area, may be eligible for a waiver of a General Education-Breadth (GEB) requirement. A student desiring to pursue this option should contact the office of Disabilities Resource Services at (209-667-3159) and submit a copy of the documentation of his/her disability. The documentation will then be reviewed by the appropriate Disabilities Resource Services professional to determine if the severity of the student's disability qualifies him/her for a waiver of a GEB requirement.

Note: Students for whom the GEB requirement is waived are required instead to complete additional coursework in a related area of the GEB program which will substitute for the requirement that has been waived.

The student's documentation must meet the following requirements:

- a. The student with a learning disability must have documentation showing deficits in the area under consideration, and these deficits must severely compromise the student's skills in this academic area.
- b. The student with a neurological disorder must have documentation that specifically states that the disorder severely compromises the student's skills in the academic area under consideration.
- c. Additional testing and/or documentation may be required if the submitted documentation does not meet the standards used by the California State University System.

The following procedures describe how a student should apply for a waiver of a GEB requirement once it has been established that the student qualifies for this academic accommodation:

1. If appropriate, the student will (a) have taken any required placement tests (e.g., Entry Level Mathematics exams) with appropriate testing accommodations and (b) have attempted any appropriate developmental course(s) (e.g., mathematics) with accommodations in both testing and instructional methods.
2. The student must be registered with the Office of Disabilities Resource Services.
3. The student will submit a "Student Petition for Exception to University Requirement" to the appropriate Disabilities Resource Services professional.

4. The student will also submit a letter to the appropriate Disabilities Resource Services professional that addresses the following:
 - a. Type of disability
 - b. Previous “good-faith” efforts made in the academic area under consideration and support services utilized in these efforts
 - c. Potential for success at the University
 - d. Chosen major

Note: The waiver of a GEB requirement is only allowed if the course under consideration is neither a requirement within the student’s major nor a prerequisite.

5. The Disabilities Resource Services professional will recommend approval of the waiver of the GEB requirement to the Vice Provost for Academic Affairs or his/her designee.

Note: The course used to substitute for the GEB requirement will be determined by the Vice Provost for Academic Affairs (or his/her designee), in consultation with the appropriate Disabilities Resource Services professional.

6. The Vice Provost for Academic Affairs (or his/her designee), in consultation with the appropriate Disabilities Resource Services professional, will decide whether the substitution and/or waiver is warranted. If the waiver is approved, the Office of Enrollment Services will be notified.

7. If the student wishes to appeal the decision, a request may be submitted to the University-Wide Appeals Committee.

Note: Students who decide to pursue a teaching credential, waiver program, or licensure, will still be required to demonstrate proficiency on state-mandated tests (e.g., CBEST, PRAXIS, licensing exams) and/or in coursework in the waiver program (e.g., MATH 1030, MATH 1040).

Learning Disabled Student Course Substitutions in the Major, Minor, or Concentration

A student with a diagnosed learning disability, neurological disorder, or physical disability which significantly impairs academic performance in a specified area, may be eligible for a waiver of a requirement in the student’s major, minor, concentration, or specified prerequisites. Substitutions are only allowed if the course is not deemed by the Department to be essential to the academic integrity of the program in question. A student desiring to pursue this option should contact the Department Chair in the major or minor to inquire whether a waiver is permitted.

Note: Students for whom a requirement is waived are required instead to complete additional course work that will substitute for the requirement that has been waived.

If the Department determines that a waiver of this course is permitted, then the student must submit documentation of the disability to the office of Disabilities Resource Services. The documentation must meet the following requirements:

- a. The student with a learning disability must have documentation showing deficits in the area under consideration, and these deficits must severely compromise the student’s skills in this academic course.
- b. The student with a neurological disorder must have documentation that specifically states that the disorder severely compromises the student’s skills in the academic course under consideration.
- c. The student with a physical disability must have documentation that specifically states that the student is unable to perform the physical tasks necessary in the academic course under consideration.
- d. Additional testing and/or documentation may be required if the submitted documentation does not meet the standards used by the California State University System.

The following procedures describe how a student should apply for a waiver of a major, minor, concentration, or prerequisite requirement once (a) the Department has determined that a waiver is permitted and (b) Disabilities Resource Services has established that a student with a learning disability, neurological disorder, or physical disability qualifies for this academic accommodation:

1. The student must be registered with Disabilities Resource Services.
2. The student will submit a “Student Petition for Exception to University Requirement” to the Department Chair.

3. The student will also submit a letter to the Department Chair that addresses the following:
 - a. Type of disability
 - b. Previous “good-faith” efforts made in the academic area under consideration and support services utilized in these efforts
 - c. Potential for success in this major or minor
4. The Department Chair, in consultation with the appropriate Disability Resource Services professional, shall make a decision about the appropriateness of the petition. If approved, then the Department Chair (a) will write a memo to Enrollment Services regarding this decision, with a copy going to Disability Resource Services and (b) will determine, in consultation with the appropriate Disability Resource Services professional, which course will substitute for the waived requirement.
5. If the student wishes to appeal the decision of the Department, a request may be submitted to the University-Wide Appeals Committee.

or

The Department’s decision shall be considered final.

Note: If a student decides to pursue a teaching credential, waiver program, or licensure, s/he will still be required to demonstrate proficiency on state-mandated tests (e.g., CBEST, licensing exams) and/or in coursework in the waiver program (e.g., MATH 1030, MATH 1040).

Course Numbering System

Course Level Identification

- 0001–0999....Prebaccalaureate courses. These courses do not carry unit credit toward the 120 units required for a bachelor's degree and are not included in grade point average calculations. May be used in financial aid unit calculations and excess unit approval requirements.
- 1000–2999....Lower-division courses designed primarily for freshmen and sophomores
- 3000–4999....Upper-division courses designed primarily for juniors and seniors, and certain selected courses for graduate students. These courses should be taken by freshmen and sophomores only under unusual circumstances approved by both the instructor and major advisor.
- 5000–5999....Graduate courses. Open only to qualified graduate students. (Last-semester seniors within 9 units of graduation may enroll for postbaccalaureate credit with written approval.)

- 6000–6999....Professional postbaccalaureate courses. These courses do not substitute for course credit in a credential sequence and will not be applied toward General Education, major, minor, or elective requirements for the bachelor's degree.
- 7000-7999.....Noncredit courses. These courses are not applicable to baccalaureate or advanced degrees, or to a credential program.
- 8000-8999.....Extended Education Certificate program courses and those yielding continuing education units (CEUs). These courses are not applicable to baccalaureate or advanced degrees, or to a credential program.

Note: Only courses numbered 1000-4999 for undergraduate students carry unit credit toward the 120 units required for a bachelor's degree.

Special Course Numbers

For uniformity, certain types of courses have been listed under a single number by all departments and divisions as follows:

491X	Cooperative Education
494X, 594X	Internship/Field Work
295X, 495X, and 595X.....	Selected Topics
496X	Senior Seminars
498X, 598X.....	Individual Study
499X and 599X.....	Thesis
596X	Graduate Project
7005	Continuing Thesis or Project

Note: In previous years, the fourth digit may have been used to indicate course unit value.

Explanation of Course Notations

The notations used in course descriptions listed under the various departments are as follows:

1. Courses offered for varying units are so indicated, e.g., (2-4 units).
2. A notation such as (Formerly 4500) at the beginning of a course description indicates the course was previously numbered 4500 and credit for both courses is not allowed.
3. To assist in planning an academic program, many courses in this catalog are marked to indicate when they will be offered, e.g., fall, winter, spring, or summer. It is possible courses without those designations will not be offered during 2006-2007. Check the Schedule of Classes.

Agencies Accredited by the Commission for Foreign Transcription Evaluation

Academic Credentials Evaluation Institute

P.O. Box 6908
Beverly Hills, CA 90212
(310) 275-3530
(800) 234-1597
Fax: (310) 275-3528
Website: www.aceil.com

Academic & Professional International Evaluations, Inc.

P.O. Box 5787
Los Alamitos, CA 90721-5787
(562) 594-6498
Website: www.apie.org

American Education Research Corporation

P.O. Box 996
West Covina, CA 91793-0996
(626) 339-4404
Fax: (626) 339-9081
Website: www.aerc-eval.com

Educational Credential Evaluators, Inc.

P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
Fax: (414) 289-3411
E-mail: eval@ece.org
Website: www.ece.org

Educational Records Evaluation Service

601 University Avenue, Suite 127
Sacramento, CA 95825
(866) 411-3737 (916) 921-0790
Fax: (916) 921-0793
E-mail: edu@eres.com
Website: www.eres.com

Institute for International Credentials Evaluations at California State University, Fresno

5150 North Maple Avenue, M/S 56
Joyal Administration, Room 211
California State University, Fresno
Fresno, CA 93740-8026
(559) 278-7622
Fax: (559) 278-7879
E-mail: iicecsufresno@cvip.net

International Education Research Foundation, Inc. Credentials Evaluation Service

P.O. Box 3665
Culver City, CA 90231-3665
Telephone: (310) 258-9451
Fax: (310) 342-7086
E-mail: info@ierf.org
Website: www.ierf.org

World Education Services Application for Evaluation of Foreign Educational Credentials

San Francisco Regional Office
P.O. Box 26879
San Francisco, CA 94126-6879
Telephone: (415) 677-9378
Fax: (415) 677-9333
E-mail: sf@wes.org

Note: All of the listed evaluation agencies offer rush services at an additional cost. Contact the agency for more information on fees and other requirements for the evaluation.



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Graduate Degrees by Colleges and Departments

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Interdisciplinary Programs

- Master of Arts in Interdisciplinary Studies
- Master of Arts in Interdisciplinary Studies
Child Development Concentration
- Master of Science in Interdisciplinary Studies

College of the Arts

Certificate Program

- Printmaking

College of Business Administration

- Master of Business Administration
- Executive Master of Business Administration

Department of Accounting and Finance

- Master of Science in Business Administration
- Finance: International Finance

College of Education

Department of Advanced Studies in Education

Credential Programs

- Administrative Services — Preliminary Credential
- Administrative Services — Intern Credential
- Education Specialist: Mild/Moderate Disabilities
- Education Specialist: Moderate/Severe Disabilities
- Pupil Personnel Services Credential

Master of Arts in Education (MA)

- Educational Technology
- School Administration
- School Counseling
- Special Education

Certificate Program

- Community College Leadership

Department of Physical Education and Health

Master of Arts in Education (MA)

- Physical Education

Department of Teacher Education**Credential Programs**

Multiple Subject Credential

Reading/Language Arts Specialist Credential

Single Subject Credential

Master of Arts in Education (MA)

Curriculum and Instruction: Elementary Education

Curriculum and Instruction: Multilingual Education

Curriculum and Instruction: Reading

Curriculum and Instruction: Secondary Education

Certificate Program

Middle/Junior High School Studies

College of Human and Health Sciences**Department of Psychology**

Master of Arts in Psychology

Master of Science in Psychology

Behavior Analysis

Counseling

Certificate Program

Child Development

Department of Social Work

Master of Social Work

College of Humanities and Social Sciences**Department of Criminal Justice**

Master of Arts in Criminal Justice

Department of English

Master of Arts in English

Literature

Rhetoric and the Teaching of Writing

Teaching English to Speakers of Other Languages (TESOL)

Certificate Program

Teaching English to Speakers of Other Languages (TESOL)

Department of History

Master of Arts in History

International Relations

Secondary School Teachers

Department of Politics and Public Administration

Master of Public Administration

Department of Sociology**Certificate Program**

Gerontology

College of Natural Sciences**Department of Biological Sciences**

Master of Science in Ecology and Sustainability

Ecological Conservation

Ecological Economics

Master of Science in Marine Sciences

Degree Programs**Master of Arts**

Criminal Justice

Education: Curriculum and Instruction: Elementary Education

Curriculum and Instruction: Multilingual Education

Curriculum and Instruction: Reading

Curriculum and Instruction: Secondary Education

Educational Technology

Physical Education

School Administration

School Counseling

Special Education

English: Literature

Rhetoric and the Teaching of Writing

Teaching English to Speakers of Other Languages (TESOL)

History: International Relations

Secondary School Teachers

Interdisciplinary Studies: Child Development

Psychology

Master of Business Administration**Executive Master of Business Administration****Master of Public Administration****Master of Science**

Ecology and Sustainability

Ecological Conservation

Ecological Economics

Interdisciplinary Studies

Marine Sciences

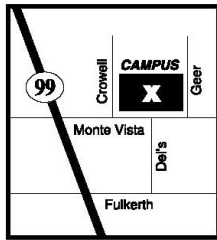
Psychology: Behavior Analysis

Counseling

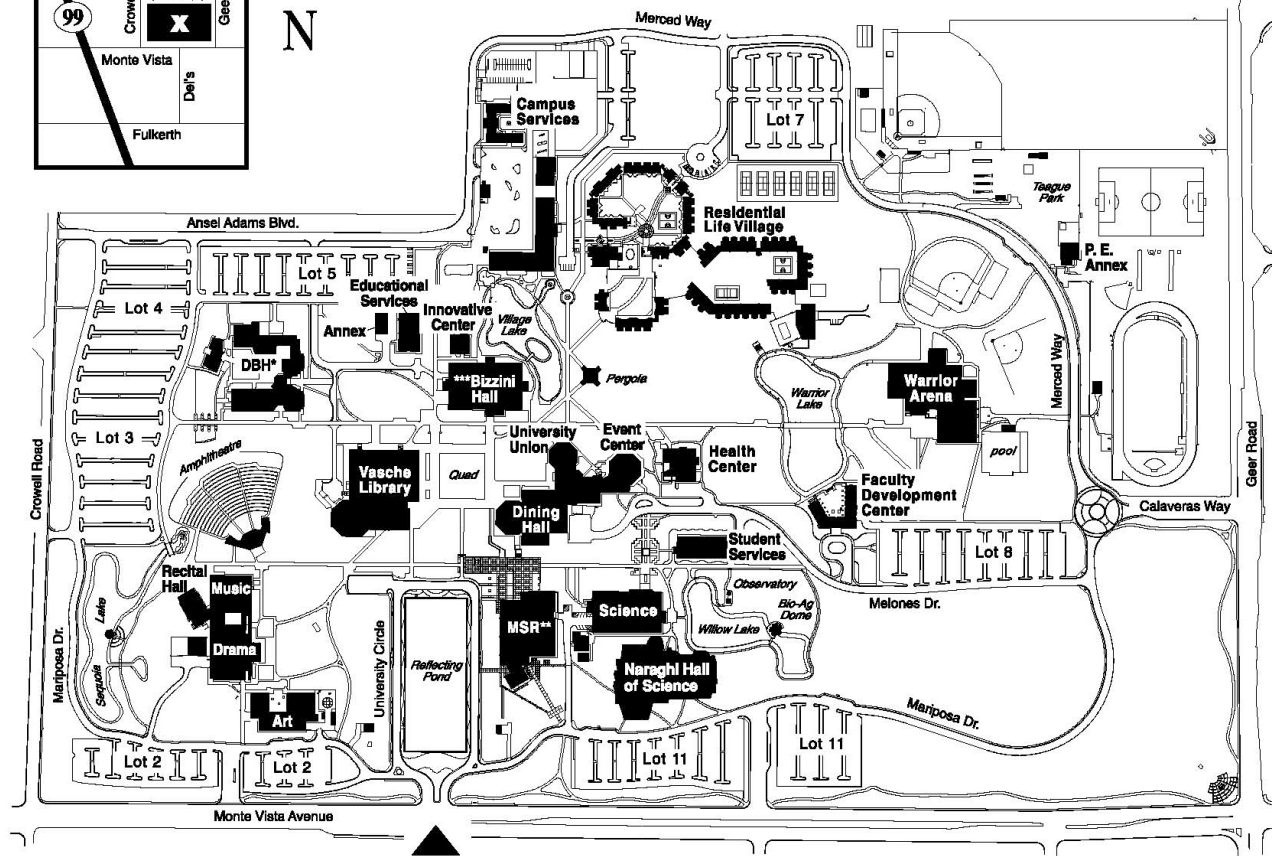
Master of Science Business Administration

Finance: International Finance

Master of Social Work



CSU STANISLAUS *Turlock, California*



ENTRANCE

- * DBH - Demergasso-Bava Hall
- ** MSR - Mary Stuart Rogers Educational Services Gateway Building
- *** Bizzini Hall - Dorothy & Bill Bizzini Hall/Classroom Building