

University Requirements and Regulations



Graduation Requirements for the Bachelor's Degree



GRADUATION REQUIREMENTS FOR THE BACHELOR'S DEGREE

- Unit Requirements
- Residence Requirement
- Grade Point Average Requirements
- Distribution of Requirements
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UNIT REQUIREMENTS

A. Total Unit Requirements

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

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

B. Upper-Division Requirement

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

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

C. Special Unit Totals

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

1. Transferable units from community or junior colleges70
2. Transferable units from a four-year university or college, or from a combination of two- and four-year institutions for degrees requiring 120 units 90
3. From credit by examination30
4. From extension and correspondence courses.....24
5. From credit/no credit courses.....36
6. From internship course.....6
7. From independent study courses.....9
8. From tutorial courses..... 3

RESIDENCE REQUIREMENTS

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

GRADE POINT AVERAGE REQUIREMENTS

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

1. An average based on all units attempted, including those attempted at other institutions.
2. An average based on all units attempted at CSUF.
3. An average based on all units attempted in the major.

DISTRIBUTION OF REQUIREMENTS

A. General Education

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

B. Major

The unit requirement in a major varies substantially from major to major. Refer to the Department listings for the specific requirements of any particular major.

C. Upper-Division Baccalaureate Writing Requirement

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

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

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

Courses

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

Students must pass these courses with a grade of C (2.0) or better. A list of courses designated for each major will appear in the online Class Schedule each semester.

Examination

After completing 60 units toward the baccalaureate, students must take the Examination in Writing Proficiency (EWP). To avoid delaying graduation, students should not postpone taking the exam later than the junior year. The EWP consists of a 90-minute essay. The EWP is evaluated by faculty selected throughout the univer-

sity who are trained specifically for this responsibility. A limited number of undergraduate students who have failed the EWP two or more times may apply for a specially designated non-credit writing course, English 199, Intensive Writing Review. Passing this course is equivalent to passing the examination. This course will not count toward graduation requirements, nor will it satisfy the upper-division writing course requirement described above. Information about registration for the EWP and testing dates is published in the online Class Schedule each semester.

Petitions

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

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

D. Minors

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

Students may wish to consult with an adviser in their major department for recommendations of suitable minor fields of study.

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

Below is a list of currently approved minors:

Advertising
Afro-Ethnic Studies
American Studies
Anthropology
Art
Asian Studies
Asian American Studies
Biotechnology
Business Administration
Chemistry
Chicano Studies
Child and Adolescent Development
Christian Studies
Computer Science
Criminal Justice
Economics
English
European Studies
French
Geography
Geology
German
Gerontology
Health Science
History
Human Services
Information Systems
International Politics
Japanese
Jewish Studies
Journalism
Kinesiology
Latin American Studies
Law, Politics and Society
Liberal Studies
Linguistics
Mathematics
Mathematics for Teacher Education
Military Science
Music
Natural Sciences
Philosophy
Physics
Political Science
Portuguese
Psychology
Public Administration
Public Relations

Radio-TV-Film
Religious Studies
Sociology
Spanish
Speech Communication
Women's Studies

E. Electives

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

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

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

F. Multiple Majors and Second Baccalaureate Degrees

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

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

It is possible for a student to complete a major in one degree (for example a B.S.) concurrently with an additional major from a different degree (for example a B.A.). This process is possible as long as the unit restrictions mentioned in the preceding paragraph, as well as minimum residence requirements, are met for both degrees. The completion of the second degree will be noted on the student's academic record.

Second baccalaureate degrees:

First degree completed elsewhere, second at Fullerton.

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

1. General education requirements: Students holding a baccalaureate degree from an accredited institution will be held to (a) the breadth requirements of Executive Order 595, i.e., 12 units in each of the areas of arts and humanities, social sciences, and math and science, (b) the statutory requirements and (c) the English Writing Proficiency requirements. Students will not be held to specific CSUF categories or courses.
2. all requirements in the major field of study
3. residence and scholarship requirements

Two baccalaureates from Fullerton (concurrent)

Students seeking two bachelor's degrees concurrently (i.e., in two different degree programs such as B.S. and B.A.) may qualify for graduation with the approval and recommendation of the faculty upon completion of the following:

1. minimum of 30 additional units in residence (a minimum of 30 units in residence is required for each bachelor's degree sought)
2. minimum of 24 additional upper-division units among the 30 additional residence units mentioned above
3. a minimum of 12 units in residence in courses offered by each of the departments in which the two degrees are being sought
4. all requirements in major fields of study, general education, scholarship, the Examination in Writing Proficiency, and all other minimum unit requirements

Two baccalaureates from Fullerton (sequential)

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

1. a minimum of 30 units have been earned in residence after the first degree has been granted
2. a minimum of 24 upper-division units have been earned among the 30 units mentioned above
3. a minimum of 12 units have been earned in courses offered by the department in which the second degree is being sought

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

GRADUATION REQUIREMENT CHECK

A candidate for graduation must file an application for a graduation requirements check after completion of 85 earned units and approximately 1 year prior to the student's anticipated graduation term. The \$115.00 graduation and diploma fee is not required when the application is filed. However, the student is advised to pay the graduation fee as soon as possible after application. A student can apply for graduation online through the TITAN Online Student Center.

Candidates for the baccalaureate should refer to the Admissions and Records website for application filing dates. A student should have earned at least 85 units and a substantial portion of the major requirements before requesting a graduation check. If the candidate does not complete the requirements in the semester indicated, a request for change of graduation date must be submitted to the Office of Admissions and Records. The cost is \$10.00.

Faculty Approval and Recommendation

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

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

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

General Education



GENERAL EDUCATION

Introduction
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INTRODUCTION

The General Education program at Cal State Fullerton is the basis of a university education. It is the foundation upon which each and every major is built. The goal of the campus is to provide a well-rounded citizen, not only of the region and the nation but the world as well. Thus, this broad-ranging curriculum has been carefully planned to assure that every graduate is exposed to current thinking and scholarship that hopefully will provide a lifetime of appreciation of the liberal arts and sciences, as well as the ability to grow intellectually, ethically, morally and technologically well into the 21st century.

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

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

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

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

TITAN DEGREE AUDIT

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

GENERAL EDUCATION REQUIREMENTS

Unit Requirements

51 total units including:

- 9 units upper division taken as a junior or senior
- 9 units in residence at CSUF
- 3 units in cultural diversity (courses marked with an asterisk*)
- Limited to either 9 units or 3 courses from a single department, excluding courses in G.E. Category I, Core Competencies

- Each course counts in only one G.E. category, except those meeting Category V, Cultural Diversity

Academic Standards

- Letter grade required
- “C” (2.0) or better required in G.E. Categories I.A, I.B, I.C. and III.A.1. Thus, a grade of C– (1.7) is not sufficient to fulfill these requirements
- CR/NC allowed if it is the only grade option available

Courses in Your Major

- Courses offered by the department of the student’s major may NOT be used to fulfill the unit requirements of Categories III or IV, with the exception of categories offering choices from only one department.
- Courses that are cross-listed meet G.E. requirements for all majors except those in the home department of the cross-listed course. The “home” department is the one under which the course description appears in the catalog. For example, Afro-Ethnic is the “home” department for Afro-Ethnic Studies 311/ Human Services 311; therefore, it cannot be used by Afro-Ethnic majors to meet G.E. requirements.
- Upper-division courses offered by the department of the student’s major may not be used for G.E. credit.
- Upper-division G.E. courses are not applicable for graduate degree credit, regardless of the student’s major or the department offering the course.

Transfer Students

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

1. CSU General Education-Breadth Program

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

2. Intersegmental General Education Transfer Curriculum (IGETC)

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

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

- No more than six units from any one category
- No more than six units from any one department
- No units from the department of the student’s major

- A minimum of three units of a “cultural diversity” (identified with an asterisk* course, if not met prior to transfer.
- Using their student portal, students can access their Titan Degree Audit to get a summary of their G.E. requirements.

CSUF General Education Plans

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

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

(courses are marked with a star *)

Students under earlier G.E. plans or who need help with the above chart should contact the Academic Advisement Center, University Hall 123, at 657-278-3606.

CERTIFICATION POLICY

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

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

LOWER-DIVISION TRANSFER PATTERNS BY MAJOR

Lower-Division Transfer Patterns (LDTP) present potential transfer students with a set of “road maps” to follow that will ensure appropriate academic preparation for studies at CSU and decrease time to graduation once these students enter the CSU. The LDTP for each discipline or major has statewide as well as campus-specific

components. The statewide component of the LDTP is appropriate for any CSU campus that offers the major and is comprised of general education coursework as well as some courses within the discipline. The campus-specific component identifies discipline-related coursework relevant to the major at the specific CSU campus where the student intends to transfer. Together these components for an LDTP will typically total at least 60 units, which is the number of units needed to transfer to CSUF as an upper-division student.

THE GOALS OF GENERAL EDUCATION

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

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

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

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

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

The goals of Category I, Core Competencies, are essential goals for the entire program of general education. Specifically, G.E. courses will include student writing assignments appropriate to the course. Writing assignments in G.E. courses should involve the organization and expression of complex data or ideas, and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student's writing competence shall be used in determining the final course grade.

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

I. CORE COMPETENCIES

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

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

A. Oral Communication

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

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

B. Written Communication

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

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

C. Critical Thinking

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

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

II. HISTORICAL AND CULTURAL FOUNDATIONS

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

A. The Development of World Civilization

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

- To understand holistically the origins and historical development of world civilizations within a global context.
- To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values and ideas.
- To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.
- To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.
- To understand and describe critically major political, economic, intellectual and cultural themes recurring throughout the history of the world.

B. American History, Institutions and Values

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

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

1. American History

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

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

2. Government

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

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

III. DISCIPLINARY LEARNING

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

A. Mathematics and Natural Sciences

1. Mathematics

Courses in Mathematics include the following goals for student learning:

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

- To explain the overall process and the particular steps by which a mathematical problem is solved.
- To demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

2. *Natural Sciences*

Natural Sciences include the following overall goals for student learning:

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

Energy	Patterns of Change
Stability	Scale and Structure
Evolution	Science as Inquiry
System and Interactions	Science and Society

- To apply scientific methodology through active experimental methods and experiences (laboratory/activity).
- To evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.
- To understand the dynamic and evolving nature of the sciences.
- To recognize the importance of scientific paradigms and methods in understanding scientific concepts.
- To solve theoretical or experimental problems that require knowledge of science concepts and scientific reasoning.
- To understand the issues raised by science for contemporary society and to appreciate the relevance and application of science in everyday life.
- To understand that there is synergism between science and technology – advances in science drive new technologies and new technologies make possible new advances in science. The principles of science provide the underpinnings of technology and, consequently, technology should be taught in conjunction with content directly linked to the scientific disciplines.

a. *Physical Science*

Physical Science includes the following goals for student learning:

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

Major Ideas in Physical Science

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

b. *Earth and Astronomical Sciences*

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

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

Major Ideas in Earth and Astronomical Sciences

- Earth materials and structures are organized in interacting systems; the earth itself is part of a planetary system.
- The earth changes continuously and is part of a universe that itself is changing. Energy and matter flow and cycle through earth and astronomical systems.
- Changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems.
- Earth and astronomical systems can be understood by applying the basic principles of the physical and life sciences.

c. *Life Science*

Life Science includes the following goals for student learning:

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

Major Ideas in Life Science

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

3. *Implications and Explorations in Mathematics and Natural Sciences*

Courses in this category draw upon, integrate, apply and extend knowledge and skills previously acquired in Category III.A. Disciplinary Learning: Mathematics and Natural Sciences. These courses have a substantial scientific and/or mathematical content and require completion of appropriate courses in Categories III.A.1 and III.A.2 as prerequisites to enrollment. In addition, courses in III.A.3. Implications and Explorations in Mathematics and Natural Sciences include the following goals for student learning:

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

B. Arts and Humanities

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

1. Introduction to the Arts

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

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

2. Introduction to the Humanities

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

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

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

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

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

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

C. Social Sciences

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

1. Introduction to the Social Sciences

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

- To reflect on what it means to be a social being.
- To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere.
- To understand the origins, workings and ramifications of social and cultural change in our own society or elsewhere.
- To understand what makes a social science different from other disciplines.
- To understand and compare the distinctive methods and perspectives of two or more social science disciplines.
- To understand major concepts, methods, theories and theorists in one or more of the social sciences.
- To apply these methods, perspectives and concepts to everyday, "real life" situations.
- To appreciate the relevance of the social sciences to social, political and/or economic institutions and behavior.
- To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes.

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

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.C. Disciplinary Learning: Social Sciences, and require completion of

appropriate courses in Category III.C.1 as a prerequisite to enrollment. In addition, courses in III.C.2. Implications, Explorations and Participatory Experience in the Social Sciences include the following goals for student learning:

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

IV. LIFELONG LEARNING

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

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

V. CULTURAL DIVERSITY

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

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

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

GENERAL EDUCATION COURSE REQUIREMENTS

I. Core Competencies (9 Units Minimum)

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

A. Oral Communication (3 units minimum)

B. Written Communication (3 units minimum)

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

C. Critical Thinking (3 units minimum)

II. Historical And Cultural Foundations (12 Units Minimum)

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

B. American History, Institutions and Values (6 units minimum)

Courses in this section meet Title 5, section 40404 requirements by providing a "comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under the Constitution, and the process of state and local government."

1. American History (3 units minimum)

2. Government (3 units minimum)

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

III. Disciplinary Learning (27 units minimum)

A. Mathematics and Natural Sciences (12 units)

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

1. Mathematics (3 units minimum)

A grade of "C" (2.0) or better is required in this section.

Students must pass the Entry Level Mathematics (ELM) test or be exempt from the ELM before taking any course in this section.

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

a. Physical Science (0-3 units; 3 units minimum must be taken in 2a Physical Science or 2b Earth and Astronomical Sciences)

b. Earth and Astronomical Science (0-3 units; at least 3 units must be taken from 2a Physical Science or 2b Earth and Astronomical Sciences)

c. Life Science (3 units minimum)

3. Implications and Explorations in Mathematics and Natural Sciences (0-3 units)

B. Arts and Humanities (9 units minimum)

1. Introduction to the Arts (3 units minimum)

2. Introduction to the Humanities (3 units minimum)

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

C. Social Sciences (6 units minimum)

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

2. *Implications and Explorations in the Social Sciences (3 units minimum)*

IV. Life-Long Learning (3 Units Minimum)

V. Cultural Diversity

One three-unit course identified with an asterisk (*) from Categories III.B.3, III.C.2, or IV must be taken.

Teaching Credentials



TEACHING CREDENTIAL INFORMATION

Admission to Teacher Education
College Park Suite 540
657-278-3352
<http://ed.fullerton.edu/adtep>

Center for Careers in Teaching
657-278-7130
Humanities 113
www.fullerton.edu/cct

TEACHING CREDENTIAL PROGRAMS

Basic Credential Programs
Multiple Subject Credential
Streamlined Teacher Education Program
(Integrated Teacher Education Program)
Single Subject Credential and Subject Matter Preparation Program
Education Specialist Credentials
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Early Childhood Special Education
Resource Specialist
Reading Language Arts Specialist
Administrative Services
Clinical Rehabilitative Services

INTRODUCTION

From its earliest days to the present, teacher preparation has been one of the chief missions of the university. Today, California State University, Fullerton offers a full range of nationally accredited and state-approved credential programs leading to careers in education. Students pursuing a teaching credential in California must navigate a number of specific requirements. Credential requirements are established by the Legislature and enforced by the California Commission on Teacher Credentialing (CCTC). The Commission also reviews and approves all university credential preparation programs. An academic major in education is not permitted in California, thus students seeking teaching credentials must do so in conjunction with, or after the completion of, a baccalaureate degree program in an academic area outside of education.

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

In addition to the \$55 CSU Application Fee, all applicants to a credential program at CSUF will pay a \$50 Teacher Education Credential Program Application and Processing Fee. Instructions for applying to a Credential Program and submitting the fee can be obtained at the Admissions to Teacher Education Center, located in College Park 540, or by calling 657-278-3352, or visiting the website at <http://ed.fullerton.edu/adtep>.

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

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

A. CENTER FOR CAREERS IN TEACHING

Humanities 113

657-278-7130

www.fullerton.edu/cct

The Center for Careers in Teaching provides up-to-date, accurate information to students planning to become elementary, middle school, high school and/or special education teachers. Undergraduate students are encouraged to go to the center for early academic advising and counseling to best prepare for the credential programs at Cal State Fullerton. The Center for Careers in Teaching provides informative seminars throughout the semester where students learn about the various credential program requirements and how to efficiently blend requirements for General Education, a major

and credential program prerequisites. These seminars and the other services provided by the center are geared toward the undergraduate who is planning to enter the teaching profession.

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

B. BASIC CREDENTIAL PROGRAMS

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

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

In California, a prospective teacher first earns a preliminary credential and then completes a two-year induction program. The preliminary credential is the initial credential for the beginning teacher.

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

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

1. A baccalaureate degree in an academic field other than professional education from a regionally accredited college or university.
2. An approved program of professional teacher preparation, including supervised student teaching and passing teacher performance assessments. A two-semester or three-semester program may be taken during the fourth and/or fifth year of study. Cal State

Fullerton offers nationally accredited and state-approved professional preparation programs through the College of Education. Further information about internships, including admission and prerequisite requirements, is provided in this catalog under the Departments of Elementary and Bilingual Education, Secondary Education, and Special Education.

3. Demonstration of basic skills competencies. The most common method is the passage of the California Basic Education Skills Test (CBEST). Please check with the Admission to Teacher Education Office (College Park 540) for more information.
4. Demonstration of subject matter knowledge appropriate to the specific credential being authorized. For single subject candidates, this can be achieved either by passing a state-approved subject matter examination, which is the California Subject Examination for Teachers (CSET), or by completing a state-approved subject matter preparation program. Multiple subject candidates must demonstrate subject matter competence by passing the Multiple Subjects CSET. Mild/Moderate and Moderate/Severe education specialist candidates must demonstrate subject matter competence. Please check with the Admission to Teacher Education (CP 540) or the admissions coordinator for the Department of Special Education for updated information.
5. Satisfactory completion of at least two semester units of work on the provisions and principles of the U.S. Constitution, or passage of an examination on this area from a regionally accredited college or university, or a B.A./B.S. degree awarded by a CSU campus.
6. Passage of the Reading Instruction Competence Assessment (RICA), a state-mandated examination for reading instruction. This is required for the Multiple Subject Credential and the Education Specialist Credentials, but not for the Single Subject Credential.

Overview sessions offered by the College of Education are helpful to those students who are interested in applying to a credential program. Schedules for these sessions are available in CP 540 or on the hotline at 657-278-3412 (listen for overview promptings). Overview schedules and podcasts are also available at <http://ed.fullerton.edu/adtep/overview.htm>.

Internship Programs - All Credentials

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

C. MULTIPLE SUBJECT CREDENTIAL

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

The Center for Careers in Teaching, in conjunction with various departments, has developed sample academic plans that show students how to efficiently blend the requirements for graduation and admission to the credential program for a wide variety of majors. These plans are posted on the Center for Careers in Teaching website (www.fullerton.edu/cct). According to California law, any major (other than education) can be selected.

D. STREAMLINED TEACHER EDUCATION PROGRAM (INTEGRATED TEACHER EDUCATION PROGRAM)

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. Students in STEP complete the requirements for the bachelor's degree in either Child and Adolescent Development or Liberal Studies and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching students with Mild/Moderate or Moderate/Severe disabilities at the K-6 level). A STEP option is available in English for students who want to teach English at the high school level.

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

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

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

E. SINGLE SUBJECT CREDENTIAL AND SUBJECT MATTER PREPARATION

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

Art
Biology
Chemistry

English (English, Theater)
Foundational Level Math (FLM)
Foundational Level General Science
French
German
Geology
Japanese
Mathematics
Music
Physical Education
Physics
Social Science (includes History)
Spanish

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

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

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

F. EDUCATION SPECIALIST CREDENTIALS

CSUF offers several state-approved programs leading to basic specialized credentials. These specialist credentials are oriented toward post-baccalaureate coursework and coincide with master's degree programs. The State is currently revising requirements for the Education Specialist Credentials. Please visit the Admission to Teacher Education website for current information.

CSUF offers the following Specialist Credential programs:

1. Mild/Moderate Disabilities - to teach persons with mild/moderate disabilities. See Department of Special Education, College of Education.
2. Moderate/Severe Disabilities - to teach persons with moderate/severe disabilities or who have multiple disabilities. See Department of Special Education, College of Education.
3. Early Childhood Special Education - to teach infants, toddlers and preschoolers with or at risk for disabilities or developmental

delays, ages birth through five years of age and their families. See Department of Special Education, College of Education.

4. Resource Specialist (Certificate of Competency) - to serve as a resource specialist in programs serving special education students, their parents and their regular teachers. See Department of Special Education, College of Education.
5. Reading and Language Arts Specialist - to teach reading to students of diversified grade and ability levels and to assist all teachers in being better reading teachers. See the Reading Department, College of Education.

G. ADMINISTRATIVE SERVICES CREDENTIALS

CSUF offers the following Administrative Services Credential programs:

1. Administrative Services (Preliminary Level) - the first step of the two-step administrative services credential structure, authorizing service as a school site administrator, principal or other administrative officer of a school district. See Department of Educational Leadership, College of Education.
2. Administrative Services (Professional Level) - the second step of the two-step administrative services credential structure. See Department of Educational Leadership, College of Education.

H. CLINICAL REHABILITATIVE SERVICES

1. Clinical Rehabilitative Services Credential in Language, Speech and Hearing - provide services to students with disorders in language, speech and hearing. See Department of Human Communication, College of Communications.
2. Special Class Authorization - to become a classroom teacher to students with severe disorders of language. See Department of Human Communication, College of Communications.
3. School Nurse Services Credential – to become a school nurse. See Nursing Department in the College of Health and Human Development.

Curricula Information



CURRICULA INFORMATION

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

COURSE DESCRIPTIONS

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

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

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

COURSE NUMBERING CODE

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

001-099

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

100-199

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

200-299

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

300-399

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

400-499

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

500-599

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

600-699

Courses designed for graduate students beyond the master's level who are enrolled in joint-doctoral programs. The courses of study take up advanced topics using sophisticated approaches that presume prior study at the graduate level within the same, or a closely related, discipline. Master's program students may enroll only with consent of both the instructor and the graduate adviser. Closed to undergraduates.

700-701

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

900-999

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

Special Course Numbers

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

Explanation of Course Notations

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

1. The figure in parentheses following the course title indicates the number of semester units for the course. Courses offered for varying units are indicated as (1-3) or (3-6).
2. A course listing such as Afro-Ethnic Studies 108 (Same as Linguistics 108) indicates that a student taking the course may enroll in either of those two disciplines.
3. A notation such as (Formerly 433) following the course title and the number of units indicates the same course previously was numbered 433.

STUDENT-TO-STUDENT TUTORIALS

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

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

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

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

Requests for tutors must be initiated by tutees and can be initiated up until the official university census date. Tutors electing to respond to such requests will receive credits at the end of the semester and can register in the course until the official university census date. Both tutors and tutees must submit written reports, analyses and evaluations of their shared tutorial experience to the instructor, and both must participate in an all-university orientation program, as well as in any conference or critique that the instructor of the course may require.

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

INDEPENDENT STUDY

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

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

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

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

CROSS-DISCIPLINARY PROGRAMS

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

Current programs include:

College of Humanities and Social Sciences

Asian Studies, Minor

Asian American Studies Option, B.A.

Ethnic Studies

Asian American Studies, Minor

Environmental Studies, M.S.

European Studies, B.A. and Minor

Gerontology, M.S. and Minor

Latin American Studies, B.A. and Minor

Women's Studies, B.A. and Minor

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

AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)

Through arrangements with Loyola Marymount University in west Los Angeles, California State University, San Bernardino, the University of Southern California, and the University of California, Los Angeles, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. Aerospace studies classes and leadership laboratories are conducted at various times during the week on the main campuses of LMU, CSU San Bernardino, USC and UCLA.

AFROTC offers a variety of two, three and four-year scholarships, many of which pay the full cost of tuition, books, and fees. Successful completion of as little as four semesters of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

For more information, contact the Department of Aerospace Studies (AFROTC) at one of the following universities: Loyola Marymount University at 310-338-2770; CSU, San Bernardino at 909-537-5440; USC at 213-740-2670; or UCLA at 310-825-1742.

MASTER OF LIBRARY AND INFORMATION SCIENCE DEGREE PROGRAM

Pollak Library (South Wing) 67

657-278-2064

The Master of Library and Information Science (MLIS) degree program is offered on the Cal State Fullerton campus by San Jose State University's College of Library and Information Science.

Accredited by the American Library Association in 1969, the SJSU College of Library and Information Science (SLIS) was accorded its most recent accreditation update in January 2000, making it the only ALA-accredited program in the 23-campus California State University system.

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

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

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

LIBRARY COURSE

Course is designated as LIBR in the class schedule.

302T Library Research Methods for Specific Majors (1)

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

UNIVERSITY STUDIES COURSES

Courses are designated as UNIV in the class schedule.

100 Introduction to University Studies (1-3)

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

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

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

499 Independent Study (1-3)

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

University Regulations

INTRODUCTION

Each student is responsible for meeting the requirements printed in the university catalog and all published regulations of the university.

The university establishes certain academic policies and requirements that must be met before a degree is granted. These include major and unit requirements and prerequisites. While advisers, directors, deans and faculty will provide a student with information and advice, responsibility for meeting these requirements rests with the student. Since failure to satisfy these requirements may result in the degree being withheld, it is important for each student to become thoroughly acquainted with all regulations. The catalog and the semester online class schedule at www.fullerton.edu are the best sources of information on current policy and regulations.

The student also has the responsibility for securing the consent of the instructor before enrolling in a course with prerequisites that the student has not completed.

To ensure receipt of timely information from the university, each student must keep the Office of Admissions and Records informed of changes in personal data, including changes in name, address and program of study. Enrollment corrections and changes must be reported to the Office of Admissions and Records by the 20th day of classes each semester. During weeks one and two of the semester, changes may be made using TITAN Online. During the third and fourth weeks, corrections must be made using the appropriate form, and a \$20 administrative late fee will be required to make such change. Other corrections should be reported on forms provided by and returned to the Office of Admissions and Records. Check with the office of Admissions and Records for specific deadlines.

COMMITMENT TO CIVILITY

At Cal State Fullerton we foster a climate where civility is valued, appreciated and expected, and where all members of the community are treated with dignity, respect and care. Civility is apparent when we are aware of the impact that our communications, practices and behaviors have on others and when we acknowledge each person's worth, cultural perspective and unique contributions to the community.

Establishing a civil climate is a shared responsibility of all university community members – students, faculty, staff and administrators. Civility is the expression of respect for others and for the tasks we share. Therefore, we believe that civility is a cornerstone of our university mission and values, and we reaffirm our commitment to civility on the campus – both inside and outside the classroom.

ENROLLMENT REGULATIONS

Units of Credit

Each semester unit represents three hours of university work per week for one semester. Courses are of three types:

Lecture: one hour in class plus two hours of study.

Activity: two hours of class plus one hour of study.

Laboratory: three hours of laboratory activity in class plus one hour of study outside class.

Some courses may combine two or more of these types. All required courses carry unit credit.



UNIVERSITY REGULATIONS

- Commitment to Civility
- Enrollment Regulations
- Class Attendance
- Initial Class Meeting
- Instructor-Initiated Drops

Class Levels

Undergraduate students who have completed 0-29 semester units of work are classified as freshmen, 30-59 semester units as sophomores, 60-89 semester units as juniors, and 90 or more as seniors.

Maximum Number of Units

Undergraduate students' requests to enroll for more than 19 units in the fall or spring semester must be approved by the student's adviser and the department chair of the major. If such requests are denied, appeals may be made to the appropriate college dean. (Undeclared majors must receive the approval of the director of Academic Advising Services.) The minimum full-time program is 12 units.

Consistent with university policy for the fall and spring semesters, the following individual student enrollment limits are assigned for summer (YRO) sessions:

- No more than seven units in any five- or six-week session, or
- No more than nine units in an eight-week session, or
- No more than twelve units in a ten-week session, or
- No more than sixteen units in the entire summer (YRO) term

A student whose academic record justifies a study list in excess of the normal may request to be allowed to enroll for extra units. Request forms may be obtained from the Office of Admissions and Records. In general, only students with superior academic records are allowed to enroll for more than the maximum. In addition, the need to enroll for the extra study must be established. Factors such as time spent in employment or commuting, the nature of the academic program, extracurricular activities and the student's health should be considered in planning a study program.

The minimum and maximum units of a full-time program of study for graduate students are defined in the "Graduate Regulations" section of this catalog.

Graduate-Level Courses

Graduate-level (500) courses are organized primarily for graduate students. Undergraduate students may be permitted to enroll in a graduate-level course if:

1. they have reached senior standing (completed a minimum of 90 semester units)
2. have academic preparation and prerequisites required for entry into the course
3. gain the consent of the instructor

Students wishing to use 500-level coursework taken during their undergraduate degree toward a master's degree should read "Enrollment in 500-Level Courses by Seniors" and "Postgraduate Credit" in the "Graduate Enrollment Policies" section of this catalog.

CLASS ATTENDANCE

While class attendance is not recorded officially by the university, students are expected to attend all classes. The policy on class attendance is within the discretion of the individual faculty member and shall be included in the class syllabus distributed at the first class meeting of the semester.

Students who must miss class to represent the university or to participate in a university-sponsored activity must notify the class instructor in writing a minimum of two weeks in advance of the absence. Given prior notice, instructors are encouraged to allow students to make up class work, complete class work in advance of the class absence, or complete an alternative assignment without penalty. In case of a disagreement about whether an activity constitutes a university-sponsored activity, the appropriate administrator will make the determination.

INITIAL CLASS MEETING

It is especially important that students attend the first meeting of a class. Students absent from the first meeting must notify the instructor or departmental office of the absence no later than 24 hours after the class meeting in order to preserve their places in the class. Instructors may deny admission to the class to absentees who fail to contact the instructor or office, in order to admit persons on waiting lists.

INSTRUCTOR-INITIATED DROPS

A student who registers for a class should attend all class meetings in the first week. If a student decides not to continue enrollment in a class, either before or after instruction begins, it is the student's responsibility to follow appropriate procedures for dropping the class; however, if a student is absent without notifying the instructor or departmental office within 24 hours after any meeting missed during the first week, the student may be dropped administratively by the instructor. Students should not assume that this will be done for them and should take the responsibility to ensure that they have been dropped, by following the appropriate procedures for dropping classes.

An instructor may also administratively drop a student who does not meet prerequisites for the course. These administrative withdrawals shall be without penalty and must be filed by the instructor with the Office of Admissions and Records no later than the end of the second week of instruction (the specific date is published in the online class schedule each semester).

Grading Policies

GRADING SYSTEM

Every student of the university will have all coursework evaluated and reported by the faculty using letter grades or administrative symbols.

The university uses a combination of traditional and nontraditional grading options as follows:

Traditional (Letter Grade Option) – Plus/minus may be assigned to letter grade.

Letter grades, defined as:

A - outstanding performance

B - above average performance

C - average performance

D - below average performance, though passing

F - failure

Nontraditional (Credit/No Credit Option)

CR (Credit) for satisfactory (equivalent to “C” (2.0) or better in undergraduate courses; “B” (3.0) or better in graduate courses) and NC (No Credit) for less than satisfactory work.

When, because of circumstances, a student does not complete a particular course, or withdraws, certain administrative symbols may be assigned by the faculty. Grades and symbols are listed in a chart on the following page together with grade point values. The chart also illustrates the academic bookkeeping involved for all grades and symbols used.

Selection of Grading Option

Selection of a grading option, with certain exceptions, is the responsibility of the student. Graduate students must use the letter grade option for courses that are on study plans leading to master’s degrees. Undergraduates must use the letter grade option for major, minor and general education requirements.

Exceptions are those courses designated by the faculty to be graded solely on either a letter grade only or Credit/No Credit basis.

These courses will be so designated in the online class schedule (and shall not be changed by the faculty after publication of the online class schedule) for each semester and may be included in major, core or special program requirements.

Students shall inform the Office of Admissions and Records up to the end of the second week of classes regarding the selection of grading options in designated courses. If a student does not do so, the letter grade option will be used. Students are not permitted to change grading options after the university mini-census date except, by petition, changes from Credit/No Credit to letter grade, which will bring the student into compliance with major, minor and general education requirements.

The faculty shall grade all students using the traditional A, B, C, D or F grades except in Credit/No Credit (only) courses, and the Office of Admissions and Records shall make the necessary changes from A, B, C, D or F, converting C (2.0) or better to Credit, and C- or below to No Credit in undergraduate courses and B (3.0) or better to Credit, and B- or below to No Credit in graduate courses. In those courses offered only



GRADING POLICIES

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on a Credit/No Credit basis, the instructor shall assign grades of CR or NC or appropriate administrative symbols.

Nontraditional Grade Option

A nontraditional grading option is available to undergraduate students, nonobjective graduate students and to classified graduate students for courses not included in the approved study plan. Any student attempting a course using the nontraditional grading option must meet the prerequisites for that course. Each student shall be permitted to select courses in subjects outside of the major, minor and general education requirements for enrollment on a Credit/No Credit basis. The phrase "major requirements" shall be taken to include core plus concentration (or option) requirements in departments using such terms, and professional course requirements in teacher education curricula.

A student in any one term may take one course under the Credit/No Credit option. In addition, he or she may enroll in a required course offered only under Credit/No Credit; however, a maximum of 36 units of Credit/ No Credit courses, including those transferred from other institutions, may be counted toward the baccalaureate.

Under the Credit/No Credit option, the term "Credit" signifies that the student's academic performance was such that he or she was awarded full credit in undergraduate courses with a quality level of achievement equivalent to a "C" (2.0) grade or better, unless the catalog course description states otherwise.

In all graduate-level and professional education courses, Credit signifies academic performance equivalent to "B" (3.0) or better grades. No Credit signifies that the student attempted the course but that the performance did not warrant credit toward the objective.

Ordinarily, a student shall be limited to one non-major course per term using this option, exclusive of courses offered only on a Credit/No Credit basis.

When an undergraduate student changes his or her major field of study to one where he or she has completed courses with CR grades, such lower-division courses shall be included in major requirements. Upper-division courses may be included at the option of the department upon petition by the student.

Grade or Symbol	GPA	Units	Point
	Units	Earned	Value
<i>Traditional (letter grades and their corresponding values)</i>			
A+	Yes	Yes	4.0
A Outstanding	Yes	Yes	4.0
A-	Yes	Yes	3.7
B+	Yes	Yes	3.3
B Good	Yes	Yes	3.0
B-	Yes	Yes	2.7
C+	Yes	Yes	2.3
C Acceptable	Yes	Yes	2.0
C-	Yes	Yes	1.7
D+	Yes	Yes	1.3
D Poor	Yes	Yes	1.0
D-	Yes	Yes	0.7
F Failing	Yes	No	0.0

Nontraditional

CR.....	*	Yes	None
NC.....	*	No	None

Administrative Symbols

I (Incomplete Authorized)...	†	No	
IC (Incomplete Charged)...	Yes	No	0
U (Unauthorized Incomplete) †††	Yes	No	0
W (Withdrawal).....	No	No	None
WF (Withdrawal) ††.....	Yes	No	0
WU (Withdrawal Unauthorized).	Yes	No	0
AU (Audit).....	No	No	None
SP (Satisfactory Progress) †††.	No	No	None
RD (Report Delayed).....	No	No	None
RP (Report in Progress).....	No	No	None
Totals.....	Used	Counted	Used
	In	In	Toward
	GPA	Objective	GPA

*Credit/No Credit course units are not included in GPA computations.
 †If not completed within one year, I will be changed to an IC (or NC).
 ††Effective fall 1991, this symbol is no longer assigned.
 †††Effective fall 2002, this symbol is no longer assigned

ADVISORY CAUTION: Undergraduate students who plan to pursue graduate or professional studies later are advised to be selective in opting for courses on a Credit/No Credit basis. As a general rule (advisory only), coursework that is preparatory or prerequisite to advanced specialized study should be completed and evaluated on a letter grade basis and not Credit/No Credit.

ADMINISTRATIVE SYMBOLS

Incomplete Authorized (I)

The symbol "I" (Incomplete Authorized) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and 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. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" (or "NC") symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record after the calendar year deadline.

A grade of Incomplete may be given only when, in the opinion of the instructor, a student cannot complete a course during the semester of enrollment for reasons beyond the student's control.

Such reasons are assumed to include: illness of the student or of members of the student's immediate family, extraordinary financial problems, loss of outside position and other exigencies. In assigning a grade of "I," the instructor shall file with the department for future reference and student access a Statement of Requirements for Completion of Coursework. The requirements shall not include retaking the course. The instructor will also designate a time limit (up to one year) for completing requirements.

Upon request, a copy of the document will be furnished to the student. The student should review this statement at the earliest opportunity.

The statement of requirements will include an indication of the quality of the student's work to date. This not only provides an interim evaluation for the student but assists the department chair in assigning a final grade in those instances where the instructor is no longer available.

When the specific requirements are completed, the instructor will report a change of grade. The responsibility for changing the incomplete grade rests with the instructor.

Incomplete Charged (IC)

The IC symbol may be used when a student who received an authorized incomplete (I) 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 grade point computation.

Withdrawal (W)

The symbol "W" indicates that the student was permitted to withdraw from the course after the second (day/week) of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points. Undergraduate students may withdraw from no more than 18 semester units. The limits apply only to units attempted at the campus.

Students may withdraw from class during the first two weeks of instruction without record of enrollment. After that time, students should complete all courses in which they are enrolled.

The university authorizes withdrawal after the first two weeks of instruction and prior to the last three weeks of instruction only with the approval of the instructor and the department chair (and, in some cases, the college associate dean). All requests for permission to withdraw during this period and all approvals shall be made in writing on the Withdrawal Request form, which shall be filed at the Office of Admissions and Records by students or their proxies.

Authorization to withdraw after the second week of instruction shall be granted for only the most serious reasons i.e., a physical, medical, emotional or other condition that has the effect of limiting the student's full participation in the class. Such reasons must be documented by the student. Poor academic performance is not evidence

of a serious reason for withdrawal. Signatures of the instructor and department chair are required for each course. In some departments, the signature of the associate dean is also required. Withdrawal from a class is signified by a grade of "W." Such grades are not included in grade point average calculations.

Students may not withdraw during the final three weeks of instruction except in cases, appropriately documented, such as accident or serious illness, where the assignment of an Incomplete is not practicable. Ordinarily, withdrawals of this nature will involve withdrawal from all classes except that Credit or Incomplete Authorized (I) may be assigned for courses in which students have completed sufficient work to permit an evaluation to be made. Requests for permission to withdraw from all classes under these circumstances, with authorizations as described above, shall be submitted with Change of Program forms by the students (or their proxies) to the Office of Admissions and Records.

Withdrawal Unauthorized (WU)

The symbol WU indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average computations, this symbol is equivalent to an F.

Students may petition for retroactive withdrawal from individual courses or from an entire semester, provided they can document both the serious and compelling reasons or circumstances that required the withdrawal and the date of such withdrawal. Such a petition must be filed within 30 days after the first class day of the following semester.

ADVISORY NOTE: Students who unofficially withdraw and who are receiving financial aid or benefits which are dependent on completion of specified course units are advised that they may have such benefits suspended and may be subject to repayment of allowances received after date of unofficial withdrawal.

Audit (AU)

The symbol AU is used by the Office of Admissions and Records in those instances where a student has enrolled in a course either for information or other purposes not related to the student's formal academic objective. Enrollment as an auditor is subject to the permission of the instructor, provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students, and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the second week of instruction. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation nor a formal grade report.

Report in Progress (RP)

The “RP” symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student’s educational objective. Work is to be completed within one year except for graduate degree theses or projects for which the time may be longer, but may not exceed the overall limit for completion of all master’s degree requirements.

Report Delayed (RD)

The RD symbol is used where a delay in the reporting of a final grade is due to circumstances beyond the control of the student. The symbol is assigned by the Office of Admissions and Records and will be replaced as soon as possible. An RD shall not be included in calculation of a grade point average.

STUDENT RECORDS

Grade Reports to Students

A report of the final grades assigned in classes is available to each student at the end of each semester. Many students leave self-addressed post cards for instructors of specific courses to send them earlier reports. Grades are available at the end of each term through the TITAN Online feature of the Cal State Fullerton website.

Examinations

Final examinations, if required by the instructor, will be given at times scheduled by the university. Once established, the final examination schedule may not be changed unless approved by the dean of the college. No makeup final examination will be given except for reason of illness or other verified emergencies.

Credit by Examination (Challenge Examinations)

Students may be granted credit toward the baccalaureate and to meet curriculum requirements in certain designated courses by the satisfactory completion of challenge examinations in the courses. The examinations are to be comprehensive and administered by the sponsoring departments. Well in advance of the semester in which a challenge examination is to be administered, the student, using the appropriate university form, will secure written approval of his or her major adviser and the chair of the department in which the course is offered. In general, prior work or academic experience will be required.

Courses to be offered as challenge examinations will be determined by the academic departments. Matriculated students may either enroll in these courses during registration or add them during the first three weeks of the semester. The examination must be administered not later than the end of the third week of instruction.

Upon successful completion of the examination, the instructor will report the grade of CR. Students who fail the challenge examination may elect to continue the course for credit or may officially withdraw from the course through the normal class withdrawal

procedure. The challenge examination for any course may be administered only once.

A maximum of 30 credits can be earned by challenge examination, including those earned by advanced placement. Credit by examination may not be used to fulfill the minimum residence requirements.

Grade Point Averages

The numerical grade point values in the grading system chart are intended to give an exact determination of a student’s scholastic standing. To compute the grade point average for coursework at Fullerton, the grade point value of each grade, with the exception noted in the “Repetition of Courses” section, is multiplied first by the unit value of each course to obtain a total of all grade points earned. The total is then divided by the total units attempted in all courses in which grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, IC, WU and WF were received. The resulting figure is the grade point average.

Repetition of Courses

Undergraduate students may repeat courses at California State University, Fullerton for which C- (1.7) or lower grades were earned either at Cal State Fullerton or at other institutions; in repeating such courses, the traditional grading system shall be used. In computing the grade point average of a student who repeats courses in which he or she received C- (1.7) or lower grades, only the most recently earned grades and grade points shall be used for the first 16 units repeated (e.g., “grade forgiveness”). Nevertheless, the original grade on the academic record shall not be changed or eradicated. Persons who plan to seek professional school admission, e.g., law, medicine should note that all grades may be calculated for admission regardless of local application of the CSUF repetition of course policy. Undergraduate students may repeat an individual course for grade forgiveness no more than two times.

In exercising this option, an undergraduate student must repeat the course at Cal State Fullerton and may request application of this policy when a course has been repeated. This should be accomplished using the appropriate form, immediately following the term in which the course has been completed, so that the student’s grade point average can be revised.

This policy may also be applied to courses in which WU, U or WF grades were assigned, as a means of eliminating such marks from grade point average computations.

In the case of any repetition beyond the 16-unit limit or in courses for which a C or better grade was awarded, both grades are considered in computing grade point averages. Successful repetition of a course originally passed carries no additional unit credit toward a degree or credential except for certain courses such as independent study, practicum, or other courses specified in this catalog as “may be repeated for credit.” Campuses may permit undergraduate students to repeat an additional 12 semester units (18 quarter units), i.e., units in addition to the 16 semester units (24 quarter units) for which grade “replacement” (e.g., “forgiveness”) is permitted. In

such instances the repeat grade shall not replace the original grade; instead, both grades shall be calculated in the student's overall grade point average.

Students transferring from other colleges where courses were taken and repeated may be eligible for consideration under this policy. In general, the policy of the college where the course was repeated shall be followed.

Subject to the following restrictions, if a graduate or post-baccalaureate student (excluding students with a second bachelor's degree objective) repeats courses for which a grade of WU (withdrawal unauthorized) was received, only the most recently earned grade(s) and grade points shall be used in computing the grade point average; however, the original WU grade(s) will remain on the permanent record. This policy may be applied only to grades earned during the first semester in which WU grades are received. Repeated courses must be taken at Cal State Fullerton using the traditional grading system. Students who have successfully repeated WU-graded courses must notify the Admissions and Records office using the appropriate form if they wish adjustment to their grade point averages.

Grade Changes

The university recognizes the long-standing prerogatives of faculty to set standards of performance and to apply them to individual students. The university will seek to correct injustices to students but at the same time believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades except for changes of Incomplete Authorized and Withdrawal Unauthorized symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student may view the grades he/she earned during the term via TITAN Online, and these grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within 60 calendar days of the first day of classes of the regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change and denies the student's request, the instructor's decision is final. The student may file a petition with the Academic Appeals Board on the basis of unfair or prejudicial

treatment by the instructor. (See "Academic Appeals" in the "Student Affairs" section of this catalog)

4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the Office of Admissions and Records unless approved separately by the department chair and college dean.
5. If a request for change of grade is initiated after 60 calendar days into the following semester, it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the instructor, department chair and the dean before acceptance by the Office of Admissions and Records.
6. In extraordinary circumstances, the University Records Office may refer requests for grade changes to the Office of the Associate Vice President for Academic Programs.

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill which he or she does not possess.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent or unauthorized means. Examples of cheating include, but are not limited to: using notes or aids or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, plagiarism as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor.

Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. However, if circumstances prevent consultation with the student, the instructor may take whatever action, subject to student appeal, the instructor deems appropriate.

An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall:

1. Assign an appropriate academic penalty. This may range from an oral reprimand to an F in the course. To the extent that the faculty member considers the academic dishonesty to manifest the student's lack of scholarship and to reflect on the student's academic performance and academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are an oral reprimand in cases where

there is reasonable doubt that the student knew that his or her action constituted academic dishonesty; an F on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances, or an F in the course where the dishonesty was premeditated or planned.

2. Report to the student involved, to the department chair, and to the vice president for Student Affairs the alleged incident of academic dishonesty, including relevant documentation, and make recommendations for action that he or she deems appropriate.

The vice president for Student Affairs shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation. Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The vice president for Student Affairs or his or her designees may initiate disciplinary proceedings under Title 5, California Code of Regulations, Section 41301, and Chancellor's Executive Order 970; when two or more incidents involving the same student occur, he or she shall do so. Opportunities for appeal regarding sanctions resulting from disciplinary proceedings are provided by Executive Order 970.

A student may appeal any action taken on a charge of academic dishonesty under the University Policy Statement 300.030, "Academic Appeals." See "Academic Appeals" in the "Student Affairs" section of this catalog.

Academic Renewal

In 1974, the Board of Trustees of the California State University adopted an academic renewal policy that became part of Executive Order No. 213 issued by the Chancellor's Office. The Board of Trustees made it clear at the time Executive Order 213 was approved that the purpose of this policy was not to raise grade point averages, but to ensure that able students were not required to stay on after completion of all course requirements simply to remove a deficiency.

The university may disregard up to two semesters or three quarters of previous undergraduate coursework taken at any college or university from all considerations associated with requirements for the baccalaureate when a student meets the mandatory condition that "there is every evidence that the student would find it necessary to complete additional units and enroll for one or more additional terms in order to qualify for the baccalaureate if the request were not approved."

Final determination that one or more terms shall be disregarded in the determination of eligibility for graduation shall be based upon a careful review of evidence by the Review Committee for Academic Renewal and shall be made only when the mandatory condition stated above is met and when:

1. Five years have elapsed since the most recent work to be disregarded was completed;
2. The student has requested the action formally and has presented evidence that work completed in the terms under consideration

is substandard and not representative of present scholastic ability and level of performance;

3. The level of performance represented by the terms under consideration was due to extenuating circumstances;
4. The student has completed at Cal State Fullerton, since the most recent work to be disregarded was completed, 15 semester units with at least a 3.0 grade point average, or 30 semester units with at least a 2.5 GPA, or 45 semester units with at least a 2.0 GPA. Work completed at another institution cannot be used to satisfy this requirement.

When such action is taken, the student's permanent academic record shall be annotated so that it is readily evident to all users of the record that no work taken during the disregarded terms, even if satisfactory, may apply towards the meeting of baccalaureate requirements. All work must remain legible on the record ensuring a true and complete academic history.

This policy is not intended to merely allow students a means by which they may improve their overall grade point averages for graduation with honors, admission to graduate and professional schools or to meet eligibility criteria for other awards, employment or acceptance into military and other programs.

Transcripts

Official transcripts of courses taken at the university are issued only with the written permission of the student concerned. Partial transcripts are not issued. A fee of \$4 for each transcript must be received before the transcript can be released.

Normally, transcripts are available within three working days, except at the end of the semester when the student should allow about 10 days after the last day of the semester.

Transcripts from other institutions, which have been presented for admission or evaluation, become a part of the student's permanent academic file and are not returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned.

Catalog Rights and Student Responsibilities

GOOD STANDING

Good standing indicates that a student is eligible to continue and is free from financial obligation to the university. A student under academic disqualification, disciplinary suspension or disciplinary expulsion is not eligible to receive a statement of good standing on transcripts issued by the university or on other documents.

CONTINUOUS ATTENDANCE AND CATALOG RIGHTS

Students who have been enrolled either at a California Community College or a CSU campus for at least one semester or two quarters of consecutive calendar years are considered to be “in continuous attendance.”

This concept is important because continuous attendance affects the requirements you must meet to graduate from a CSU campus. Institutions occasionally modify graduation requirements. If you have been in continuous attendance, you may choose to meet the CSU campus graduation requirements in the CSU catalog that was in effect:

- at the time you began continuous attendance at the California Community College,
- at the time you transferred to the CSU campus, or
- at the time you graduate from the CSU campus

By maintaining continuous attendance and selecting option (1) or (2), you can be assured that your CSU campus graduation requirements will not change. Your right to choose one of these options is called “catalog rights.”

If you do not remain in continuous attendance, you will reestablish catalog rights at the time you reenroll in any California Community College or begin attending a CSU campus. If you are unsure about your catalog rights, you should consult your community college counselor.

STOP-OUT POLICY

With certain exceptions, undergraduate students may be absent for one semester and maintain their continuing student status. This includes election of curriculum requirements for graduation and eligibility to register for the next semester. The exceptions are as follows:

Disqualified Students - Students who are disqualified at the end of a semester and have not been reinstated will not receive a registration appointment; they must apply for readmission, and if admitted, may be subject to new curricula requirements.

Foreign-Visa Students - Students with foreign visas are required to maintain continuous enrollment. The stop-out policy is not applicable to “visa” students.

Students absent for more than one semester must apply for readmission should they wish to return to Fullerton. Election of catalog requirements will not be jeopardized for certain students. Students should consult an evaluator in the Office of Admissions and Records.

LEAVE OF ABSENCE

A leave of absence may be granted based on certain documented extenuating circumstances (e.g., illness or disability, active duty in the armed forces of the U.S.) and



CATALOG RIGHTS AND STUDENT RESPONSIBILITIES

Good Standing
Continuous Attendance and
Catalog Rights
Stop-Out Policy
Leave of Absence
Withdrawal from the University
Retention, Probation and
Disqualification
Student Conduct
Parking on Campus
University Police
Debts Owed to the University
Student Rights
Privacy Right of Students in
Education Records
Use of Social Security Number

normally is granted for not more than one year. Undergraduate and postbaccalaureate unclassified graduate students qualify for a leave if they have completed at least one semester in residence at Cal State Fullerton and are in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center.

Such an approved leave of absence authorizes the student to return without reapplying to the university and continue under the catalog requirements that applied to the enrollment prior to the absence.

Undergraduate and graduate students on approved leaves of one year (two academic semesters) or less are eligible to register for the semester immediately following the end of the leave.

The leave of absence policy for conditionally classified and classified graduate students and credential students is defined in the "Graduate Regulations" section of this catalog.

WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from Cal State Fullerton after enrolling for any academic term are **required** to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures defined in the class schedule for that semester may result in the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on withdrawal procedures is available from the Admissions and Records Service Center, Langsdorf Hall 114; P.O. Box 6900, Fullerton, CA, 92384-6900, 657-278-7601.

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

See the "Refund of Fees" section in this catalog for possible refunds. No student may withdraw after the date shown on the university calendar as the last day of instruction.

RETENTION, PROBATION AND DISQUALIFICATION

For purposes of determining a student's ability to remain in the university, both quality of performance and progress towards the educational objective will be considered.

Academic Probation

An undergraduate student shall be placed on academic probation if in any semester the cumulative grade point average or the grade point average at Fullerton falls below 2.0 (grade of C on a four-point scale). The student shall be advised of probation status promptly and, except in unusual instances, before the start of the next consecutive enrollment period.

An undergraduate student shall be removed from academic probation and restored to clear standing upon achieving a cumulative grade point average of 2.0 in all academic work attempted, in all such work attempted at Fullerton, and is making satisfactory progress towards his or her educational objective.

A postbaccalaureate student (credential, unclassified, or undeclared status; but not second baccalaureate degree students) shall be subject to academic probation if, after attempting 12 or more graded units, his or her postbaccalaureate cumulative grade point average for units attempted at California State University, Fullerton falls below a 2.50 average. The GPA will determine whether a student is subject to probation only when the student has attempted 12 semester units of graded coursework.

A graduate student enrolled in a graduate degree program in either conditionally classified or classified standing shall be subject to academic probation if he or she fails to maintain a cumulative grade point average of at least 3.0 (grade of B on a four-point scale) in all units attempted.

Academic Disqualification

An undergraduate student on academic probation shall be subject to academic disqualification if:

1. As a freshman (fewer than 30 semester hours of college work completed), the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at this institution; or
2. As a sophomore (30 through 59.9 semester units of college work completed), the student falls below a grade point average of 1.70 in all college units attempted or in all units attempted at this institution; or
3. As a junior (60 to 89.9 semester units of college work completed), the student falls below a grade point average of 1.85 in all college units attempted or in all units attempted at this institution; or
4. As a senior (90 or more semester units of college work completed), the student falls below a grade point average of 1.95 in all college units attempted or in all units attempted at this institution.

A graduate student enrolled in a graduate degree program shall be subject to disqualification if, while on probation, a sufficient grade point average is not achieved to remove probationary status. Disqualification may be either from further registration in a particular program or from further enrollment in the university, as determined by appropriate campus authority.

A postbaccalaureate student who is on probation shall be subject to disqualification if he or she fails to maintain at least a 2.50 cumulative grade point average after attempting 12 units of graded coursework (not including CR/NC) at California State University, Fullerton, in postbaccalaureate status. Disqualification may be either from further registration as a postbaccalaureate, credential or certificate program student or from further enrollment at California State University, Fullerton, as determined by the vice president for Academic Affairs or designee.

STUDENT CONDUCT

Students are expected to make themselves aware of and abide by the university community's standards of behavior as articulated in this section, the Student Handbook, and other regulations of the university. Students accept the rights and responsibilities of membership in the CSUF community when they are admitted to the university. At the university, as elsewhere, ignorance of the standards is not an acceptable justification for violating community standards.

Because the functions of a university depend on honesty and integrity among members, the university expects from its students a higher standard of conduct than the minimum required to avoid disciplinary action.

Activities of students may result in violation of law, and students who violate the law may incur penalties prescribed by civil authorities. However, the university reserves the right to review such incidents independent of action by civil authorities, recognizing that the university's authority and its disciplinary process serve its educational mission and interest, a function separate from action by civil authorities.

The Trustees of the California State University are authorized by the Education Code to establish student disciplinary procedures. The president of California State University, Fullerton has designated the associate dean of students, judicial affairs, as the university's student conduct administrator. The administrator is responsible for administering the student discipline system and implementing the following procedures as mandated in Executive Order No. 970 Student Conduct Procedure (Student Handbook) and CSUF President's Directive Number Nine: Regarding the Use of Attorneys in Student Disciplinary Proceedings.

Unacceptable student behavior by students or by applicants for admission is subject to discipline as provided in Section 41301 of Title 5, California Code of Regulations.

Title 5 California Code of Regulations 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 to 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 one's self 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 or, 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) 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.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the university is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

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.

University Alcohol and Drug Policies

California State University, Fullerton has specific policies related to the use of alcohol and other drugs, including President's Directive Number One: University Policy Regarding the Possession, Manufacturing, Sale, Furnishing Without Charge, and Consumption of Alcoholic Beverages and Other Drugs in a University Workplace or Residence Facility. The full text of this policy and other policies related to the use of alcohol and other drugs can be found online at http://www.fullerton.edu/alcohol_drug_info.

PARKING ON CAMPUS

Semester parking permits or daily permits are required 7 a.m. to 10 p.m., Monday through Thursday and 7 a.m. to 5 p.m., Friday. Posted 30-minute spaces and parking zones are enforced during these time periods. Red curbs/fire lanes, spaces designated for disabled persons, service/maintenance spaces, state-vehicle-only spaces, loading zones (white and yellow curbs and posted time limits) and all other university and California Vehicle Code parking regulations are enforced 24 hours a day. It is a violation to stop, stand or wait in parking facility drive aisles for a parking space; vehicles will be cited. There is not a grace period at the start of a semester; vehicles not displaying a current parking permit will be cited. Parking permits are also required during intersession, summer session and when university offices are open. Parking permits are not transferable and are valid only when purchased from CSUF Parking and Transportation. Vehicles displaying a lost or stolen parking permit will be cited.

Student semester parking permits are valid in the following parking facilities: lots A, B, E, G, S, all parking structures and Irvine Campus student parking spaces. After 6 p.m. semester permits are valid in faculty/staff lots A-South, C-West, C-East, E-West, J and the College Park faculty/staff parking area. Faculty/staff parking lots F, H, and I are designated for faculty/staff only.

Semester permits are available for purchase online by logging in to the campus portal, and accessing the Parking tab. Daily permits can be purchased from permit dispenser machines located in lots A, E, G, Arts Drive and on levels 2, 4 and 6 of the State College Parking Structure. Daily Permits are also available at the Irvine Campus. Daily permits are valid all day in student lots A, B, E, G, S, all parking structures and Irvine Campus student parking spaces. After 6 p.m., daily permits are valid in faculty/staff lots A-South, C-West, C-East, E-West, J and the College Park faculty/staff parking areas.

A current DMV disabled person placard or license plate and valid CSU Fullerton parking permit must be displayed in a vehicle while parked in a space designated for disabled persons.

Parking fees and regulations are subject to change without notification. Go to the Parking and Transportation Services website at www.parking.fullerton.edu for current information.

Use of Bicycles and Skateboards on Campus

The university's policy concerning the use of bicycles, skateboards and other forms of non-motor vehicle transportation is set forth in President's Directive No.16.

1. Bicycles, scooters and roller skates may be used on campus under the following conditions:
 - a. Pedestrians have the right-of-way at all times.
 - b. Individuals using bicycles, scooters or roller skates must comply with all applicable laws and regulations, exercise due care, and use reasonable caution to prevent injury and damage to property.
 - c. Bicycles, roller skates and scooters may not be used on posted walkways; in the quad; on grass or in planters; in buildings or parking structures; on steps, benches or rails; or other areas as posted.
 - d. Bicycles, roller skates and scooters may be used on walkways or in the quad for instructional purposes or whenever parking fee requirements are not enforced.
2. Skateboards and motorized skateboards may not be used on campus, including parking structures.
3. Motorized bicycles and scooters may only be operated on campus roadways.
4. Bicycles, scooters, motorized bicycles and motorized scooters secured to objects or structures other than approved racks or storage containers may be removed by the university.
5. Bicycles, motorized bicycles, motorized scooters and motorized skateboards may not be stored inside any building, including the residence halls, without written authorization.
6. Non-motor vehicle forms of transportation may be used on campus or any property controlled by the university to accommodate a disability with written authorization.

UNIVERSITY POLICE

Building 48

Business: 657-278-2515

Campus Emergency - dial 911 or extension 3333

The University Police is a full service police department serving Cal State Fullerton and the Irvine Campus. The Department is made up of the following units:

- Police Administration
- Patrol Operations
- Investigations
- Emergency Preparedness
- Crime Prevention
- Lost & Found
- Key Issuance
- Livescan Fingerprinting Service

The department's various units provide a wide range of services, both traditional and nontraditional. In addition, all CSUF police officers are sworn police officers that are graduates of State accredited Police Academies. We investigate all crimes on campus and strictly enforce Penal Code and Vehicle Code violations. Our department

has a very close working relationship with all surrounding police departments, and we are contacted when any major crime occurs off campus at any student organization. Our common goal is to assure that our campus is a safe place to study, teach, work, reside and visit.

Crimes on Campus

The majority of crimes on and around the campus are crimes of opportunity. They primarily involve property thefts, such as bicycles, backpacks and books; thefts from vehicles and auto thefts. Personal assaults occasionally occur, but are uncommon on Cal State Fullerton campuses.

Alcohol and drug use is a societal problem, and therefore, Cal State Fullerton is no exception. Although these problems do occur on campus, they are experienced on a much smaller scale. Alcoholic beverages may be consumed by those over (21) years of age at the campus Pub, at designated sporting events, at special events authorized by the president and inside campus housing rooms for legal age residents and guests. All state and Federal drug laws are strictly enforced and violators will be prosecuted to the fullest. The University Police offers substance abuse education programs, and works closely with counselors at the Student Health and Counseling Center.

Crime prevention awareness is a major factor in reducing these types of crimes. We encourage members of our campus community to act responsibly by securing their property and reporting suspicious activities immediately to the University Police.

Crime Prevention Programs

Crime prevention is citizen awareness and participation. It is a willingness to look out for one another, to report suspicious activities immediately to the University Police Department and to become involved in the safety and security of the campus.

The University Police Department, in conjunction with the Women's/Adult Reentry Center, provides presentations on personal safety and rape awareness (R.A.D.) several times throughout the school year. Other crime prevention programs that are offered include drug and alcohol awareness, stalking, date rape, and hazing. In addition, programs are offered in prevention of campus violence.

Each school year brings with it some different and unique crime problems. When these incidents occur, the University Police Department circulates flyers and runs articles in the *Daily Titan* newspaper to advise the community and create an awareness of any problems. Neighborhood (dorm) Watch also is an ongoing program at residence housing, which includes regular meetings with residence advisers and distribution of flyers or posters to communicate crime or other safety issues that may be of interest to the residents.

How to Contact Us

The California State University, Fullerton Police Department is located at the corner of State College Boulevard and Gymnasium Drive. The Police Department is open 24 hours a day, seven days a week, including holidays. The campus is never without police protection, including both uniform police officers and plain-clothes detectives.

Suspicious Activities

Many criminals escape detection and arrest because a citizen will observe suspicious persons or possible criminal activities and fail to report them. Members of the campus community can help by becoming aware of their surroundings and developing a perception of what seems out of place or out of the ordinary. It may be something as simple as a door-to-door salesperson attempting to solicit at the residence halls, a vehicle parked in an unusual location late at night, or someone just hanging around. What one reports may be an innocent activity. However, it could also be serious criminal activity about to happen or actually occurring. Report suspicious activities immediately to the University Police Department. We want you to call, and we don't mind if the incident doesn't turn out to be a crime in progress. Only if you call, can we respond and suppress potential criminal activity.

How to Summon Assistance

Emergency assistance on campus may be obtained by dialing 911 from any office or campus phone, your cell phone, or from any residence or pay phone. Dialing this number connects the caller immediately with the University Police Department, which will respond with whatever assistance is needed (i.e., paramedics, ambulance, fire department, first-aid or police assistance).

If you are outside on the campus grounds when an emergency occurs and a telephone is not available, you may use one of the numerous emergency telephones located throughout the campus. The emergency telephones are identifiable as blue speaker telephone light towers, with blue lights atop, which are wired directly to the University Police Department for immediate response.

Annual Campus Security Report

Under the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the university annually collects and reports information about campus crime and sets forth its security policies. This report is available for review on the Web at police.fullerton.edu/annualecurityreport.htm. Printed copies of this report are also available upon request at the University Police Department (48).

FEES AND DEBTS OWED TO THE INSTITUTION

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may "withhold permission to register, 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 Title 5, California Code of Regulations, Sections 42380 and 42381).

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

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the

institution from anyone owing fees or another debt to the institution. If a person believes he or she does not owe all or part of an asserted unpaid obligation that person may contact the campus business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions. Additional collection action may be taken including collection agency referral, reporting to a credit bureau, and/or submittal for offset of future state tax refunds, including any applicable costs of collections.

STUDENT RIGHTS

Nondiscrimination and Harassment Policies

The California State University (CSU) does not discriminate on the basis of race, color, national origin, sex, gender or sexual orientation, disability or age in the educational programs or activities it conducts. Such programs and activities include but are not limited to admission, academic programs, non-academic programs, participation in intercollegiate athletics, and employment. Discrimination, including harassment on the basis of race, color, national origin, sex, disability or age, is prohibited by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and various state laws and all subsequent amendments by the U.S. Department of Education.

The CSU is responsible for providing a reliable, prompt and equitable response to a complaint of discrimination. Inquiries concerning the CSU's compliance with these Acts, application of these laws to programs and activities of the CSU, campus policies, complaint resolution and/or appeals processes, and discrimination/harassment complaint filing procedures may be addressed to the CSU officers assigned the administrative responsibility of reviewing such matters or directly with the U.S. Department of Education, Office for Civil Rights listed below:

All Discrimination/Harassment/Sexual Harassment Complaints

Director, Diversity and Equity Programs, CSUF
Rosamaria Gomez-Amaro
College Park 770
rgomezamaro@fullerton.edu
657-278-3951
TDD 657-278-2786

Student Disability Complaints (including denial or failure to implement accommodations, academic adjustments and auxiliary aids)

Director, Disabled Student Services, CSUF
Paul K. Miller
University Hall 101
pmiller@fullerton.edu
657-278-3117
TDD 657-278-2786

U.S. Department of Education, Office for Civil Rights
www.ed.gov
San Francisco Office
Regional Director of the Office for Civil Rights

United States Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
415-486-5555, FAX 415-486-5570
TDD 877-521-2172

Applicants for admissions or employment should contact the Office of Diversity and Equity Programs (DEP) for information on how to file a complaint or refer to the DEP website to obtain a copy of the complaint resolution procedure via <http://www.fullerton.edu/diversity/policies.asp>.

Sexual Harassment

It is the policy of California State University, Fullerton and the California State University to maintain a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1962, Title IX of the Higher Education Amendments of 1972, and the California Education Code 89535. Executive Order 927 - Systemwide Policy on Prohibiting Harassment in Employment and Retaliation for Reporting Harassment or Participating in a Harassment Investigation also prohibits sexual harassment within the California State University system. The university will not tolerate sexual harassment and will take action to eliminate such behavior. Information concerning campus sexual harassment policies and procedures can be obtained from the Office of Diversity and Equity Programs, College Park 770, 657-278-3951 or <http://www.fullerton.edu/diversity/policies.asp>.

Right of Petition

Students may petition for review of certain university academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations, when they are contained in Title 5, California Code of Regulations, are not subject to petition.

Petition forms are available in the Office of Admissions and Records. The University Petitions Committee will take action on the petition based on recommendations provided by appropriate officers and the student will be notified of the decision in writing. Results of the action will be placed in the student's file in the Office of Admissions and Records.

The petitions committee members shall consist of the associate dean of each college, or designee, an academic programs representative, the director of the Academic Advising Center, one faculty member of the University General Education Committee, and the university registrar, who will serve as the secretary.

Right of Nonparticipation

University activities either within or outside of the classroom involve varying degrees of risk to the participants. It is university policy that the instructor directing such activities reviews with potential

participants the specific nature of such risks and obtains from them their expressed or implied consent prior to undertaking activities.

The student who at any time comes to believe that the risks, whether physical or psychological, are excessive has the responsibility to withdraw from participation at the time and to inquire of the instructor if there are alternative means of fulfilling the requirements without penalty. If there are none, the student may petition for withdrawal from the course without penalty or appeal for an appropriate modification of the activity. The appeal may be made either to the chair of the department concerned or to the chair of the Institutional Review Board, or both.

Right of Academic Appeal

Please see “Academic Appeals” in the “Student Affairs” section of this catalog.

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records. They are:

- 1. The right to inspect and review their education records.**
- 2. The right to request the amendment of their education records to ensure that they are not inaccurate, misleading or otherwise in violation of their privacy or other rights.**
- 3. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosures without consent to “school officials” with “legitimate educational interests.” “School officials” include university employees (including law enforcement unit and health personnel); agents of the university (such as an attorney or collection agent); or individuals, including students, serving on official committees or assisting a school official perform his/her tasks. A school official has a “legitimate educational interest” if the official needs to review an educational record to fulfill his/her professional responsibility. Upon request, the university discloses education records without consent to officials of another school in which a student seeks to enroll. California State University, Fullerton has designated as “Directory” information a student’s name, date and place of birth, permanent and local address, university-recognized e-mail address(es), photograph, telephone number, class level, enrollment status, major, minor, dates of attendance, degrees and awards received, previous educational institutions attended, past and present participation in recognized activities, and weight and height if an athletic team member. Unless restricted by the student, the campus may release Directory information at any time to any requesting party, including the military and for the development of the university-affiliated marketing programs. Students may choose to limit the release of their Directory information in one four ways:

- A. Permit release of all directory information for any purpose. No further action by the student is required.
 - B. Permit release of only “Verification” information. This sub-category of Directory information consists of student’s name, class level, enrollment status, major, minor, degrees and awards received, dates of attendance and university-recognized e-mail address(es). The university will release this information for classroom use; in response to requests, including those from financial lenders, employers or insurance companies for verification of degree and enrollment information; and for inclusion in Commencement and honors material. Students who release only “Verification” information will be excluded from all university directories.
 - C. Permit release of only “Class” information. This sub-category of Directory information consists of a student’s name, major, minor, degree and awards received, and university-recognized e-mail address(es). The university will release this information for classroom use and for inclusion in Commencement and honors material. Students who release only “Class” information will be excluded from all university directories, and the university will not respond to requests, including those from financial lenders, employers or insurance companies, for verification of degree, dates of attendance or enrollment status.
 - D. Withhold the release of all Directory information. Withholding the release of all Directory information means that the student will be excluded from all university directories and publications including Commencement and honors material, and the university will not verify degree, dates of attendance or enrollment status without the prior written consent of the student. Students may prevent the release of this information without a specific prior written authorization by logging on to www.fullerton.edu/titanonline or appearing in person at the Admissions and Records Service Center, room 114 on the first floor of Langsdorf Hall. Unless a student designates otherwise, the university will assume that a student has chosen to permit access to their Directory Information for any purpose.
- 4. The right to file with the U.S. Department of Education a complaint concerning alleged failures of the California State University, Fullerton to comply with the requirements of FERPA.** The Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-5920.
 - 5. The right to obtain a copy of the California State University, Fullerton’s student records policy.** A copy of this policy may be obtained from the Office of the Vice President for Student Affairs.

USE OF SOCIAL SECURITY NUMBER

Applicants are required to include their correct social security numbers (taxpayer identification 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. 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. That information is used 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. The social security number is also required by the Franchise Tax Board for collection of returned checks.

For other records and services, the university uses an assigned Campus Wide Identification number (CWID) which may also be referred to as a SID (Student Identification Number) as the student's account number. A student's TitanCard number is not his or her identification number.

Students are required to write their student identification numbers on personal checks submitted for any payment to the university. Payment by personal check is consent by the student for the university to write the student's identification number on the check if it is not referenced. If a student prefers that his or her student identification number not be on the check, then the student must submit payment by cashier's check, money order, or when appropriate (other than mail-in or drop-off registration), cash. Use of the student identification number assures credit to the correct student university account.