



Radio-TV-Film

College of Communications

INTRODUCTION

Mission: The Department of Radio-TV-Film at California State University, Fullerton (CSUF), offers a comprehensive curriculum and active learning environment to prepare students for meaningful and rewarding careers in film and telecommunication – broadcast, cable, satellite, wireless, digital and interactive media.

Curriculum: A variety of courses in critical studies, production and writing cover many aspects of the electronic media and cinema.

People: Professionally engaged faculty and staff challenge students to expand their knowledge and skills through intellectual inquiry and creative projects, encouraging them to become critical lifelong learners and ethical media content creators.

Location: RTVF is one of three departments in the College of Communications providing access to the vibrant and media-rich Orange County and Los Angeles Basin.

PROGRAM GOALS

A student who earns the bachelor's degree in Radio-TV-Film:

- Knows the foundational history of the film and electronic media industry and how that history shapes the industry's present and future;
- Understands the structure and function of film and electronic media in society;
- Applies fundamental production concepts to aural and visual productions;
- Demonstrates fundamental story concepts and writing proficiency;
- Contributes ethically to the media industry;
- Consumes film and electronic media critically;
- Creates at least one project or portfolio piece, such as a script, production or thesis;
- Experiences a meaningful internship with exposure to the real workings of the radio, television and/or film industry.

BACHELOR OF ARTS IN RADIO-TV-FILM

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

Required Core Courses (9 units)

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

RTVF 350 Story Structure (3)*

RTVF 495 Internship in RTVF (3)

RTVF Production Course (3 units)

RTVF 220 TV Studio Production (3)

OR RTVF 225 Field Video Production (3)

RTVF Electives (24 units minimum)

Students choose eight courses from the RTVF elective list. Additional electives may be added after this catalog is printed. Please check with the department office.

* Meets upper-division writing requirement for Radio-TV-Film majors.

DEPARTMENT CHAIR

Edward Fink

DEPARTMENT OFFICE

College Park 460-16

DEPARTMENT WEBSITE

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

PROGRAMS OFFERED

Bachelor of Arts in Radio-TV-Film

Minor in Radio-TV-Film

FACULTY

Robert Davis, Riccardo de los Rios, Edward Fink, Jacqueline Frost, Shelley Jenkins, Tim Maloney, Gloria Monti, Philippe Perebinossoff, Jule Selbo, Larry Ward

Collateral Electives (12 units)

Collateral electives may be chosen from RTVF courses or courses from other departments. An approved list of courses from other departments is available in the department office and can also be accessed on the department website.

MINOR IN RADIO-TV-FILM

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

RTVF Core Courses (6 units)

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

RTVF 350 Story Structure (3)

RTVF Production Course (3 units)

RTVF 220 TV Studio Production (3)

OR RTVF 225 Field Video Production (3)



RTVF Electives (12 units)

Students choose four courses from the RTVF elective list. Additional electives may be added after this catalog is printed. Please check with the department office.

RADIO-TV-FILM COURSES

Courses are designated as RTVF in the class schedule.

100 Introduction to Radio-TV-Film (3)

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

210 Introduction to Audio Production (3)

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

220 TV Studio Production (3)

Introduction to multiple-camera, live-on-tape, studio production. Theory and practice of producing programs live. Students crew all positions, including writer, producer, director, assistant director, lighting director, floor manager, camera operator, video switcher, audio engineer, video engineer, recording engineer and graphics operator. (2 hours discussion, 3 hours laboratory)

225 Field Video Production (3)

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

250 Writing Short Scripts (3)

Prerequisite: English 101. Techniques for writing short-form scripts for film and video. Analysis of short films in relation to script-writing concepts. Development and critique of student-written short scripts.

271 American Film I: Beginnings – 1945 (3)

History of American film and film style from the beginnings to 1945. Relation to socio-historical, economic, political, cultural, artistic, and technological contexts.

272 American Film 2: 1945 to Present (3)

History of American film and film style from the post-war period to modern times. Relation to socio-historical, economic, political, cultural, artistic, and technological contexts.

300 Language of Film (3)

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

310 Advanced Audio Production (3)

Prerequisite: RTVF 210. Advanced audio projects for radio, TV, film and the internet, including digital storage and distribution. Students complete the audio production process, from pre- through postproduction, applying aesthetic concepts and hands-on skills. (2 hours discussion, 3 hours laboratory)

315 Live Radio Production (3)

Prerequisite: completion of General Education Category I.A. Concepts and techniques of live radio production. Produce weekly, two-hour, live radio talk shows with segments. Includes all aspects and positions: planning, writing, producing, interviewing, promoting, engineering, recording, hosting, and the like. (2 hours discussion, 3 hours laboratory)

330 Film Production I (3)

Prerequisites: RTVF 225 and 300. Introduction to theory and practice of motion picture photography and film production. Students create short projects, shooting film and editing digitally. Additional cost for film development and digital transfer. (2 hours discussion, 3 hours laboratory)

350 Story Structure (3)

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

351 TV Scriptwriting: Sitcom (3)

Prerequisite: RTVF 350. Theory, principles and practice of writing for situation comedies. Students analyze scripts, study program episodes and develop and write an original story and spec script for a current half-hour, prime-time sitcom. Meets upper-division writing requirement for RTVF majors.

352 TV Scriptwriting: Drama (3)

Prerequisite: RTVF 350. Theory, principles and practice of writing for episodic television dramas. Students analyze scripts, study program episodes and develop and write an original story and spec script for a current one-hour, prime-time TV drama. Meets upper-division writing requirement for RTVF majors.

360 Radio and TV Programming (3)

Prerequisite: RTVF 100 or Comm 233. Purposes, philosophies and methods of obtaining, developing, launching, scheduling and evaluating programming for electronic media. Covers commercial radio and TV networks and stations, cable TV, public radio and TV, direct broadcast satellite and the internet.

365 Children's TV (3)

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

370 World Cinema (3)

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

371 Contemporary American Film (3)

Prerequisite: completion of General Education Category III.B.1. or III.B.2. Recent American films as indicators of societal, cultural, and artistic trends. Examines cinema in light of current theories of post-modernism and formal categories of film production.

375 Documentary Film & TV (3)

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

381 Regulation and Censorship (3)

Prerequisite: RTVF 100 or Comm 233. Function of law, policy, and standards in radio, TV, and film. Key regulations, including roles of commissions, courts, and Amendments. Key censorship practices, including language, sex, and violence.

385 Radio Station Operations (3)

Prerequisite: completion of General Education Category I.A. Concepts and practices of radio station operations, including programming, sales, promotion, traffic, billing, production, news, research and engineering. Allows for in-depth work in several areas.

410 Sound Design for Film-TV (3)

Prerequisite: RTVF 225. Acquiring, recording, editing, and mixing sound for film and TV. Special emphasis on creative aspects of sound design. (2 hours discussion, 3 hours laboratory)

425 Advanced Video Production (3)

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

427 Documentary Production (3)

Prerequisites: RTVF 375 and 225. Preproduction, production, and postproduction of documentary film or video. Documentary concepts and hands-on skills. (2 hours discussion, 3 hours laboratory)

430 Film Production 2 (3)

Prerequisite: RTVF 330. Preproduction, shooting and rough editing of a large-crew, sync-sound film. Includes planning, scouting, breakdown, budgeting, scheduling, casting, rehearsing, shooting and preliminary editing. Additional cost for film development and digital transfer. (2 hours discussion, 3 hours laboratory)

431 Cinematography (3)

Prerequisite: RTVF 330. Cinematographic techniques for film and video. Analysis of cinematographic styles, including qualities of camera movement, lenses and lighting as expressive tools. Hands-on experience shooting scenes with film and video cameras, lighting and grip equipment. (2 hours discussion, 3 hours laboratory)

434 Digital Effects for Film-TV (3)

Prerequisites: RTVF 225. Designing motion graphics and visual effects for film and TV. Previsualizing, titling, matting, rotoscoping and compositing using industry-standard software. (2 hours discussion, 3 hours laboratory)

435 Directing Film & TV (3)

Prerequisite: RTVF 225. Directing for narrative film and television, including breakdowns and use of the camera as an expressive tool. Students direct, shoot and edit short scenes. (2 hours discussion, 3 hours laboratory)

455 Screenwriting (3)

Prerequisite: RTVF 350. Theory, principles and practice of writing feature films. Students analyze scripts and study films. They apply concepts from RTVF 350 and advanced concepts to develop full-length screenplays. Meets upper-division writing requirement for RTVF majors.

472 Contemporary Asian Cinema (3)

Prerequisites: completion of General Education Category III.B.1 or III.B.2. Artistic developments in recent East and Southeast Asian cinema. Theoretical analysis and critique of directors, styles, techniques, genres, and production elements.

480 Management in RTVF (3)

Prerequisite: RTVF 100 or Comm 233. Management structure and issues in the RTVF industry. Includes audience measurement, distribution, finance, personnel, programming, regulation and sales. May include applied experience with college media activities.

495 Internship in Radio-TV-Film (3)

Prerequisites: RTVF 100, 350, and either 220 or 225. Supervised fieldwork at a radio, TV or film organization. Skill development and understanding of industry operation through hands-on experience and networking. Must submit an application one semester prior to taking through the RTVF Internship Office.

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

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The student-to-student tutorial encourages students to learn through teaching. Work may include contact hours with tutees, tutorial preparations, consulting with instructors, reporting-analysis-evaluation of tutorial experiences, participation in university programs for tutors. Does not count toward major or minor units. Grade or Credit/No Credit.

499 Independent Study (1-3)

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



Reading

College of Education

COLLEGE OF EDUCATION

DEAN

Claire Cavallero

DEPARTMENT CHAIR

(Vacant)

DEPARTMENT OFFICE

Education Classroom 531

DEPARTMENT WEBSITE

<http://ed.fullerton.edu/reading/>

PROGRAMS OFFERED

Master of Science in Education
Concentration in Reading
California Reading Certificate
Certificate in Postsecondary Reading and Learning
Reading/Language Arts Specialist
Credential

FACULTY

Margaret Atwell, Katherine Bartle-Angus,
JoAnn Carter-Wells, Barbara Clark, Janice
Crick, JoAnne Greenbaum, Rosario Ordonez-
Jasis, Ula Manzo, Donna Padgett

UNDERGRADUATE READING DEVELOPMENT COURSES

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

CALIFORNIA READING CERTIFICATE

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

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

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

For further information, please contact the department office, Education Classroom Building, Room 531, (714) 278-2114.

CERTIFICATE IN POSTSECONDARY READING AND LEARNING

The Certificate in Postsecondary Reading and Learning is designed to prepare reading specialists for postsecondary settings, particularly at the community college level. Persons wishing to earn this certificate must meet the following criteria for admission:

1. Hold a baccalaureate from an accredited institution of higher education.
2. Have earned a minimum grade-point average of 2.5 in the last 60 semester units attempted, as documented by two official copies of transcripts from all higher education institutions attend.
3. International students from countries where English is not the official language must have a TOEFL score of 575 (CSUF score is 550).
4. Submission of essay related to professional goals, level of technology knowledge, skills, and abilities to be an on-line learner.
5. Technology (minimum) requirements for students' computer equipment can be found on the department website at <http://ed.fullerton.edu/Reading>.
6. Knowledgeable in the use of a personal computer (PC or Macintosh), including the ability to (1) locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; (2) use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; (3) use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; (4) use an Internet browser to

search the World Wide Web; and (5) use databases, spreadsheets and multimedia applications. (UPS 320.030 – Policy on Computer Competency for Entering Students).

Four courses are required to complete the certificate:

Reading 505 Foundations of Postsecondary Reading and Learning (3)

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

Reading 516 Diagnostic-Prescriptive Teaching of Reading (4)

Reading 587 Program Management in Postsecondary Reading and Learning (3)

For further information, please contact the department office, Education Classroom Building, Room 531, (714) 278-4023.

READING/LANGUAGE ARTS SPECIALIST CREDENTIAL

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer courses to meet requirements for the reading/language arts specialist credential program.

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

1. Have completed a bachelor's degree;
2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and

4. Have successfully taught in a classroom setting, for a minimum of three years, in any grades from preschool through adult. This experience cannot include student teaching, intern teaching, or teaching while holding an emergency credential or permit.

Advisement is available to any student seeking a Reading/Language Arts Specialist

Credential. New students will be assigned an adviser upon acceptance in the program. Prior to their first semester in the program students should meet with an adviser to develop a credential study plan.

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



MASTER OF SCIENCE IN EDUCATION (READING)

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

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate/>.

Admission to Graduate Standing: Conditionally Classified

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

Graduate Standing: Classified

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

Study Plan

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

Core Courses (10 units)

Ed El 511 Survey of Educational Research (3)

Ed El 536 Curriculum Theory and Development (3)

Reading 516 Testing and Evaluation of Reading Performance (4)

Concentration Courses (19 units)

Reading 501 Assessment of Professional Competencies (1)

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

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

Reading 514 Linguistics and Reading (3)

Reading 520 Technology in Reading (2)

Reading 560 The Socio-cultural Context of Literacy and Learning (3)

Reading 581 Remediation of Reading Difficulties (4)

Culminating Experience (1)

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

OR Reading 597 Project (1)

OR Reading 598 Thesis (1)

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

READING COURSES

Courses are designated as READ in the class schedule.

201 Academic Reading: Analyses and Strategies (3)

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

202 Vocabulary Cognition and Reading Comprehension (3)

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

290 Critical Reading as Critical Thinking (3)

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

340 Promoting Language and Literacy Readiness in Young Children - Reading (3)

Prerequisites: Child/Adolescent Studies 312, or Psychology 361 or equivalent. Course explores 1) theorists of language development, 2) the function of receptive and expressive language development as they relate to literacy development, 3) the relevance of family literacy as young children begin to read, 4) choosing appropriate books to foster language development and literacy development, and 5) theorists of early childhood classroom instruction.

480 The Teaching of Reading (4)

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

501 Assessment of Professional Competencies (1)

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

505 Foundations of Postsecondary Reading and Learning (3)

Theoretical framework and background of field including historical perspective, student/adult development, reading and learning theory/academic literacy, programmatic structures and components, curriculum design and contemporary issues.

507 Reading and Thinking in the Content Areas (3)

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

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

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

514 Linguistics and Reading (3)

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

516 Diagnostic-Prescriptive Teaching of Reading (4)

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

520 Technology in Reading (2)

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

560 The Socio-cultural Context of Literacy and Learning (3)

Prerequisite: Educational Leadership 511. Theory and research in teaching reading/language arts to students with diverse cultural, racial, linguistic, and socio-economic backgrounds. Exploring various methods and approaches for teaching literacy skills. Special emphasis on second language learners. Case study requirement.

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

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

581 Remediation of Reading Difficulties (4)

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

585 Professional Development in Reading/Language Arts (3)

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

587 Program Management in Postsecondary Reading and Learning (3)

Prerequisites: Reading 505, 507 and 516. Study of the multifaceted components related to the administration, management and supervision of a post-secondary reading and learning program as well as the current issues and trends in program management.

595 Advanced Studies (1-3)

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

597 Project (1-3)

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

598 Thesis (1-3)

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

599 Independent Graduate Research (1-3)

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



Science Education

College of Natural Sciences and Mathematics

PROGRAM DIRECTOR

Richard M. Lodyga

PROGRAM OFFICE

McCarthy Hall 527

PROGRAM WEBSITE

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

PROGRAMS OFFERED

Master of Arts in Teaching Science (MAT-S)
Subject Matter Preparation Program for
the Single Subject Credential in
Science (7-12)

FACULTY

Gaylen Carlson (Geological Sciences),
Nancy Pelaez (Biological Science), Barbara
Gonzalez (Chemistry and Biochemistry)

ADVISERS

MAT-S: Gaylen Carlson

Secondary Teaching Certification:

Gaylen Carlson, Nancy Pelaez,
Barbara Gonzalez

Coordinator for Secondary Science
Education Credentialing:

Douglas Stone

INTRODUCTION

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

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

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

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

Please note: Because changes may occur in the course number and/or titles throughout the next two years due to State mandated requirement revision for the preliminary credential, you may find discrepancies between what is written below and what is listed in the catalog or on-line. If you have any concerns, please call Douglas Stone, Credentialing Coordinator for Secondary Science Education (714) 278-5637, or Richard Lodyga, Director, Science education program (714) 278-4680.

TEACHING CREDENTIALS

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

Professional Courses

Science Ed 442 Teaching Science in the Secondary School (3)

Science Ed 449E Externship in Secondary Teaching (3)

Science Ed 449I Internship in Secondary Teaching (10)

Science Ed 449S Seminar in Secondary Teaching (3)

The student should take Science Ed 442 concurrently with Science Ed 449E (5 weeks of student teaching at the end of the semester). Science Ed 449I (full-time student teaching) and Science Ed 449S are taken concurrently in the following semester.

Breadth of Study in Science (28-36 units)

Biology 172 Cellular Basis of Life (5)

Chemistry 120A,B General Chemistry (5,5)

Geological Sci 101 Physical Geology (3)

Geological Sci 101L Physical Geology Lab (1)

Geological Sci 420 Earth Science for Teachers (4)

Physics 211, 212 Elementary Physics (6)*

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

Concentrations in Science

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

BIOLOGY SUBJECT MATTER CONCENTRATION (22-24 UNITS)

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

I. Molecular and Cellular Biology

Biology 172 Cellular Basis of Life (5)

Biology 273 Genetics and Molecular Biology (5)

II. Functional Biology of Organisms

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

Biology 317 Field Marine Biology (3)

Biology 340 Field Botany (3)

Biology 419 Marine Ecology (3)

Biology 442 Pollination Biology (3)

Biology 443 Plant Ecology (3)

Biology 446 Marine Phycology (4)

Biology 466 Animal Behavior (3)

Biology 467 Entomology (4)

Biology 474 Natural History of Vertebrates (4)

Biology 475 Ichthyology (4)

Biology 476 Herpetology (4)

Biology 478 Mammalogy (4)

Biology 479 Ornithology (4)

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

Biology 362 Mammalian Physiology (4)

Biology 444 Plant Physiology Ecology (4)

Biology 468 Comparative Animal Physiology (4)

Biology 470 Cellular Neurobiology (4)

III. Ecology

Biology 274 Principles of Physiology and Ecology (4)

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

Biology 344 Survey of the Land Plants (4)

Biology 401 Biogeography (3)

Biology 404 Evolution (3)

Biology 441 Plant Taxonomy (4)

Biology 450 Conservation Biology (3)

Biology 461 Marine Invertebrate Zoology (4)

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

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Chem 301A Organic Chemistry (3)

Chem 301B Organic Chemistry (3)

Chem 302 Organic Chemistry Laboratory (3)

Chem 315 Theory of Quantitative Chemistry (3)

Chem 316 Quantitative Chemistry Lab (1)

Chem 361A Introduction to Physical Chemistry (3)

Chem 361B Introduction to Physical Chemistry (3)

*Not for majors in the subject matter area.

Select two classes of the following:

Chem 325 Inorganic Chemistry (3)

Chem 423A General Biochemistry (3)

Chem 423B General Biochemistry (3)

Chem 431 Advanced Organic Chemistry (3)

Chem 435 Chemistry of Hazardous Materials (2)

Chem 437 Environment Water Chemistry (2)

GEOLOGICAL SCIENCES SUBJECT MATTER CONCENTRATION (21 UNITS)

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Geological Sci 201 Earth History (3)

Geological Sci 303A Mineralogy and Introduction to Petrology (4)

Geological Sci 303B Mineralogy and Introduction to Petrology (4)

Geological Sci 333 General Oceanography (3)

Geological Sci 340 General Meteorology (3)

Physics 120 Introduction to Astronomy (3)

PHYSICS SUBJECT MATTER CONCENTRATION (27 UNITS)

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Physics 225 Fundamental Physics: Mechanics (3)

Physics 225L Fundamental Physics: Mechanics Lab (1)

Physics 226 Electricity and Magnetism (3)

Physics 226L Electricity and Magnetism lab (1)

Physics 227 Waves, Optics and Modern Physics (3)

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

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

Physics 320 Classical Mechanics (4)

Physics 330 Electromagnetic Theory (4)

Physics 340 Modern Physics (4)

NATURALIST INTERNSHIPS

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

MASTER OF ARTS IN TEACHING SCIENCE

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

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

Admission Requirements

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

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

4. Acceptance by a faculty project/thesis adviser.
5. The admission decision will be made only after the application file is complete.

Application Deadlines

The deadlines for completing on-line applications are March 1st for the fall semester and October 1st for the spring semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information: <http://www.fullerton.edu/graduate/>.

Advancement to Candidacy

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

Classified Standing

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

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

Study Plan

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

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

Core Courses

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

Culminating Experience

Science Ed 598 Thesis (6)
OR Science Ed 597 Project (3) and Science Ed 599 Independent Graduate Research (3)

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

* Meets the Graduate Level Writing Requirement.

SCIENCE EDUCATION COURSES

Courses are designated as SCED in the class schedule.

412 Processes of Science (3)

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

442 Teaching Science in the Secondary School (3)

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

449E Externship in Secondary Teaching (3)

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

449I Internship in Secondary Teaching (10)

(See description under Secondary Education)

449S Seminar in Secondary Teaching (3)

(See description under Secondary Education)

495A Naturalist Internship (3)

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

495B Naturalist Internship (3)

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

499 Independent Study (1-3)

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

550 Theoretical Designs in Science Education (3)

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

552 Review of Research in Science Education (3)

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

554 Issues in Science Education (3)

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

597 Project (1-3)

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

598 Thesis (1-6)

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

599 Independent Graduate Research (1-3)

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



Secondary Education

College of Education

DEAN

Claire C. Cavallaro

SECONDARY EDUCATION DEPARTMENT CHAIR

Victoria Brookhart Costa

DEPARTMENT OFFICE

Education Classroom 531

DEPARTMENT WEBSITE

<http://ed.fullerton.edu/SecEd/>

PROGRAMS OFFERED

Master of Science in Education
Concentration in Secondary Education
Emphasis in Teacher Induction
Emphasis in Middle School
Mathematics
Single Subject Credential
Art
Business Education
English (English, Theater)
Foreign Languages (see Modern
Languages and Literatures
Department for specific languages)
Mathematics and Foundational Level
Mathematics
Music
Physical Education
Science
Social Science

FACULTY

Debra Ambrosetti, Grace Cho, Duane Clizbe, Victoria Brookhart Costa, Mark Ellis, Maria Grant, Laura Haniford, Ellen Kottler, Ron Pahl, Fred Ramirez, Lynda Randall, Chris Street, Helen Parcell Taylor

SINGLE SUBJECT CREDENTIAL LEVEL I PROGRAM

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

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

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

Second, candidates complete a first semester of 240 hours of classroom observations and co-teaching in which they are gradually inducted into the full-time student teaching experience in an environment of collegiality and support. This semester allows them to become familiar with their Master Teachers and the particular characteristics, programs, and cultures of their schools. During this semester, candidates are referred to as Externs. First semester credential students attend a weekly seminar class that includes presentations by university faculty and staff as well as district faculty, staff, and administrators. During the seminar, candidates learn about the district, schools, and classrooms in which they will complete their student teaching. They learn about state, district, and local policies on education; instructional strategies; curriculum design, development, and implementation; classroom management; assessing students; and the realities of day-to-day teaching. In addition, candidates complete a subject matter specific methods course in which they extend lesson and unit planning skills with a focus on the California K-12 content standards and standardized assessments. Finally, they complete a course in teaching English learners. During this semester, candidates are again assessed on the TPEs and submit TPA Task 1 for scoring.

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

COURSE WORK SEQUENCE

Technology (3 units required for preliminary credential, recommended as early as possible)

Ed Sec 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

OR Ed Sec 307 Personal Proficiency in Educational Technologies for Social Science Teachers (3)

Prerequisites (12 units, 40 hours fieldwork)

Ed Sec 310 The Teaching Experience (3)

Ed Sec 320 Adolescence (3)

Ed Sec 330 Developing Literacy in Secondary Schools (3)

Ed Sec 340 Diversity in Secondary Schools (3)

Required of All First Semester Internship Candidates

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

First Semester (15 units, 240 hours fieldwork)

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

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

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

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

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

Second Semester (16 units, 270 hours fieldwork)

Ed Sec 449S Seminar in Secondary Teaching (3)

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

Ed Sec 460 Teaching Assessment Seminar (3)

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

PROFESSIONAL DEVELOPMENT DISTRICT MODEL

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

levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.

Currently, we enjoy PDD collaborations with Anaheim Union High School District, Fullerton Joint Union High School District,

Placentia/ Yorba Linda Unified School District, Orange Unified School District, Corona/Norco Unified School District, and Capistrano Unified School District.



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

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

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

- Overall grade-point average appropriate to the individual academic department.
- Passage of California Basic Educational Skills Test (CBEST) Successful completion of Ed Sec 304 or 307, Ed Sec 310, Ed Sec 320, Ed Sec 330 and Ed Sec 340.
- 100% completion of Subject Matter Preparation Program (SMPP) in your content area or the CSET exam results in your content area. See your adviser.
- Proficiency in oral and written English.
- Recommendations from academic faculty and school personnel.
- Documented field experience in 7-12 classroom or equivalent.
- TB Test and MMR (measles, mumps, rubella) certification. Both tests may be done at CSUF Health Center. Call (714) 278-2813.
- CPR Training – Candidates must complete CPR Training offered by the American Heart Association (Heart Saver) or the American Red Cross. Training must cover infant, child, and adult. Evidence of CPR training must be current (within 2 years) and a copy of the CPR certificate must be submitted with the credential application.
- The Certificate of Clearance form must be started by the time of application. This is a special fingerprint form to be completed as specified by the California Commission on Teacher Credentialing in Sacramento.

INTERNSHIP PROGRAM

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

Internship candidates must complete Ed Sec 400 (Instructional Methods for Secondary Internship Candidates) and Ed Sec 410 (Teaching English Learners in Secondary Schools) prior to enrollment as an Internship candidate in the first semester of the program. These courses provide candidates with early instruction on classroom management, lesson planning, and instruction and assessment strategies.

This course is only offered during summer and January intersession, and requires candidates to collect numerous materials from their school site and district, including school and district emergency procedures, district content and performance standards, a district testing schedule and academic year calendar, and textbooks. In Ed Sec 400, candidates prepare a Classroom Management Plan and Letter to Parents, first week lesson plans, a semester plan for instruction, bulletin board materials, and an assessment plan. In Ed Sec 410, candidates learn strategies for engaging and supporting beginning, intermediate, and advanced English language learners.

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

The Ed Sec 440S/F experience for candidates in the Professional Track/Internship program differs from that of the traditional Ed Sec 440F/S experience because Internship candidates have all completed Ed Sec 400 and Ed Sec 410. The Ed Sec 440S seminar is held on Monday afternoons instead of Friday mornings. Other differences include a weekly seminar discussion that focuses on successes and challenges interns currently experience; assignments that are more tightly focused on teaching; and visits by fieldwork coordinators during the first ten weeks of the semester.

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

Internship Credential Program Eligibility Requirements

To be eligible for participation in the first semester University Intern Program credential candidates must have the following items: earned Bachelor's Degree from a regionally accredited college or university; passed the California Basic Skills Proficiency Test (CBEST), passed the Subject Matter Competence Exam (CSET) or completed 100% of a commission-approved Subject Matter Preparation Program (SMPP), completed character and identification clearance (fingerprints), demonstrated knowledge of the United States Constitution, be accepted into the Single Subject Credential Program, and obtained a University Internship Intern Credential. CSU Fullerton uses recommendation forms and an autobiography to assess how the candidate's prior experiences and attitudes toward children and schools may affect the candidate's performance in the classroom. Additionally, during prerequisite courses, candidates are required to write their educational philosophy and to participate in 40 hours of fieldwork in public secondary schools. These requirements provide excellent information related to

the candidate's prior experiences and attitudes toward children and schooling.

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

SINGLE SUBJECT CREDENTIAL (LEVEL II)

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

MASTER OF SCIENCE IN EDUCATION SECONDARY EDUCATION CONCENTRATION

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

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

Online Hybrid Graduate Program Features

The graduate programs in secondary education are delivered in an online hybrid format, with 50% of courses delivered completely via web-based instruction, and the other courses delivered partially via web-based instruction. The program begins with a required 1-unit prerequisite course orientation on a Saturday in August.

Options for Culminating Experience

The six options for candidates' culminating experiences include the comprehensive examination, thesis, submission for National Board Certification, development of a major grant proposal, development of a comprehensive curriculum project, and development of an article for publication.

Support for National Board Certification

One option for candidates' culminating experiences is submission for National Board Certification. The graduate program in secondary Education provides support to candidates in the form of three courses: EDSC 591 (Professional Seminar in Secondary Teaching) and EDSC 594 (Project Seminar support Class). EDSC 591 (taught in the fall) is intended to provide students with an introduction to the requirements of National Board certification as well as assist students in beginning work on their portfolios. EDSC 599 provides an independent study to further portfolio work. EDSC 591 (taught in the spring) is intended to provide teachers with as-needed support while they finish their portfolios.

What is the National Board for Professional Teaching Standards Certification?

Currently, teachers who have at least three years of experience may elect to participate in this performance-based assessment. The

process of becoming a National Board certified teacher is a grueling one that demands much of teachers, who are also juggling all the other demands of their profession. Teachers must complete a portfolio demonstrating their practice and highlighting the ways they put the National Board standards into practice. They must include written plans, videotapes of their teaching, and extensive written reflections on their teaching. In addition to the portfolio, teachers must complete a more standard written assessment aimed at evaluating their content knowledge. The NBPTS encourages teachers to work together and support one another during this process. They also encourage teachers to seek out support programs and/or mentors who can provide them with feedback on all aspects of the process.

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate/>.

Admission to Graduate Standing: Conditionally Classified

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

Graduate Standing: Classified

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

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

Study Plan

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

Prerequisite Course (1 unit)

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

Core Courses (15 units)

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

Ed Sec 506 Graduate Studies in Secondary Writing (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Concentration Courses (6 units)

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

Ed Sec 524 Assessing Student Learning (3)

Electives (6 units)

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

Culminating Experience (3 units)

One of the following:

Ed Sec 594 Research Seminar (3)

OR Ed Sec 595 Advanced Studies Capstone in Secondary Education (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

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

EMPHASIS IN TEACHER INDUCTION

The concentration in Secondary Education with an Emphasis in Teacher Induction is designed for 7-12 grade teachers to earn their Level II Credential and to prepare them for continued instructional and leadership roles in secondary schools. This graduate program builds upon teacher preparation in the Single Subject Credential Program and allows students to extend their knowledge and deepen their teaching skills while working toward the Level II Credential.

Prerequisite Course (1 unit)

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

Core Courses (15 units)

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

Ed Sec 506 Graduate Studies in Secondary School Writing (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Emphasis Courses (6 units)

Ed Sec 502A New Teacher Induction, Assessment, and Support, Year 1 (1)

Ed Sec 502B New Teacher Induction, Assessment, and Support, Year 1 (2)

Ed Sec 502C New Teacher Induction, Assessment, and Support, Year 2 (1)

Ed Sec 502D New Teacher Induction, Assessment, and Support, Year 2 (2)

Electives (6 units)

Chosen in consultation with the Graduate Program Adviser.

Culminating Experience (3 units)

Ed Sec 594 Project Seminar (3)

OR Ed Sec 595 Advanced Studies Capstone in Secondary Education (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

EMPHASIS IN MIDDLE SCHOOL MATHEMATICS

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

Study Plan

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

Prerequisite Coursework (1 unit)

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

Core Coursework (15 units)

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

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Course in Graduate Studies in Secondary Writing (3)*

Emphasis Courses (12 units)

Ed Sec 530 Graduate Studies in Mathematics Education (3)

Math 403A,B Concepts of Middle School Mathematics (3,3)

Math Ed 532 Teaching Problem Solving in Middle School Mathematics (3)

Culminating Experience (3 units)

One of the following:

Ed Sec 594 Research Seminar (3)

Ed Sec 595 Advanced Studies Capstone in Secondary Education (3)

Ed Sec 597 Project (3)

Ed Sec 598 Thesis (3)

SECONDARY EDUCATION COURSES

Courses are designated as EDSC in the class schedule.

110 The Teaching Experience: Exploration (3)

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

304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Prerequisite: Ed Sec 310. Development of personal proficiency in educational technologies to facilitate the teaching process. Training in computer hardware and software terminology; spreadsheets, word processing, publication, and presentation applications; Internet search and retrieval; information literacy; electronic communication and awareness of legal and ethical issues. Meets the state requirement for Single Subject Preliminary Credential except Social Studies. (Same as Special Ed 304)

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

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

310 The Teaching Experience: Participation (3)

History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. May be repeated with consent of instructor. A "B" (3.0) or better is required to receive a grade of credit.

320 Adolescence and Education (3)

Prerequisite: completion of General Education Category III.C.1 The biological, cognitive, and socio-cultural development of adolescents. Exploration of the contexts of adolescent development, including family, peers, school, work, and leisure. Health and safety issues of adolescents. One or more sections offered online.

330 Developing Literacy in Secondary Schools (3)

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

340 Diversity in Secondary Schools (3)

Prerequisite: completion of General Education Category III.C.1. Knowledge and skills for teaching special populations. Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. Exploration of how teaching is shaped by diversity in California society. Analysis of personal and institutional bias.

400 Instruction Methods for Secondary Internship Candidates (3)

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

410 Teaching English Learners in Secondary Schools (3)

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

440F Supervised Fieldwork in Secondary Schools (2)

Prerequisite: admission to the Single Subject Credential Program. Concurrent enrollment in Ed Sec 440S. Ten-week practicum (120 hours, Monday - Thursday) in observation and participation in secondary schools. Use of materials developed in Ed Sec 330. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

440S General Pedagogy of Secondary School Teaching (4)

Prerequisites: admission to Single Subject Credential Program and Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

442 Teaching in the Secondary School (3)

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 449E. Strategies and techniques for teaching a specified subject in the secondary school. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. May be repeated once for credit. Art Ed 442 Teaching Art in the Secondary School. Ed Sec 442 Teaching Business in the Secondary School. Ed Sec 442S Teaching Social Science in the Secondary School. English Ed 442 Teaching English in the Secondary School. FL-Ed 442 Teaching Foreign Languages in the Secondary School. Kinesiology 442 Teaching Physical Education in the Secondary School. Math Ed 442 Teaching Mathematics in the Secondary School. Music Ed 442 Principles and Methods of Teaching Music in the Public Schools. Science Ed 442 Teaching Science in the Secondary School. Theatre Ed 442 Teaching Theatre in the Secondary School.

449E Externship in Secondary Teaching (3)

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. Students sign up for the appropriate departmental offering from the following: Art Ed 449E, Ed Sec 449E, English Ed 449E, FL-Ed 449E, Kinesiology 449E, Math Ed 449E, Music Ed 449E, Science Ed 449E, or Theatre Ed 449E.

449I Internship in Secondary Teaching (10)

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Must be taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit. Departmental course offerings are: Art Ed 449I, Ed Sec 449I, English Ed 449I, FL-Ed 449I, Kinesiology 449I, Math Ed 449I, Music Ed 449I, Science Ed 449I, or Theatre Ed 449I.

449S Seminar in Secondary Teaching (3)

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449I. Seminar in student teaching in a single subject in secondary schools. Taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

460 Teaching Assessment Seminar (3)

Prerequisite: Ed Sec 442 and concurrent enrollment in Ed Sec 449I and 449S. Capstone course includes finalization of Teaching Assessment Documentation (TAD) and documentation of proficiency in California Teaching Performance Expectations required for recommendation of Level I Single Subject Teaching Credential. Offered Credit/No Credit only. A "B" (3.0) or better is required to receive a grade of credit.

499 Independent Study (1-3)

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

501 Introduction to Graduate Studies in Secondary Education (1)

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

502A New Teacher Induction, Assessment, and Support, Year 1 (1)

Prerequisite: concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California formative Assessment and Support System for Teachers model. Focus on CFASST Events 1-2. (Same as Ed El 502A)

502B New Teacher Induction, Assessment, and Support, Year 1 (2)

Prerequisite: Ed Sec 502A and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 3-6. (Same as Ed El 502B)

502C New Teacher Induction, Assessment, and Support, Year 2 (1)

Prerequisite: Ed Sec 502B and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 7-8. (Same as Ed El 502C)

502D New Teacher Induction, Assessment, and Support, Year 2 (2)

Prerequisite: Ed Sec 502C and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 9-12. (Same as Ed El 502D)

504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Prerequisite: Ed Sec 304 or equivalent; candidate must have been issued a preliminary single subject credential. Theoretical basis and strategies for improving teaching and learning in secondary school classrooms through multimedia technologies. Emphasis on the utilization of technology for curricular, instructional, and assessment purposes to support all students in learning. Meets the Professional Teacher Induction Program Technology standard.

506 Graduate Studies in Secondary School Writing (3)

Prerequisite: Graduate Standing. Focus on current issues, theory, and practice regarding the teaching of writing in secondary schools (grades 6-12). Candidates will actively and continuously write as they learn about ways to foster the writing development of secondary school students.

522 Family, Community, and Professional Partnerships (3)

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

524 Assessing Student Learning (3)

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

530 Graduate Studies in Mathematics Education (3)

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

535 Survey of Educational Research (3)

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

536 Curriculum Theory and Development (3)

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

540 Graduate Studies in Teaching English Learners (3)

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

550 Instructional Strategies (3)

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

591 Professional Seminar in Secondary Teaching (3)

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

594 Project Seminar (3)

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

595 Advanced Studies Capstone in Secondary Education (3)

This is a graduate seminar designed to further develop competencies in secondary education content area curriculum, instruction, assessment, educational technology, program development, leadership, National Board of Certification, and interpersonal relations related to secondary school teaching.

597 Project (1-3)

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

598 Thesis (1-3)

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

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

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



Master of Social Work

College of Health and Human Development

INTRODUCTION

The mission of the Master of Social Work (MSW) program is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups with special sensitivity to the multicultural populations of Orange County and nearby Southern California regions. The program's mission also includes a commitment to develop competent and accountable social workers who will contribute to the generation of practice knowledge and to provide leadership in addressing social problems and inequitable social policies affecting individuals, families and communities. This mission is consistent with the purposes of the social work profession as defined by the Council on Social Work Education (CSWE).

The MSW program emphasizes ecological and open systems perspectives that focus on the fit and interactions of a person or family within a variety of dynamic social and economic systems. Effective social work practice is seen as a change-oriented process that seeks to improve the quality of life of clients, ensures equitable access to opportunities and resources, supports social participation and advocates for fairness within a multicultural context. The MSW curriculum helps students gain professional knowledge, values and skills in social work methods and the techniques required to undertake quality practice along the full spectrum of professional tasks. These expectations are accomplished through the integration of the knowledge and theories in the classroom, combined with supervised practical experience in a variety of social service settings. In addition, students are prepared for advanced, specialized direct practice in concentrations representing Child Welfare and Community Mental Health.

The MSW program is designed to address the growing need for social workers to work with individuals, families, groups and organizations in public and non-profit social service agencies. The goals of the MSW program include:

- 1) Preparing social work students to take leadership roles in public social service organizations charged with responding to societal problems such as poverty, family instability, mental illness, and child abuse;
- 2) Preparing students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by teaching strategies to involve targeted populations in accomplishing goals, developing resources, and preventing and alleviating distress;
- 3) Preparing social work students to be change agents and to work effectively in increasingly complex, culturally and racially diverse communities;
- 4) Preparing social work students to understand the impact of racism, sexism, homophobia and other forms of oppression in creating and maintaining barriers to effective participation in American society;
- 5) Preparing social work students to understand the relationship of the economic, political and social system to the maintenance of poverty and oppression in American society;
- 6) Preparing students to develop and use research, knowledge, and skills that advance social work practice.

Social workers are employed in varied settings, such as social services agencies and community-based organizations, including health and mental health agencies, child welfare agencies, and family services agencies and organizations, as well as in other sectors such as government, cor-

PROGRAM DIRECTOR

David Cherin

PROGRAM OFFICE

Education Classroom 405

PROGRAM WEBSITE

<http://hhd.fullerton.edu/MSW>

PROGRAM OFFERED

Master of Social Work

PROGRAM COUNCIL

Sean Hogan (Human Services)

Mikyong Kim-Goh (Chair, Human Services)

Susan Larsen (Human Services)

Trent Nguyen (Human Services)

Dennis Berg (Sociology)

Rebekah Smart (Counseling)

Sora Tanjasiri (Health Science)

rections, aging services, recreation, and industry. They work in many job classifications: direct service, community organization, supervision, consultation, management, administration, education and training, policy analysis and research.

The MSW program is progressing towards full accreditation by the Council on Social Work Education (Council on Social Work Education, Commission on Accreditation, 1725 Duke Street, Alexandria, VA 22314, phone number: 703-683-8080).

SPECIALIZATIONS

The Master of Social Work degree offers opportunity for study in two substantive areas of specialization: Child Welfare and Community Mental Health. The specializations reflect two of the major areas of social concern and programs in our society. Child neglect and abuse, poverty, family violence, drugs, and gangs illustrate the tremendous need for services to children and their families. The Community Mental Health specialization responds to the issues of chronic mental illness, behavioral problems, substance abuse, and the homeless mentally ill. Professional social workers play a vital role in ensuring that services are available to support many in these vulnerable populations in our region.

Child Welfare Specialization (CW)

The Children Welfare (CW) specialization prepares students for practice in a variety of settings including child welfare/protective services, health care, mental health, public social services, schools, community-based outpatient agencies, corrections/juvenile justice, residential treatment, programs for persons with developmental disabilities, domestic violence shelters and other specialized programs.

Required Courses for CW Specialization

MSW 503 Social Work Perspectives on Human Behavior III (3)

MSW 512 Child Welfare: Advanced Practice I (3)

MSW 513 Child Welfare: Advanced Practice II (3)

MSW 522 Child Welfare Policy and Social Work (3)

MSW 531 Applied Social Work Research Methods II (3)

*MSW 542 Advanced Social Work Field Instruction I (3)

*MSW 543 Advanced Social Work Field Instruction II (3)

MSW 560 Professional, Legal and Ethical Issues in Social Work (3)

MSW 597 Master's Project (3)

One Elective

*Fieldwork placement in a child welfare agency.

Community Mental Health Specialization (CMH)

The Community Mental Health (CMH) specialization prepares students for practice in a variety of mental health settings including psychiatric hospitals, residential treatment, county mental health clinics, correctional institutions, substance abuse treatment and other specialized programs.

Required Courses For CMH Specialization

MSW 503 Social Work Perspectives on Human Behavior III (3)

MSW 514 Community Mental Health: Advanced Practice I (3)

MSW 515 Community Mental Health: Advanced Practice II (3)

MSW 523 Mental Health Policy and Social Work (3)

MSW 531 Applied Social Work Research Methods II (3)

*MSW 542 Advanced Social Work Field Instruction I (3)

*MSW 543 Advanced Social Work Field Instruction II (3)

MSW 560 Professional, Legal and Ethical Issues in Social Work (3)

MSW 597 Master's Project (3)

One Elective

*Fieldwork placement in a community mental health agency.

CALSWEC MSW PROGRAM

The MSW Program at CSUF is currently in the process of establishing eligibility for the CalSWEC Title IV - E training funds.

California Social Work Education Center (CalSWEC) is a unique partnership between social work education and the publicly supported child welfare structure. The mission and goals of the CalSWEC program is to re-professionalize public child welfare. CalSWEC provides financial support to MSW students in exchange for a commitment to work in a public child welfare agency for a minimum of one year for every year of support received. The intent of the program is to strengthen and enhance the quality of practice by professionally trained and educated public child welfare social workers. Priority is given to applicants representing diverse population groups currently served by child welfare agencies in California. Fluency in a high demand language is also given priority. Years of service and other child welfare experience also weighs significantly into the selection process. Students in the program must be U.S. citizens or have a permanent visa.

The IV-E stipends provide for two (2) years of support for students enrolled in the MSW program. The student signs a contract to secure full-time employment in a public child welfare agency for two (2) years (one year of employment for each year of support) but is expected to remain in public child welfare employment for longer than this minimum period. Once accepted into the program, students must undergo pre-screening for county employment, including fingerprinting and participation in the criminal clearance process.

With the passage of the Mental Health Services Act, a parallel training stipend program was established in California for MSW students who specialize in mental health. Similar to the child welfare training, the Mental Health Initiative, also managed by CalSWEC, offers training stipends for two (2) years of support for students enrolled in the MSW program in exchange for a commitment to work in a public mental health agency for a minimum of one year for every year of support received.

MASTER OF SOCIAL WORK

Admission Requirements

Minimum requirements for admission to conditionally classified standing in the program include the following:

1. Commitment to a two-year, full-time cohort course of study for completion of the MSW.
2. Hold a baccalaureate degree in good standing from an accredited institution of higher education.
3. Have earned a minimum grade-point average of 3.0 in the last 90 quarter units or last 60 semester units as documented by official transcript(s) from all higher education institutions attended.

4. Successful completion of 3-unit prerequisite or equivalent courses in: (1) social science research methods; (2) human development; (3) human biology or human anatomy and physiology; and (4) upper division expository writing.
5. Evidence of language skills and/or cultural experiences appropriate to the diverse communities to be served.
6. At least one year of paid or volunteer experience in a human service context or related area.
7. Submission of a four-page personal statement self-assessment essay. Students must submit a written essay explaining why they would be good candidates for the program, including describing their experience and/or commitment to social work, evidence of personal qualifications, motivation and potential that shows promise of becoming a successful social worker.
8. Submission of a one-page experience profile describing social work related experiences.
9. Submission of three letters of reference from individuals who are familiar with the student's academic work potential, level of maturity, and relevant experiences.
10. Completion of an interview.
11. Submission of two applications, one to the MSW Program Council and one to CSUF's Graduate Admissions.
12. For international students from countries where English is not the official language, a score of 575 on the paper exam, 230 on the computer based exam, or 89 on the Internet based TOEFL is required. A student scoring between 555-574 on the paper exam, 215-229 on the computer-based exam, or 83-88 on the Internet based TOEFL may be admitted conditionally depending upon an evaluation of the entire application file.
13. Accessibility Issues: Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at <http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm>). Please contact the instructor and Program Coordinator.

Classification and Advancement to Candidacy

Advancement to classified standing and candidacy requires the student to maintain continued good academic standing in all coursework and field experiences. In the case of unsatisfactory academic performance, the Director of the program, with the approval of the MSW Program Council and the Office of Graduate Studies, shall recommend remediation or dismissal of a student.

Under special circumstances, a graduate student may be approved for a one-semester leave of absence or, with approval of the MSW Program Council, for a two-semester leave in extraordinary circumstances. For such consideration, the student must be in good academic standing. (See the "Graduate Regulations" section of this catalog for additional details concerning advancement to classified standing or candidacy.)

ADVISEMENT

Upon admission to the program, each student is assigned to a faculty adviser. Advisers provide academic assistance, help students develop official study plans, and monitor their progress throughout the duration of enrollment. Students should consult their adviser on a regular basis.

MSW CURRICULUM

The MSW at CSUF requires completion of 60 semester credit hours over two years of full time study. Foundation coursework is based on a generalist social work practice curriculum that prepares students for advanced academic work in one of two specialization options, Child Welfare or Community Mental Health. Students are exposed to lifespan perspectives that address life cycle issues and concepts from birth to old age. While the options are designed to allow students to focus on a particular population, it is expected that the student's education will involve sufficient foundational content to allow him or her to transfer this knowledge to any population or service setting.

The program will emphasize a Direct Practice method concentration. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and non-profit social services agencies and in voluntary agencies serving children, youth, and families and in those providing community mental health services to the chronically and seriously mentally ill.

COURSE SEQUENCE

First Year Foundation Curriculum

- MSW 501 Social Work Perspectives on Human Behavior I (3)
- MSW 502 Social Work Perspectives on Human Behavior II (3)
- MSW 510 Social Work Practice I (3)
- MSW 511 Social Work Practice II (3)
- MSW 520 Social Welfare Policy and Services I (3)
- MSW 521 Social Welfare Policy and Services II (3)
- MSW 530 Applied Social Work Research Methods I (3)
- MSW 540 Social Work Field Instruction I (3)
- MSW 541 Social Work Field Instruction II (3)
- MSW 550 Social Work Practice with Diverse Populations (3)

Second Year Advanced Curriculum

Child Welfare Specialization

- MSW 503 Social Work Perspectives on Human Behavior III (3)
 - MSW 512 Child Welfare: Advanced Practice I (3)
 - MSW 513 Child Welfare: Advanced Practice II (3)
 - MSW 522 Child Welfare Policy and Social Work (3)
 - MSW 531 Applied Social Work Research Methods II (3)
 - MSW 542 Advanced Social Work Field Instruction I (3)
 - MSW 543 Advanced Social Work Field Instruction II (3)
 - MSW 560 Professional, Legal and Ethical Issues in Social Work (3)
 - MSW 597 Master's Project (3)
- One Elective - May choose one of the following:*
- MSW 561 Social Work Practice and the Law (3)
 - MSW 570 Social Work Practice in Substance Abuse Treatment (3)
 - COUN 522 Techniques of Brief Treatment and Assessment (3)
 - COUN 525 Psychopharmacology for Counselors (3)
 - COUN 535 Addictions Counseling (3)
 - HESC 520 Advanced Topics in Community Health (3)

PSYC 545 Advanced Psychopathology (3)
 SOCI 503/GERO 503 Aging and Public Policy (3)
Community Mental Health Specialization
 MSW 503 Social Work Perspectives on Human Behavior III (3)
 MSW 514 Community Mental Health: Advanced Practice I (3)
 MSW 515 Community Mental Health: Advanced Practice II (3)
 MSW 523 Mental Health Policy and Social Work (3)
 MSW 531 Applied Social Work Research Methods II (3)
 MSW 542 Advanced Social Work Field Instruction I (3)
 MSW 543 Advanced Social Work Field Instruction II (3)
 MSW 560 Professional, Legal and Ethical Issues in Social Work (3)
 MSW 597 Master's Project (3)
 One Elective - May choose one of the following:
 MSW 561 Social Work Practice and the Law (3)
 MSW 570 Social Work Practice in Substance Abuse Treatment (3)
 MSW 580 Social Practice with the Poor and the Homeless (3)
 COUN 522 Techniques of Brief Treatment and Assessment (3)
 COUN 525 Psychopharmacology for Counselors (3)
 COUN 535 Addictions Counseling (3)
 HESC 520 Advanced Topics in Community Health (3)
 PSYC 545 Advanced Psychopathology (3)
 SOCI 503/GERO 503 Aging and Public Policy (3)

SOCIAL WORK COURSES

Courses are designated as MSW in the class schedule.

501 Social Work Perspectives on Human Behavior I (3)

Prerequisite: Admission to MSW program. Overview of ecological systems theory used in the social work profession for clinical and policy-oriented assessments of human functioning and needs during infancy, childhood and adolescence. Emphasis is on the reciprocal relationships between human behavior and the social environment.

502 Social Work Perspectives on Human Behavior II (3)

Prerequisite: MSW 501. Overview of ecological model used in the social work profession for clinical and policy oriented assessments of human functioning and needs from young adulthood through old age. Emphasis is on the reciprocal relationships between human behavior and the social environment.

503 Social Work Perspectives on Human Behavior III (3)

Prerequisite: MSW 502. Advanced social work theory and application regarding development of human psychopathology across the life span, including understanding and diagnosing dysfunctional behaviors with the DSM-IV TR.

510 Social Work Practice I (3)

Prerequisite: Admission to MSW program. Critical analysis and examination of social work roles and integration of those roles within a person-environment perspective. Focuses on an integrative framework combining direct practice with individuals, families, groups, and communities with a commitment to organizational and social change.

511 Social Work Practice II (3)

Prerequisite: MSW 510. Further deepens students' knowledge and skills essential for social work practice, including individual, family, group, community and organizational interventions. Focus on cultural responsiveness, commitment to professional competence and ethics, interprofessional development, social and economics justice and client empowerment.

512 Child Welfare: Advanced Practice I (3)

Prerequisite: MSW 511. Designed for students preparing for careers in public child welfare. Examines continuum of services, impact of chemical dependency and domestic violence, intervention models, and the practice of social work within the legal context of the dependency court.

513 Child Welfare: Advanced Practice II (3)

Prerequisite: MSW 512. Integration of theory and practice pertaining to social workers' roles in child welfare settings. Application of direct intervention models and development of advanced specialized skills for addressing the behavioral, emotional and situational problems of children and families.

514 Community Mental Health: Advanced Practice I (3)

Prerequisite: MSW 511. Application of theory and practice with diverse populations utilizing a multicultural framework and case materials to analyze treatment issues and empowerment strategies in community mental health. Emphasis on individual, family and group strategies.

515 Community Mental Health: Advanced Practice II (3)

Prerequisite: MSW 514. Analysis of the psychosocial rehabilitation and recovery as the dominant treatment model in contemporary community mental health programs. Focus on the use of psychoeducation to address chronic mental illness, substance abuse, depression, anxiety and family violence.

520 Social Welfare Policy and Services I (3)

Prerequisite: Admission to MSW program. Comprehensive overview of the history of social welfare and the social work profession, the evolution of social work values and ethics, and a broad array of U.S. social welfare services including income maintenance, health care, mental health, and child welfare.

521 Social Welfare Policy and Services II (3)

Prerequisite: MSW 520. Course builds policy practice knowledge, skills, advocacy strategies, values and ethics regarding the political processes underlying social welfare policy development and practice. Course also examines diverse methods of policy analysis and addresses policy issues that are important to multicultural populations. Fulfills Graduate Writing Requirement.

522 Child Welfare Policy and Social Work (3)

Prerequisite: MSW 521. Students examine and analyze the conceptual and pragmatic underpinnings of federal, state, and local policies as well as specific laws and regulations influencing social work practice with children, youth, and their caregivers.

523 Mental Health Policy and Social Work (3)

Prerequisite: MSW 521. Overview of social welfare policy issues in the understanding and treatment of mental disorders at the national, state and local levels. Focus on major factors influencing the provision of mental health services such as managed care.

530 Applied Social Work Research Methods I (3)

Prerequisite: Admission to MSW program. Evaluation, appraisal, and application of the concepts, design, and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics, and professional practice.

531 Applied Social Work Research Methods II (3)

Prerequisite: MSW 530. Application of research concepts and principles to the actual conduct of studies addressing questions relevant to direct practice with individuals, families, and groups. The course prepares students for active roles in social work practice and program evaluation.

540 Social Work Field Instruction I (3)

Prerequisite: Admission to MSW program. Fieldwork experience in a social services agency under the supervision of professional social workers. Course introduces students to the range of professional roles, social services infrastructure and policies, professional ethical standards, case management principles, and social work intervention modalities.

541 Social Work Field Instruction II (3)

Prerequisite: MSW 540. Continued and advanced supervised social work practice experience in a community agency utilizing direct social service practice skills. Greater in-depth focus on collaborative client case management to prepare students for professional employment with emphasis on effective practice with diverse populations.

542 Advanced Social Work Field Instruction I (3)

Prerequisite: MSW 541. Advanced supervised social work practice in a community agency with focus on the range of professional social work roles in child welfare or community mental health settings. Requires 2 hrs/wk seminar and 20 hrs/wk agency placement.

543 Advanced Social Work Field Instruction II (3)

Prerequisite: MSW 542. Continuation and intensification of supervised social work practice in a community agency with focus on advanced practice skills in community mental health or child welfare settings. Requires 2 hrs/wk. seminar and 20 hrs/wk agency placement.

550 Social Work Practice with Diverse Populations (3)

Prerequisites: Admission to MSW program. Prepares future social workers to examine social work case management issues related to disadvantaged client groups based on race, ethnicity, gender, sexual orientation, age and disability status. Focus is on ecological diversity-sensitive practice, advocacy, and empowerment of vulnerable clients.

560 Professional, Legal and Ethical Issues in Social Work (3)

Analysis of ethical and legal standards as related to critical social work issues such as ethical decision-making, informed consent, confidentiality limits, child and elder abuse reporting, harm to self and others, intimate partner violence laws and professional code of ethics.

561 Social Work Practice and the Law (3)

Survey of major legal issues, policies, and resources relevant to social workers. Focus on issues such as abortion, adoption, child custody, right to treatment, mental health commitment procedures, children's rights, rights of the elderly, marriage and divorce.

570 Social Work Practice in Substance Abuse Treatment (3)

Theories and methods in the diagnosis and treatment of substance abuse disorders focusing on the role of social workers in the prevention/intervention of substance abusers and their families. Emphases on dual diagnoses, prenatal drug/alcohol exposure and challenges for special group.

580 Social Work Practice with the Poor and the Homeless (3)

Analysis of homelessness in the context of social responsibility for the poor. Focus on legal, social, and economic context of homelessness; examines the diversity of the homeless, their special needs and behaviors and assesses systems of care and treatment.

597 Master's Project (3)

Under the direction and approval of a faculty advisor, a student selects and develops a project that integrates knowledge of cross-cultural practice, human behavior and research in the context of identifying solutions to social problems.

**DEPARTMENT CHAIR**

Dennis Berg

DEPARTMENT OFFICE

Humanities 730M

DEPARTMENT WEBSITE

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

PROGRAMS OFFERED

Bachelor of Arts in Sociology

Concentrations in:

Family

Gerontology

Social Work

Education

Deviance and Social Problems

Class, Race and Gender

Minor in Sociology

Master of Arts in Sociology

Emphasis in Applied Social Research

FACULTY

John Bedell, Dennis Berg, Dana Collins, Alan Emery, Jorge Fontdevila, Katja Guenther, Ronald Hughes, Hilla Israely, Perry Jacobson, Sharon Kim, Edythe Krampe, G. Nanjundappa, Rae Newton, Michael Perez, Houshang Poorkaj, Lorraine Prinsky, Carter Rakovski, Gerald Rosen, Eileen Walsh, Joseph Weber, Troy Zimmer

ADVISERS

Please contact the department office for office hours of the undergraduate and graduate advisers at (714) 278-3531. For current information on class schedules and departmental advising hours visit <http://hss.fullerton.edu/sociology>.

INTRODUCTION

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

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

Sociological Internship

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

Independent Study

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

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

Credential Information

The bachelor's degree in Sociology may be effectively combined with subject matter necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major, and electives. It may be possible to enter the credential program in the senior year of the bachelor's degree. Students should contact the Teacher Education Office in the College of Education at 714-278-3352 to obtain information on attending an overview presentation.

International Learning Opportunities in Sociology

Majors in sociology will find an increasing emphasis on cross-national perspectives woven throughout most of the course work available within the department. Sociology is rapidly becoming international in both scope and content. Sociology majors are encouraged to explore international educational opportunities, either through the CSU international programs, through CSUF's own exchange program, or through any one of the other numerous international programs offered

by academic institutions throughout the United States. The Department of Sociology will cooperate fully in providing academic credit in sociology for such experiences where appropriate.

BACHELOR OF ARTS IN SOCIOLOGY

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

For the major, students are required to complete a minimum of 36 units of course work in sociology. In addition to the minimum of 36 units, students must satisfy the three-unit upper-division writing requirement. Included within the 36 units are 15 units of core courses required of all majors and 21 units of adviser-approved electives tailored to each student's career objectives. Sociology 101 Introduction to Sociology is a required prerequisite for most sociology courses. It is recommended that Sociology 302 (Social Research Methods) be one of the first upper-division Sociology courses and Sociology 410 (Theories of Social Behavior) be taken after 15 units of sociology.

A total of nine adviser-approved units may be transferred from a community college. At least 27 units must be upper-division. All Sociology majors, including new students and transfer students entering California State University, Fullerton beginning fall 2003 are required to take Sociology 303. All courses counting towards the major must be taken for a letter grade. Students must pass core courses and the writing requirement with a grade of "C" (2.0) or better.

Core Courses (15 units)

- Sociology 101 Introduction to Sociology (3)
- Sociology 302 Social Research Methods (3)
- Sociology 303 Statistics for the Social Sciences (3)
- Sociology 309 Computers in Sociology (3)
- Sociology 410 Theories of Social Behavior (3)

Upper Division Writing Requirement (3 units)

The upper-division writing requirement is in addition to the 36 units needed for the major. (English 301, 360, 365 may be substituted for Sociology 308).

Choose one of the following:

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

Service-Learning Requirement

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

Electives (21 units)

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

Concentration Options

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

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

FAMILY

Required Course (3 units)

Sociology 351 Sociology of Families (3)

Electives (9 units)

Choose nine units from the following:

- Sociology 353 Sociology of Childhood (3)
- Sociology 354 Sociology of Gender (3)
- Sociology 355 Women in Contemporary Societies (3)
- Sociology 381 Sociology of Sexualities (3)
- Sociology 385 Family Violence (3)
- Sociology 459 Sociology of Marital Dissolution (3)
- Sociology 495 Internship (3)

GERONTOLOGY

Required Course (3 units)

Sociology 133 Introduction to Gerontology (3)

Electives (9 units)

Choose nine units from the following:

- Sociology 351 Sociology of Families (3)
- Sociology 360 Sociology of Death and Dying (3)
- Sociology 433 Aging and Social Services (3)
- Sociology 443 Sociology of Aging (3)
- Sociology 495 Sociological Internship (3)

SOCIAL WORK

Required Course (3 units)

Sociology 305 Social Work Practice (3)

Electives (9 units)

Choose nine units from the following:

- Sociology 300 Social Work (3)

- Sociology 385 Family Violence (3)
- Sociology 408 Sexual Abuse in American Society (3)
- Sociology 416 Sociology of Alcoholism (4)
- Sociology 443 Sociology of Aging (3)
- Sociology 459 Sociology of Marital Dissolution (3)
- Sociology 495 Sociological Internship (3)

EDUCATION

Required Course (3 units)

- Sociology 352 Sociology of Education (3)

Electives (9 units)

Choose nine units from the following:

- Sociology 341 Social Interaction (3)
- Sociology 350 Social Relations and Emotions (3)
- Sociology 351 Sociology of Families (3)
- Sociology 353 Sociology of Childhood (3)
- Sociology 413 Juvenile Delinquency (3)
- Sociology 495 Sociological Internship (3)

DEVIANCE AND SOCIAL PROBLEMS

Required Course(s) (3-6 units)

Take at least one of the following

- Sociology 411 Criminology (3)
- Sociology 413 Juvenile Delinquency (3)

Electives (6-9 units)

Choose 6-9 units of the following:

- Sociology 365 Law and Society (3)
- Sociology 385 Family Violence (3)
- Sociology 408 Sexual Abuse in American Society (3)
- Sociology 415 Sociology of Corrections (3)
- Sociology 466 Deviant Behavior (3)
- Sociology 495 Sociological Internship (3)

CLASS, RACE AND GENDER

Required Course(s) (3-9 units)

Take at least one of the following:

- Sociology 356 Social Inequality (3)
- Sociology 357 Minority Groups Relations (3)
- Sociology 354 Sex Roles and Gender (3)

Electives (3-9 units)

Choose 3-9 units from the following:

- Sociology 355 Women in Contemporary Society (3)
- Sociology 381 Sociology of Sexualities (3)
- Sociology 443 Sociology of Aging (3)
- Sociology 495 Sociological Internship (3)

MINOR IN SOCIOLOGY

Required Courses (9 units)

- Sociology 101 Introduction to Sociology (3)
- Sociology 302 Social Research Methods (3)
- Sociology 410 Theories of Social Behavior (3)

Elective Courses (12 units)

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

MASTER OF ARTS IN SOCIOLOGY

The Sociology Department accepts graduate students in the fall and spring semesters of each academic year. The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate>.

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

The 30-unit program is composed of a 12-unit core course sequence that all students must

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

Prerequisites

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

In order to be accepted as a sociology graduate student, the applicant must have a grade-point average of 3.0 or better in the most recent 60 units of college work and a grade-point average of 3.25 or better for all work in sociology. A minimum of 18 upper-division units in sociology is required, including the following courses or their equivalents:

- Sociology 302 Social Research Methods (3)
- Sociology 303 Statistics for the Social Sciences (3)
- Sociology 410 Theories of Social Behavior (3)

Courses in methods, statistics and theory must have been com-



pleted within the last five years prior to application. Two letters of reference attesting to the applicant's academic potential and a writing sample must be sent to the graduate coordinator. In some cases an interview may be required.

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

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

Study Plan

The study plan for the degree must be completed with a minimum grade-point average of 3.0 with no course grades below "C" (2.0). The study plan is approved by the student's adviser and includes the following:

Core Course Sequence - All Students (12 units)

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

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

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

Electives (12-15 units)

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

500-level graduate seminars (maximum 15 units)

400-level Sociology courses (maximum 6 units)

Take at least one of the following (maximum 6 units, any combination of Sociology 596 or 597):

Sociology 596 Community College Symposium (3)

Sociology 599 Independent Graduate Research (1-3)

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

Thesis/Project/Comprehensive Exam (3 units)

Take at least one of the following:

Sociology 597 Project: Agency Placement (3)

Sociology 598 Thesis (3)

Sociology 599 Independent Graduate Research plus Comprehensive exam (3)

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

For further information, consult the graduate program adviser.

EMPHASIS IN APPLIED SOCIAL RESEARCH

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

Study Plan

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

Core Course Sequence (12 units)

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

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Applied Research Sequence (12 units)

Sociology 501T Seminar: Only the following topic applies: Evaluation and Applied Survey Research (3)

Adviser-approved course in quantitative or qualitative methods or statistics (3)

Sociology 597 Project: Agency Placement (6)

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

Electives (6 units)

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

SOCIOLOGY COURSES

Courses are designated as SOCI in the class schedule.

101 Introduction to Sociology (3)

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

133 Introduction to Gerontology (3)

Prerequisite: completion of the General Education Category III.C.1. Multidisciplinary overview of characteristics, strengths, and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice. (Same as Gerontology 133)

300 Social Work (3)

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

302 Social Research Methods (3)

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

303 Statistics for the Social Sciences (3)

Prerequisites: completion of General Education Categories III.A.1 and III.C.1. The techniques for the elementary statistical analysis of social data. Description and inferential measures include tests, chi-square, analysis of variance, contingency table analysis and linear regression.

304 The Black Family (3)

(Same as Afro-Ethnic Studies 304)

305 Social Work Practice (3)

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

306 Applying Sociology in the Community (3)

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

308 Writing for Sociology Students (3)

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

309 Computers in Sociology (3)

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

341 Social Interaction (3)

Prerequisite: Sociology 101. The social and socio-psychological dimensions of group behavior and the socialization of the individual. Social interaction and its impact on the individual and personality formation.

345 Sociology of Communication (3)

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

348 Collective Behavior (3)

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

350 Social Relationships and Emotions (3)

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

351 Sociology of Families (3)

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

352 The Sociology of Education (3)

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

353 Sociology of Childhood (3)

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

354 Sociology of Gender (3)

Prerequisite: Sociology 101. The critical examination of gender as a social and institutional construct, including analyses of identity, sexuality, media, family, work, economy, the state, and global relations.

355 Women in Contemporary Societies (3)

Prerequisite: Sociology 101. Micro and macro analyses of women's roles and experiences in contemporary societies. Topics may include gender socialization, institutional inequalities, women's work, violence against women, resistant to inequality, women's health and sexuality.

356 Social Inequality (3)

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

357 Minority Group Relations (3)

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

360 Sociology of Death and Dying (3)

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

361 Population and the Environment (3)

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

365 Law and Society (3)

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

371 Sociology of City Life (3)

Prerequisite: Sociology 101. The ecology, patterns of growth, institutional inequalities, social problems, cultures, and organized resistances of urban communities in global contexts.

381 Sociology of Sexualities (3)

Prerequisite: Sociology 101. Study of the sociological aspects of sexualities, socio-historical and comparative perspectives; relationships of sexual constructs to life cycle, gender, race, class, nation and power.

385 Family Violence (3)

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

408 Sexual Abuse in American Society (3)

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

410 Theories of Social Behavior (3)

Prerequisite: Sociology 101 or upper-division standing. The main schools of sociological thought, both European and American. Systems of theory, methodology of theorists, cultural change and social institutions. One or more sections offered online.

411 Criminology (3)

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

413 Juvenile Delinquency (3)

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

415 Sociology of Corrections (3)

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

416 Sociology of Alcoholism (4)

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

433 Aging and Social Services (3)

Prerequisite: Sociology 101. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review of career opportunities and qualifications required. (Same as Gerontology 433)

443 Sociology of Aging (3)

Prerequisite: Sociology 101. Analysis of population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/esthetic institutions, aging and ethnicity; social policy and the future of aging. (Same as Gerontology 443)

455 Medical Sociology (3)

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

458 Sociology of Religious Behavior (3)

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

459 The Sociology of Marital Dissolution (3)

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

463 Political Sociology (3)

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

466 Deviant Behavior (3)

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

467 Sociology of Sport (3)

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

473 Formal Organizations (3)

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

495 Sociological Internship (3)

Prerequisite: completion of 12 units of Sociology and at least a 3.0 GPA. Supervised field experience permitting application of relevant sociological material in practical settings. Requires 120 hours in the field.

499 Independent Study (1-3)

Prerequisites: completion of 12 units of Sociology and at least a 3.0 GPA. An individual research project, either library or field. The student must enroll with an instructor whose recognized interests are in the area of the planned independent study. Conferences with the instructor as necessary and the work culminated in one or more papers. May be repeated for credit.

500 Process of Adult Development and Aging (3)

(Same as Gerontology 500)

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

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

502A The Research Process (3)

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

502B The Research Process (3)

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

503 Aging and Public Policy (3)

(Same as Gerontology 503)

504T Selected Topics in Gerontology (3)

(Same as Gerontology 504T)

508 Social and Ethical Issues in Aging (3)

(Same as Gerontology 508)

581 Advanced Theories of Social Behavior (3)

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

596 Community College Symposium (3-6)

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

597 Project: Agency Placement (3-6)

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

598 Thesis (3)

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

599 Independent Graduate Research (1-3)

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



Software Engineering

College of Engineering and Computer Science

INTRODUCTION

Software Engineering is the discipline of developing and evolving software systems that are reliable and efficient, and which are affordable to develop and evolve. The discipline has matured in response to the increasing importance of software, particularly in safety-critical applications, and to the huge impact of large and expensive software systems which affect many people in many parts of society. Unique factors in the evolution of software engineering include the fact that software is intangible and its operation is discontinuous. Thus the discipline seeks to integrate the principles of computing and mathematics with the rigor that engineering disciplines bring to the reliability and trustworthiness of the products developed.

Software engineering students have the opportunity to focus on software reliability, software evolution, and on the development of software systems which are correct from their inception. Learning how to provide genuinely useful and usable software is preeminent.

MASTER OF SCIENCE IN SOFTWARE ENGINEERING

The Master of Science in Software Engineering is a professional degree program housed within the Department of Computer Science and draws upon a team of outstanding faculty with expertise, training, and experience in Computer Science and Software Engineering.

The objective of this program is to prepare individuals for careers as software engineers and software process managers in industry and government agencies.

Benefits of the program include:

- The degree represents a comprehensive, high quality, affordable program staffed by a team of outstanding and dedicated faculty with expertise and experience in Software Engineering, backed up with strong program and administrative support.
- The program is completed in 22 months (2 courses per semester).
- The coursework in the program is 100% online
- The program promotes collaboration, professional networking, and team-building among peers, faculty, staff, and other professionals.
- Graduates of the program will gain valuable knowledge and skills in the development, design, evaluation, and implementation of software engineering. Furthermore, graduates will obtain software process expertise based on sound and current research, theory, and practice and will be well positioned in a competitive job market.

Admission and Program Continuation Requirements:

Minimum State requirements for admission to conditional classified standing in the program include the following:

- A baccalaureate from an accredited institution of higher education.
- A minimum grade-point average of 2.5 in the last 60 semester units attempted as documented by two official copies of transcripts from all higher education institutions attended.
- Good standing at the last college attended.

The deadline for completing online applications is March 1st for the following fall semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadline. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate>.

PROGRAM COORDINATOR

Bin Cong

PROGRAM OFFICE

Computer Science Building 108

Telephone: 714-278-5674

Email: mse@ecs.fullerton.edu

PROGRAM WEBSITE

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

PROGRAM OFFERED

Master of Science in Software Engineering
(online offering only)

PROGRAM FACULTY

Ning Chen

James Choi

Bin Cong

Allen Holliday

Dorota Huizinga

Chang-Hyun Jo

Tae Ryu

In addition, students must meet the following program requirements:

- For international students from countries where English is not the official language, a TOEFL score of 550.
- Prior IT- related work experience.
- Introductory undergraduate software engineering course (Comp Science 362 or equivalent work experience) and/or phone interview to determine whether the student possesses work experience in the area of software development to satisfy program prerequisites (i.e., the equivalence of Comp Science 362).
- Technology requirements as follows: E-mail account and dependable Internet connection.

Continuation and completion of the program requires:

- Registration, attendance, and successful completion of the virtual orientation and Midpoint Symposium.
- If circumstances force a student to fall out of the original cohort schedule, the student will be permitted to continue in the program, but will default to the next cohort cycle provided the student remains in good academic standing.
- Accessibility Issues: Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at <http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm>). Please contact the instructor and Program Coordinator if this applies to you.

Study Plan

Attendance at the initial virtual orientation.
Attendance at the virtual midpoint symposium.

Core courses (12 units)

Comp Science 541 Systems and Software Standards and Requirements (3)
Comp Science 544 Software Process Definition (3)
Comp Science 543 Software Maintenance(3)
Comp Science 545 Software Design and Architecture (3)

Advanced Software Process Evaluation Courses (6 units)

Comp Science 542 Software Verification and Validation (3)
Comp Science 547 Software Measurement (3)

Advanced Software Engineering Management Courses (6 units)

Comp Science 546 Software Project Management (3)
Comp Science 548 Professional, Ethical and Legal Issues for Software Engineers (3)

Capstone Experience (6 units)

Comp Science 597* Graduate Project in Computer Science (6)

*(Comp Science 597 will be offered in two consecutive 3-unit segments)

Consult the Computer Science section of the catalog for course descriptions.



Special Education

College of Education

COLLEGE OF EDUCATION DEAN

Claire C. Cavallaro

SPECIAL EDUCATION DEPARTMENT CHAIR

Victoria B. Costa (Interim)

DEPARTMENT OFFICE

Education Classroom 531

DEPARTMENT WEBSITE

<http://ed.fullerton.edu/sped/>

PROGRAMS OFFERED

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

FACULTY

Stephen Aloia, Doreen Ferko, Barbara
Glaser, Woo Jung, Belinda Karge, Joan Levine,
Melinda Pierson, Eduardo Sanchez, Judy
Smith, Kristin Stang, Jan Weiner

INTRODUCTION

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

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

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

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

CONCEPTUAL FRAMEWORK

University

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

Students

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

Faculty

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

MISSION STATEMENT OF THE DEPARTMENT OF SPECIAL EDUCATION

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

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

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



lines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate/>.

ADMISSION REQUIREMENTS

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

9. Completion of the California Basic Education Skills Test (CBEST) (For all candidates).
 10. Satisfactory completion of prerequisite courses:
 - a. Special Ed 371 (for all candidates)
 - b. Ed El 315A and 315B, Child/Adolescent Studies 315 or equivalent (for those students interested in working with elementary students) and Ed El 325 for those candidates interested in a dual credential (multiple subject and special education)

OR

 - b. Ed Sec 310 and Ed Sec 320 (for those students interested in working with secondary students) and Ed Sec 330 and Ed Sec 340 for those candidates interested in a dual credential (secondary education and special education).
 - c. Courses on transcripts reflecting Child Development-Birth-8 (for early childhood majors only).
 11. Field experience with typically developing students (for all programs).
 12. Faculty interview.
 13. Submitted proof of a bachelor's degree before enrollment in student teaching.
- For further information please call the department office (714) 278-5453.

EDUCATION SPECIALIST CREDENTIALS

Programs leading to three Education Specialist credentials are available. They are:

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

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

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

The Special Education Specialist Credential consists of three phases:

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

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

Streamlined Teacher Education Program

Designed for freshmen planning to be teachers, students in the Streamlined Teacher Education Program (STEP) combine their bachelor's degree requirements with credential program courses to earn both the degree and the preliminary credential in an efficient, well-planned program. For a special education credential, one additional semester is required. 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 special education).

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 counselors as early in their academic careers as soon as possible. Students in this program must take a particular pattern of courses to satisfy General Education Program requirements. 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 (CCT) website at <http://www.fullerton.edu/cct> or visit the CCT directly in H 113.

MILD/MODERATE AND MODERATE/ SEVERE CREDENTIAL

Level I

- Special Ed 421 Working with Families of Individuals with Disabilities (3)
- Special Ed 430 Foundations in School Teaching (3)
- Special Ed 433 Language Arts and Reading Instruction in the Public Schools (3)
- Special Ed 435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)
- Special Ed 438 Supervised Fieldwork in Elementary Teacher Education (2)
- Special Ed 439 Student Teaching in Elementary School (5)
- Special Ed 450 Visual and Performing Arts (1)
- Special Ed 451 Community, School, Classroom Issues (1)
- Special Ed 462 Practices and Procedures in Special Education (3)
- Special Ed 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)
OR Special Ed 464 Characteristics of Individuals with Moderate/ Severe Disabilities (3)
- Special Ed 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)
OR Special Ed 482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)
- Special Ed 489A Directed Teaching in Special Education (A) (6)
OR Special Ed 489B Directed Teaching in Special Education (B) (6)
- Special Ed 520 Assessment in Special Education (3)
- Special Ed 522 Positive Behavior Support (3)
- Special Ed 531 Seminar: Individuals with Moderate/Severe Disabilities (3)
OR Special Ed 532 Seminar: Individuals with Mild/ Moderate Disabilities (3)

Level II

- Health Sci 358 Health Education (3)
- Special Ed 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)
- Special Ed 510 Research Methods and Statistics (3)
- Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)
- Special Ed 533 Seminar: Issues and Trends in Collaborative/ Consultative Services (3) (Induction Plan Finalized)
- Special Ed 584 Transition, Vocation, and Careers Over the Lifespan
- Special Ed 586 Curriculum Issues in Special Education (3)
- Special Ed 599 Independent Graduate Research (1-3)

EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIALS

Level I

Human Comm 407 Speech-Language Development and Disorders for Educators (3) or adviser agreed upon equivalent

Special Ed 371 Exceptional Individual (3)

Special Ed 400 Early Childhood Special Education (3)

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

Special Ed 430 Foundations in School Teaching (3)

Special Ed 436 Literacy for Early Childhood Special Education Specialists (3)

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

OR Special Ed 489B Directed Teaching in Special Education (B) (6)

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

Special Ed 522 Positive Behavior Support (3)

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

Level II

Health Sci 358 Health Education (3)

Special Ed 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Special Ed 510 Research Methods and Statistics (3)

Special Ed 529 Collaborative and Consultative Seminar (3)
(Induction Plan Written)

Special Ed 533 Seminar: Issues and Trends in Collaborative/Consultative Services (3) (Induction Plan Finalized)

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

Special Ed 586 Curriculum Issues in Special Education (3)

Special Ed 599 Independent Graduate Research (1-3)

Education Specialist Level II

Clear Credential

Candidates may take Level II online courses through Extended Education. This option is made available to persons who attained their Level I at another California institution.

SPECIAL EDUCATION UNIVERSITY INTERNSHIP

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

Prerequisites:

1. Letter from school district providing starting date of employment for internship
2. Completion of Intern Credential application (pick up in the Credential Center, College Park 740)
3. Acceptance into the Special Education program, including completion of department prerequisite coursework.
4. Evidence of subject matter competency
5. Passage of the California Basic Education Skills Test (CBEST)

6. Special Ed 371, 421, 430 and 462. Completion of all or partial general education course work

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

MASTER OF SCIENCE IN EDUCATION (SPECIAL EDUCATION)

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

Application Deadlines

The deadlines for completing online applications are March 1st for the fall semester and October 1st for the spring semester (see <http://www.csumentor.edu>). Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at <http://www.fullerton.edu/graduate>.

Admission to Graduate Standing: Conditionally Classified

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

Graduate Standing: Classified

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

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

Study Plan

Core Classes (15 units)

Special Ed 510 Research Methods and Statistics (3)

Special Ed 529 Collaborative and Consultative Seminar (3)

Special Ed 522 Positive Behavior Support (3)

Special Ed 586 Curriculum Issues in Special Education (3)

Including one of the following:

Special Ed 530 Graduate Seminar in Giftedness and Creativity (3)

OR Special Ed 531 Seminar: Individuals with Moderate/Severe Disabilities (3)

OR Special Ed 532 Seminar: Individuals with Mild/Moderate Disabilities (3)

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

Electives (12 units)

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

Project/Thesis (3 units)

Special Ed 597 Project (3)

OR Special Ed 598 Thesis (3)

RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY

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

Prerequisites

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

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

CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

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

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

Prerequisites

1. Baccalaureate degree in an interdisciplinary field related to Special Education (e.g., Child and Adolescent Development, Nursing, Human Services, Psychology, Kinesiology, and degree programs with Adapted Physical Education emphases, etc.).
2. Minimum grade-point-average of 2.75.

3. Background knowledge in typical child development and experience with young children.

4. Met all Department prerequisites described in this catalog.

5. Verification of a clear Education Specialist level II Credential.

Study Plan

Core Requirements (21 units)

Special Ed 400 Early Childhood Special Education (3)

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

Adviser-approved Directed Teaching in Special Education Course (6)

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

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

Electives

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student's previous higher education coursework or degree program, and (2) all selected coursework will have to be approved by the student's program adviser.

SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

110 The Teaching Experience: Exploration (2-3)

(Same as Ed Sec 110)

250 Disabilities: The Movies and the Media (3)

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

209 Overview of Paraprofessional Roles and Responsibilities (3)

Overview of paraprofessional roles including legal, instruction and behavioral. Course will train persons to work as teaching assistants. (10 hours fieldwork required)

211 Classroom Practices for Diverse Learners (3)

Prerequisite: SPED 209. Paraprofessionals will be prepared in classroom/community practices for diverse learners. Topics will include literacy, language, assessment, and behavior support. (10 hours fieldwork required)

304 Personal Proficiency in Educational Technology for Secondary (3)

(Same as Ed Sec 304)

371 Exceptional Individual (3)

Provides overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. A special feature is the opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society.

400 Early Childhood Special Education (3)

Prerequisite: Child/Adolescent Studies 325A or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-5 years with disabilities, developmental delays and those “at risk” for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented.

410 Research Methods and Statistics for Teachers (3)

Prerequisites: Education Specialist (Preliminary) Credential. Designed to introduce teachers to the basic knowledge and skills necessary to effectively understand and apply research. Students will be introduced to commonly used research methods and statistical procedures employed in educational research. Offered online only. Not available for use on a graduate study plan.

411 Mainstreaming (3)

Designed to assist school personnel to implement the “Least Restrictive Environment” placement requirement of Individuals with Disabilities Education Act (IDEA). Emphasis will be placed upon techniques and strategies to modify general education classrooms to accommodate all students with ability differences.

421 Working with Families of Individuals with Disabilities (3)

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

430 Foundations in School Teaching (3)

(Same as Ed El 430)

433 Language Arts and Reading Instruction in the Public**Schools (3)**

(Same as Ed El 433)

434 Methods and Inquiry for Teaching English Learners (2)

(Same as Ed El 434)

435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)

(Same as Ed El 435)

436 Literacy for Early Childhood Special Education Specialists (3)

Prerequisite: Special Ed 371. Students enrolled in the Early Childhood Special Education credential program will learn the basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five. Not available for graduate degree credit. Credit/No Credit Only.

437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)

(Same as Ed El 437)

438 Supervised Fieldwork in Elementary Teacher Education (1-2)

(Same as Ed El 438)

439 Student Teaching in the Elementary School (5-14)

(Same as Ed El 439)

450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1)

(Same as Ed El 450)

451 Community, School, and Classroom Issues (1)

(Same as Ed El 451)

452 P.E., Health and Mainstreaming Education (1)

(Same as Ed El 452)

453 Portfolio Development and Assessment (1)

(Same as Ed El 453)

462 Practices and Procedures in Special Education (3)

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

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

Prerequisites: Special Ed 371. In-depth examination of individuals with diverse cognitive, social-emotional, and physical characteristics and their educational needs. Offered as Web course only.

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

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

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

Prerequisites: Special Ed 430, 433, 435, 462 and 463. Presents curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Focuses on instructional strategies permitting access to the Core curriculum.

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

Prerequisite: Special Ed 430, 433, 435, 462, and 464. Presents curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Includes functional academics, life skills, and adaptations to Core curriculum.

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

Prerequisite: Special Ed 430, 433, 435, 439, 462, 463, 482A, 520, 522, passing score on the CSET, and department approval. Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. Must be taken Credit/No Credit.

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

Prerequisites: Special Ed 430, 433, 435, 439, 462, 464, 482B, 520, 522, passing score on the CSET, and department approval. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California's Moderate/Severe or early childhood special education credential requirements. Must be taken Credit/No Credit.

490 Field Studies: Special Education (1-3)

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

496 Senior Educational Practicum (1-3)

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

499 Independent Study (1-3)

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

501 Introduction to Graduate Studies (1)

(Same Ed Sec 501)

504 Advanced Proficiency in Educational Technologies (3)

(Same Ed Sec 504)

510 Research Methods and Statistics (3)

Prerequisites: Special Ed 530, 531, 532 or 535; and Special Ed 520. Covers educational research methodology and statistics. Considers the various methods of education research, the formulation of research hypotheses, the preparation of research documents. Focuses on the understanding of descriptive and inferential statistics in educational research.

514 Infant Assessment and Intervention (3)

Prerequisites: Child/Adolescent Studies 315, Special Ed 400 or equivalent. A transdisciplinary model for assessment of infants birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

515 Preschool Assessment and Intervention (3)

Prerequisites: Child/Adolescent Studies 315, Special Ed 400 or equivalent. An assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.

520 Assessment in Special Education (3)

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

522 Positive Behavior Support (3)

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

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

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

529 Collaborative and Consultative Seminar (3)

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

530 Graduate Seminar in Giftedness and Creativity (3)

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

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

Prerequisite: Special Ed 371, 464 recommended or equivalent and Special Ed 482B.

Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

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

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

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

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

535 Seminar in Special Education: Early Intervention (3)

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

551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)

Prerequisite: Special Ed 434. This course is designed to prepare teachers to teach special needs students who come from culturally and linguistically diverse backgrounds. Emphasis will be placed on the curriculum development, assessment practices and review of instructional needs.

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

Prerequisite: Special Ed 371; for online section, technology specified on department's website. Focuses on the development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood. One or more sections offered online.

586 Curriculum Issues in Special Education (3)

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

596 Advanced Research Seminar (3)

Prerequisites: Special Ed 530, 531, 532 or 535; Special Ed 510; 520; 522. This course builds upon material learned in Special Ed 510 Research Methods and Statistics; further explores inferential and descriptive statistics, the use of statistical applications such as SPSS, qualitative data analysis and help in developing scholarly writing in order to complete one or more chapters of the project or thesis. Course may be repeated once for credit.

597 Project (1-3)

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

598 Thesis (1-3)

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

599 Independent Graduate Research (1-3)

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



DEPARTMENT CHAIR

Susan Hallman

DEPARTMENT OFFICE

Performing Arts 139

DEPARTMENT WEBSITE

<http://www.fullerton.edu/arts/theatredance/>

PRODUCTION OFFICE

Performing Arts 105

PROGRAMS OFFERED

Bachelor of Arts in Theatre Arts

Liberal Arts

Production/Performance

Directing

Playwriting

Design/Technical Production

Teaching

Bachelor of Fine Arts in Theatre Arts

Acting

Musical Theatre

Bachelor of Arts in Dance

Master of Fine Arts in Theatre Arts

Acting

Directing

Design and Technical Production

Secondary Teaching Credential

FACULTY

Joseph Arnold, Evelyn Case, Maria Cominis, Svetlana Efremova-Reed, John Fisher, Debra Garcia Lockwood, Bruce Goodrich, Susan Hallman, Mitchell Hanlon, Myung Hee Cho, Eve Himmelheber, Lawrence Jasper, Robin Johnson, Muriel Joyce, Gladys Kares, Alex MacKenzie, William Lett, Joan Melton, William Meyer, David Nevell, Debra Noble, Lawrence Peters, Ann Sheffield, John Short, James R. Taulli, Jim Volz, Abel Zeballos

INTRODUCTION

The Department of Theatre and Dance undergraduate and graduate programs include the fields of acting, dance, directing, musical theatre, playwriting, technical production and design. Specifically, the course work and theatrical and dance production activities are arranged to provide opportunities for students (1) to develop an appreciation for theatre arts and dance; (2) to become aware, as audience or participants, of the shaping force of theatre arts and dance in society; (3) to improve the knowledge and skills necessary for work in the theatrical arts profession and careers in dance; (4) to pursue graduate studies; and (5) to prepare for teaching theatre.

Public performance is at the center of the department's programs. Therefore, continuing theatre and dance production activities are essential for all students at California State University, Fullerton, including the undergraduate theoretical student as well as the undergraduate pre-professional, professional and graduate conservatory student. The program in dance is designed to develop basic technique, ability to perform, and fundamental principles that lead to a fuller appreciation of the art. Within a clear framework of technique and dance studies, students will encounter challenges in both areas. Public performance as well as a sound academic schedule is considered paramount.

The Theatre and Dance Department is accredited by both the National Association of Schools of Dance and The National Association of Schools of Theatre. The theatre undergraduate program ranks among the top 16 schools in the nation according to the Performing Arts Major's College Guide published by Macmillan Books. The dance program is also ranked among such noteworthy programs as Cornell, Duke, Hofstra and Brigham Young Universities.

GENERAL BACHELOR'S DEGREE REQUIREMENTS

The Bachelor of Arts degree requires a minimum of 120 units and the Bachelor of Fine Arts requires a minimum of 132 units. This includes courses for the major, General Education and any free electives.

The concentration in Liberal Arts in theatre is for those who wish to study theatre as a cultural contribution or who wish to pursue graduate degrees in theatre with an emphasis in theory and research. It is strongly recommended that students electing this plan support the major with approved electives from art, music, foreign languages, literature, philosophy or speech.

Teaching in theatre meets the requirements of the teaching credential with specialization in secondary teaching with a degree in Theatre Arts and a degree in English.

The Bachelor of Fine Arts Degree is designed for those wishing to pursue a career as a professional artist. Currently concentrations in Acting and Musical Theatre are offered.

The Bachelor of Arts in Dance is designed to develop competency for pursuing careers in dance or for pursuing a graduate degree in dance. Dance majors must enroll in daily technique classes to meet the demands of choreographic and performance challenges. The Bachelor of Arts in Dance necessitates the daily training of the body and mind in technique classes. Dance majors are advised to participate in two daily classes, preferably one in Ballet and the other in Modern.

In addition to the requirements listed below for the major, students must meet the university requirements for general education. Students pursuing a concentration in Teaching must meet all specific requirements for the desired teaching credential. See description of secondary school teaching credential program under Department of Secondary Education. In addition, students pursuing the Teaching concentration should see the department's secondary education adviser regarding the course sequence required for the single subject waiver in English.

To qualify for a B.A. or B.F.A. degree with a major in theatre or dance, students must have a “C” (2.0) or better in all theatre, dance or music courses required for the degree. In addition to course requirements, all theatre and dance majors will enroll for two units of Theatre 478B each semester of residency up to a maximum of eight semesters. All dance majors are strongly encouraged to enroll in Dance 478A Performance each semester.

Theatre 375 with a grade of “C” (2.0) or better fulfills the upper-division writing requirement for theatre majors. Dance 325 with a grade of “C” (2.0) or better fulfills the upper-division writing requirement for dance majors.

Theatre 200, or its equivalent, is a prerequisite for all upper-division theatre courses with the exception of Theatre 478A,B. Transfer students may take Theatre 200 concurrently with their first semester of upper-division courses. Prior to entering their junior year, or upon transferring to Cal State Fullerton, all students electing an Acting or Musical Theatre concentration under the B.F.A., or the major in Dance will be evaluated and advised as to potential for advancement in the major. Auditions are held only at the end of the Spring Semester for entrance into the junior level performance classes. Students should contact the department regarding audition requirements.



BACHELOR OF ARTS IN THEATRE ARTS LIBERAL ARTS CONCENTRATION

Students in the Liberal Arts Concentration must take Theatre 110 Oral Communication of Literature (3) to fulfill General Education Category I.A.

Lower-Division Core (11 units)

Theatre 140 Acting I (2)
Theatre 200 Art of the Theatre (3)
Theatre 276 Introduction to Stagecraft (3)
OR Theatre 277 Introduction to Costume Design (3)
Theatre 285 Theatrical Makeup (3)

Upper-Division Core (21 units)

Theatre 351 Theatre Management (3)
Theatre 370A Fundamentals of Directing (3)
Theatre 375 Seminar in Writing: Critical Techniques (3)
Theatre 386 Fundamentals of Lighting Design (3)
Theatre 475A,B,C World Theatre (3,3,3)

Electives (22 adviser-approved units)

Acting/Directing (3-9 units minimum)
Theatre 141A,B Voice/Movement for Stage I (3,3)
Theatre 240A,B Acting II (3,3)

Theatre 241A,B Voice/Movement for Stage II (2,2)
Theatre 350 Stage Management (2)
Theatre 370B Fundamentals of Directing (3)
Theatre 470A Advanced Directing (3)
Technical Theatre and Design (3-9 units minimum)
Theatre 288 Introduction to Scene Design (3)
Theatre 387 Audio Techniques (3)
Theatre 486 Advanced Lighting Design (3)
Theatre 487 Advanced Audio Techniques (3)
Theatre 488 Advanced Design and Production (3)

PRODUCTION/PERFORMANCE CONCENTRATION

Students in the directing emphasis must take Theatre 110 Oral Communications of Literature to fulfill General Education Category I.A.

Directing Emphasis

Lower Division (23 units required)
Theatre 140 Acting I (2)
Theatre 141A,B Voice/Movement for Stage I (3,3)
Theatre 200 Art of the Theatre (3)
Theatre 240A Acting II (3)
Theatre 276 Introduction to Stagecraft (3)
Theatre 277 Introduction to Costume Design (3)
Theatre 288 Introduction to Scene Design (3)
Upper Division (32 units required)
Theatre 350 Stage Management (2)
Theatre 351 Theatre Management (3)
Theatre 370A,B Fundamentals of Directing (3,3)
Theatre 375 Seminar in Writing: Critical Techniques (3,3)
Theatre 386 Fundamentals of Lighting Design (3)
Theatre 470A,B Advanced Directing (3,3)
Theatre 475A,B,C World Theatre (3,3,3)

All theatre majors with an emphasis in directing must assistant stage manage a production either prior to or concurrently with Theatre 470A, Advanced Directing, and must stage manage a production prior to graduation.

Playwriting Emphasis

Students in the Playwriting Emphasis must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

Lower Division (11 units required)
Theatre 140 Acting I (2)
Theatre 200 Art of the Theatre (3)
With (6) units from:
Theatre 276 Introduction to Stagecraft (3)
Theatre 277 Introduction to Costume Design (3)
Theatre 288 Introduction to Scene Design (3)

Upper Division (35 units required)

- Theatre 350 Stage Management (2)
Theatre 364 Seminar in Playwriting (3,3)
Theatre 370A,B Fundamentals of Directing (3,3)
Theatre 375 Seminar in Writing: Critical Techniques (3)
Theatre 386 Fundamentals of Lighting Design (3)
Theatre 464 Advanced Playwriting (3)
Theatre 475A,B,C, and E World Theatre (12)

Electives (6 units) from the following:

- Theatre 300 Theatre and Cultural Diversity (3)
Theatre 351 Theatre Management (3)
Theatre 383 Drama into Film (3)
Dance 301 Dance and Cultural Diversity (3)

Students in the Playwriting Emphasis must assistant stage manage a production either prior to or concurrently with Theatre 370B.

Design/Technical Production Emphasis

Students in the Design/Technical Production Emphasis must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

Lower Division (20 units required)

- Theatre 140 Acting I (2)
Theatre 200 Art of the Theatre (3)
Theatre 276 Introduction to Stagecraft (3)
Theatre 277 Introduction to Costume Design (3)
Theatre 279 Drafting for the Theatre (3)
Theatre 285 Theatrical Makeup (3)
Theatre 288 Introduction to Scene Design (3)

Upper Division (27 units required)

- Theatre 370A Fundamentals of Directing (3)
Theatre 375 Seminar in Writing: Critical Techniques (3)
Theatre 377 Costume Design (3)
OR Theatre 388 Period Styles and Form for the Theatre (3)

- Theatre 379 Drawing and Rendering (3)
Theatre 386 Fundamentals of Lighting Design (3)
Theatre 387 Audio Techniques (3)
Theatre 475A,B,C World Theatre (3,3,3)

Adviser-Approved Electives (12 units) chosen from:

- Theatre 350 Stage Management (2)
Theatre 476 Scenery Automation and Rigging (3)
Theatre 479 Computer-Aided Design for Theatre Design and Production (3)
Theatre 485 Advanced Theatre Makeup (3)
Theatre 486 Advanced Lighting Design (3)
Theatre 487 Advanced Audio Techniques (3)
Theatre 488 Advanced Design and Production (3)

TEACHING CONCENTRATION (SINGLE SUBJECT)

Students in the Teaching Concentration must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

Lower Division (26 units required)

- Theatre 140 Acting I (2)
Theatre 141A,B Voice/Movement for Stage I (3,3)
Theatre 200 Art of the Theatre (3)
Theatre 240A Acting II (3)
Theatre 276 Introduction to Stagecraft (3)
Theatre 277 Introduction to Costume Design (3)
Theatre 285 Theatrical Makeup (3)
Theatre 288 Introduction to Scene Design (3)

Upper Division (29 units required)

- Theatre 350 Stage Management (2)
Theatre 370A,B Fundamentals of Directing (6)
Theatre 375 Seminar in Writing: Critical Techniques (3)
OR English 301 Advanced College Writing (3)
Theatre 386 Fundamentals of Lighting Design (3)
Theatre 402B Dramatic Activities for Children (3)
Theatre 470A Advanced Directing (3)
Theatre 475A,C,E World Theatre (9)

Theatre Education majors are required to complete a degree in English.

**BACHELOR OF FINE ARTS IN THEATRE ARTS
ACTING CONCENTRATION**

This concentration is for students who desire a professionally oriented education and training in acting. Only those who exhibit exceptional talent, motivation, and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing the acting concentration will be auditioned, evaluated, and advised for advancement in the major.

All applicants for the B.F.A. Acting Concentration must complete the following for entry into the degree program: Theatre 140, Theatre 141A,B, Theatre 200, and Theatre 240A,B or equivalent, with a minimum grade of "B minus" (2.7) in each course and an audition in acting.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree.

Lower Division (7 units required)

- Theatre 241A,B Voice/Movement for Stage II (2,2)
Theatre 285 Theatrical Makeup (3)

Upper Division (50 units required)

- Theatre 310 Oral Interpretation of Shakespeare (3)
Theatre 340A,B Acting III (3,3)
Theatre 341A,B Voice/Movement for Stage III (2,2)
Theatre 370A Fundamentals of Directing (3)
Theatre 375 Seminar in Writing: Critical Techniques (3)
Theatre 440A,B Acting IV (3,3)

Theatre 443 Audition and Rehearsal Processes (3)
Theatre 475A,B,C World Theatre (3,3,3)
Theatre 482A,B Acting IV: Camera Techniques for Actor and Director (3,3)
Theatre 483 Advanced Acting Workshop (3)
Theatre 497 Production and Performance Projects in Theatre (1,1,1,1)

Electives (6 units required)

One course from each category

Category I (3 units):

Theatre 276 Introduction to Stagecraft (3)
Theatre 277 Introduction to Costume Design (3)
Theatre 288 Introduction to Scene Design (3)
Theatre 386 Fundamentals of Lighting Design (3)
Theatre 387 Audio Techniques (3)

Category II (3 units):

Theatre 300 Theatre and Cultural Diversity (3)
Theatre 351 Theatre Management (3)
Theatre 364 Seminar in Playwriting (3)
Theatre 383 Drama into Film (3)

Once students are accepted and enrolled in the Acting Concentration, they are required to audition each semester, and to accept any role in which they are cast until the degree program is completed.

MUSICAL THEATRE CONCENTRATION

This degree is for students who desire a professionally oriented education and training in musical theatre. Only those who exhibit exceptional talent, motivation, and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing a major in musical theatre will be auditioned, evaluated, and advised as to potential for advancement in the major.

All applicants for the B.F.A. Musical Theatre Concentration must complete the following to qualify for entry into the degree program: Theatre 140 and Theatre 141A,B, Theatre 200, and Theatre 240A,B or equivalent, with a minimum grade of "B minus" (2.7) in each course and an audition which shall consist of acting, singing, and dance.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree. Music 101 Music Theory for Non-Music Majors (3) must be taken to fulfill General Education Category III.B.1. before taking Theatre 181 Basic Music Reading.

All degree candidates must:

1. prove competency in piano.
2. achieve a 300 level in voice juries.
3. audition for and be available for casting in all Department of Theatre and Dance musical theatre productions.

Lower Division (17 units required)

Theatre 181 Basic Music Reading and Sight-Singing (1)
Theatre 236A,B Fundamentals of Musical Theatre Performance (2,2)

Theatre 285 Theatrical Makeup (3)
Theatre 276 Introduction to Stagecraft (3)
OR Theatre 277 Introduction to Costume Design (3)
OR Theatre 288 Introduction to Scene Design (3)

Dance 212 Ballet II (2)
Dance 232 Jazz II (2)
Dance 242 Tap Dance II (2)

Upper Division (44 units required)

Theatre 340A,B Acting III (3,3)
Theatre 370A Fundamentals of Directing (3)
Theatre 375 Seminar in Writing: Critical Techniques (3)
Theatre 436A,B Musical Theatre Workshop (3,3)
Theatre 437 Musical Theatre Practicum (3)
Theatre 475A,B, or C World Theatre (3,3)
Theatre 475E World Theatre (3)
Theatre 497 Production and Performance Projects in Theatre (1,1,1,1)
Dance 336 Dance for Musical Theatre (3,3)
Theatre 393, 493 Individual Voice Instruction (1,1,1,1)

Electives in the discipline of musical theatre (3 units required)

Chosen from:

Dance 126 Dance Improvisation (2)
Dance 312 Ballet III (3)
Dance 332 Jazz III (3)
Music 184A Piano Class for Non-Music Majors (1)
Music 365V Vocal Workshop (1)
Theatre 437A,B Musical Theatre Practicum (3,3)

All dance technique courses may be repeated for credit upon adviser recommendation.

BACHELOR OF ARTS IN DANCE

The Bachelor of Arts in Dance is for students who desire an education in the art of dance. The mission of the dance program is to develop dance artists and to foster the skills, understanding and discipline that prepare them for the professional world. The curriculum combines practical training in technique, aesthetics, and critical training. Intensive training in Modern Dance and Ballet is complemented by improvisation, composition, dance history, kinesiology, pedagogy and performance experiences. The graduating student is prepared technically and creatively to work as a dance artist from the studio to the stage. Students entering the program must attend a placement class and an advisement session before enrolling in the major. It is mandatory that dance majors be assessed, evaluated and advised as to the potential for advancement in both Modern Dance and Ballet on a yearly basis.

All degree candidates must:

- (1) receive a "C" (2.0) or better in all course requirements
- (2) enroll in daily technique classes
- (3) successfully complete the fourth level of both Ballet and Modern Dance in order to graduate
- (4) attend yearly dance assessments
- (5) audition and be available for casting.

Lower Division (11 units required)

- Dance 122 Modern Dance I (2)
- Dance 126 Dance Improvisation (2)
- Dance 212 Ballet II (2)
- Dance 222 Modern Dance II (2)
- Dance 226 Rhythmic Analysis (3)

Upper Division (39 units required)

- Dance 301 Dance and Cultural Diversity (3)
- Dance 312 Ballet III (2)
- Dance 322 Modern Dance III (2)
- Dance 323A,B Dance Composition (3,3)
- Dance 324 Forces and Figures in Dance (3)
- Dance 325 Dance Theory and Criticism (3)
- Dance 372 Dance Kinesiology (3)
- Dance 412 Ballet IV (3)
- Dance 422 Modern Dance IV (3)
- Dance 423 Advanced Dance Composition (3)
- Dance 424 Dance Pedagogy (2)
- Dance 471 Creative Dance for Children (3)
- Dance 478A Production and Performance (2)
- Dance 497 Production and Performance Projects in Dance (1)

Electives (7 units required)

With the approval of the appropriate departmental adviser, students complete a minimum of seven elective units, including at least one course from each category below:

Category I:

- Dance 142 Tap Dance I (2)
- Dance 213 Classical Pointe (2)
- Dance 232 Jazz II (2)
- Dance 242 Tap Dance II (2)
- Dance 332 Jazz III (3)
- Kinesiology 381 Sports, Games and Culture (3)
- Music 100 Introduction to Music (3)
- Theatre 100 Introduction to the Theatre (3)
- Theatre 160 Acting for Non-Majors (3)
- Dance 479 Repertory and Performance Techniques (2)

Category II:

- Theatre 277 Introduction to Costume Design (3)
- Theatre 285 Theatrical Make-up (3)
- Theatre 386 Fundamentals of Lighting Design (3)
- Theatre 387 Audio Techniques (3)

MASTER OF FINE ARTS IN THEATRE ARTS (DESIGN AND TECHNICAL PRODUCTION, ACTING AND DIRECTING)

This degree is for students who desire a professionally oriented education and training in design and technical production, acting, and directing. It is the objective of the department to educate and train

highly skilled, motivated individuals for careers in professional theatre (including television and film) or for careers as artist-teachers in college or university theatre. Only those who demonstrate an exceptional talent, a high degree of motivation, and a deep commitment to their education and training will be admitted into the program. The highest academic and creative standards will be demanded throughout the program. A positive attitude and a rigid sense of theatre discipline are essential for success in the program.

The degree requires 60 units of approved course work. Based on a student's previous undergraduate or professional experience, substitutions or revisions in the study plan might be appropriate. Average length of time to complete the program is three years.

At the end of each semester of the first year, each M.F.A. candidate shall be evaluated by a faculty committee. The committee has the authority to retain, dismiss, or place candidates on probation. To be retained in the M.F.A. Acting Program, students must prepare an acting demonstration (jury) at the end of their first year of study. The acting/directing faculty will assess each student at this time and determine if the student warrants retention or dismissal from the program based on a set of predetermined criteria. In addition to the acting jury, each student will also be assessed on professionalism, collegiality and progress.

Application Deadlines

Applications for the Directing and Acting Concentrations are accepted in the fall semester only in odd-numbered years (i.e., Fall 2007, 2009, etc.) for admission in even-numbered years (i.e. Fall 2008, 2010, etc.) Applications for the Design/Technical Production Concentration are accepted every fall semester. The deadline for completing on-line applications is March 1st for the following fall semester; mailed applications also need to be postmarked by March 1st. This deadline may change based upon enrollment projections. Check the university graduate studies website for current information <http://www.fullerton.edu/graduate/>.

Please call the Theatre and Dance Department directly at (714) 278-3628 to satisfy additional requirements for consideration, including auditions for actors, interviews for directors, and design portfolios for design/production students.

Admission to Graduate Standing: Classified

Prerequisites for admission to the program and granting of classified standing are:

1. B.A., B.F.A. or M.A. from an accredited college or university with a major in theatre; or a degree in a related field and extensive work in technical design and production, acting, or directing.
2. Completion of an oral interview and satisfactory review of the student's portfolio or audition.
3. Acceptance by the faculty.
4. Minimum GPA of 3.0 in all upper-division undergraduate work in theatre. A minimum GPA of 2.75 for the last half of the undergraduate program is also required.
5. Completion of any additional prerequisites which may be required by the student's individual committee prior to classification.
6. Selection of a graduate adviser and committee. Total committee membership should be three or four faculty members, including the adviser.

7. Submission of a formal M.F.A. study program approved by the individual committee, the department graduate adviser and the dean of graduate studies.
8. Must meet the Graduate Writing Requirement.

Admission to Graduate Standing: Conditionally Classified

Students who do not meet certain prerequisites may be considered for admission in conditionally classified graduate standing. Consult the graduate program adviser.

STUDY PLAN - ACTING

Course Requirements (60 units)

- Theatre 443 Audition and Rehearsal Processes (3)
- Theatre 500 Intro to Graduate Study in Theatre (3)
- Theatre 541 Voice and Movement for the Actor (8)
- Theatre 543 The Performer and the Professional Theatre (3)
- Theatre 563 Acting Studio (16)
- Theatre 565 Dramatic Textual Analysis (3)
- Theatre 570A,B Styles of Directing/Performance (6)
- Theatre 582A,B Camera Techniques for the Actor and Director (3,3)
- Theatre 583 Graduate Seminar: Acting (3)
- Theatre 597 Projects (Two) (3,3)
- Adviser-Approved Elective (3)

M.F.A. Projects in Acting

The M.F.A. in Acting requires the completion of two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects, which shall be performances in major departmental productions, shall be approved by the individual's committee. In addition, the program will culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the development of the candidate's process as an actor based on the various experiences in and materials discovered through both classroom and performance.

STUDY PLAN - DIRECTING

Course Requirements (60 units)

- Theatre 470A Advanced Directing (3)
- Theatre 470B Advanced Directing (3)
- Theatre 500 Introduction to Graduate Study in Theatre (3)
- Theatre 541 Voice and Movement for the Actor (2)
- Theatre 563 Acting Studio (4)
- Theatre 565 Dramatic Textual Analysis (3)
- Theatre 570A,B Styles of Directing/Performance (12)
- Theatre 575 Seminar in Theatre History (3)
- Theatre 582A,B Camera Techniques for the Actor and Director (6)
- Theatre 583 Graduate Seminar: Acting (3)
- Theatre 597 Projects (3,3)
- Adviser-approved electives (includes 6 units technical coursework) (12 units)

M.F.A. Projects in Directing

The M.F.A. in Directing Program requires the completion of three creative projects, which have been approved by the individual's committee and which by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects shall be mounted and presented by the Department of Theatre and Dance as a portion of its production program. The program shall culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the process of formulating the final main stage project from initial concept to critical reaction, utilizing experiences and material discovered through both classroom participation and the development of the production.

STUDY PLAN - DESIGN AND TECHNICAL PRODUCTION

Students should concentrate their activities in two of the following four technical theatre areas during their three year course of study: scene design, costume design-makeup, lighting-sound, and technical production.

Course Requirements (60 units)

All of the following (9 units):

- Theatre 500 Introduction to Graduate Study (3)
- Theatre 565 Dramatic Textual Analysis (3)
- Theatre 575 Seminar in Theatre History (3)
- Three from the following (9 units):
- Theatre 566 Seminar in Technical Production (3)
- Theatre 577 Graduate Seminar: Costume Design (3)
- Theatre 578 Graduate Seminar: Scene Design (3)
- Theatre 586 Graduate Seminar: Lighting Design (3)

Four enrollments in the following (24 units):

- Theatre 588A,B Graduate Projects in Design and Technical Theatre (3/3, 3/3, 3/3, 3/3)

Adviser-approved units from technical courses in theatre, art or engineering (12 units)

Creative project in two of the four technical areas: Theatre 597 Project (3) (6 units)

M.F.A. Projects in Design

The M.F.A. Program in Design and Technical Production shall be culminated by two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects are determined by the individual committee and shall be design assignments for major productions. Each project shall be reviewed by the individual committee within two weeks after completion. If accepted, the student shall submit a project book within a specified time.

DANCE COURSES

Courses are designated as DANC in the class schedule.

101 Introduction to Dance (3)

Historical and contemporary dance forms. Experiences in various dance forms such as ballet, modern, jazz, folk, ethnic, mime. Recommended for non-majors.

112 Ballet I (1-2)

The fundamental structure and technique of beginning classical ballet. May be repeated for maximum 4 units. (2 hours activity per unit)

122 Modern Dance I (1-2)

The fundamental structure and technique of beginning modern dance. May be repeated a maximum 4 units. (2 hours activity per unit)

126 Dance Improvisation (2)

Theory and practice of improvisation in movement. Practical use of improvisation in expressing imagery, developing choreographic concepts, and enhancing performance. (4 hours activity)

132 Jazz I (2)

Modern jazz dance techniques and basic jazz choreography. (4 hours activity)

142 Tap Dance I (2)

Structure and technique of tap dance and tap choreography. (4 hours activity)

212 Ballet II (1-2)

Prerequisite: Dance 112. Intermediate level technique of classical ballet. May be repeated for maximum 4 units. (2 hours activity per unit)

213 Classical Pointe (2)

Prerequisites: Dance 212 or 312 or equivalent level of proficiency and consent of instructor. Technique for basic beginning pointe work and building performing strength. May be repeated once for credit. (4 hours activity)

222 Modern Dance II (1-2)

Prerequisite: Dance 122. Intermediate level modern dance technique. May be repeated maximum 4 units for credit. (2 hours activity per unit)

226 Rhythmic Analysis (3)

Prerequisites: Dance 126, 212, 222. Musical form and structure as it pertains to dance and choreography; musically notating dance rhythms and percussion accompaniment.

232 Jazz II (2)

Prerequisite: Dance 132. Intermediate level skills in jazz technique and choreography. (4 hours activity)

242 Tap Dance II (2)

Prerequisite: Dance 142. Intermediate skills in tap technique and choreography. (4 hours activity)

301 Dance and Cultural Diversity (3)

Prerequisite: Dance 101. Impact of various dance forms, from primitive time to modern, on diverse cultures. Contributions of immigrants, minorities and women to dance as a personal, social and cultural expression.

312 Ballet III (1-2)

Prerequisite: Dance 212 and/or consented placement test. A study of classical ballet technique at the second stage of the intermediate level. Classical ballet technique with emphasis on complex combinations. Study of elements of technique and theory. May be repeated for credit. (2 hours activity per unit)

322 Modern Dance III (1-2)

Prerequisite: Dance 222 and/or consented placement test. A study of modern dance technique at an advanced intermediate level. A more detailed study of technical theory with emphasis on more complex combinations. May be repeated for credit. (2 hours activity per unit)

323A Dance Composition (3)

Prerequisites: Dance 126, 226, 312, 322 and junior standing. Study of choreography and forms of beginning dance composition. Final project required. (6 hours activity).

323B Dance Composition (3)

Prerequisite: Dance 323A. Study of choreography and forms of intermediate dance composition. Final project required. (6 hours activity)

324 Forces and Figures in Dance (3)

Prerequisites: Dance 301 and 323A. The study of dance history from primitive to contemporary times including historical eras, famous dancers, choreographers and companies.

325 Dance Theory and Criticism (3)

Prerequisites: Dance 323B and 324. The study of dance theory and philosophy, choreographic styles published reviews, critique writing. Fulfills the course requirement for the university upper-division baccalaureate writing requirement for dance majors.

332 Jazz III (3)

Prerequisite: Dance 232. Advanced jazz techniques and choreography through grade three of professional jazz dance. The relation of jazz to other forms of dance. (6 hours activity)

336 Dance for Musical Theatre (3)

Prerequisites: Dance 112, 132, and audition. Dance utilized in musical theatre. Ensemble and individual approaches to the style. May be repeated for credit. (6 hours activity)

372 Dance Kinesiology (3)

Prerequisites: Dance 126, 212 and 222. Structural aspects of the human body and factors that affect movement in dance.

412 Ballet IV (3)

Prerequisites: Dance 212, 312. Stylization and performance of the advanced level of classical ballet. May be repeated for credit. (6 hours activity)

422 Modern Dance IV (3)

Prerequisite: Dance 322 and/or placement test. Advanced level skills in modern dance. Emphasis on individual techniques. May be repeated for credit. (6 hours activity)

423 Advanced Dance Composition (3)

Prerequisite: Dance 323A,B or equivalent. Elements and forms in dance composition. The choreographing of dances of concert quality. (6 hours activity)

424 Dance Pedagogy (2)

Prerequisites: Dance 112, 222, 226, 323A, 372, and consent of instructor. Philosophies, techniques and methods for developing progressions in dance instruction.

471 Creative Dance for Children (3)

Prerequisite: upper-division standing. Methods and materials for teaching creative dance to children.

478A Production and Performance (2)

(Same as Theatre 478A)

479 Repertory and Performance Techniques (2)

Prerequisites: Dance 312, 322 and audition. The objective of this course is to broaden the student's understanding of the history, theory and practice of concert dance performance. Primary emphasis shall be placed upon the learning of repertory and exploring performance techniques. May be repeated twice for credit. (4 hours activity)

497 Production and Performance Projects in Dance (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

THEATRE COURSES

Courses are designated as THTR in the class schedule.

100 Introduction to the Theatre (3)

For the general student leading to an appreciation and understanding of the theatre as an entertainment medium and as an art form. Recommended for non-majors.

110 Oral Communication of Literature (3)

The analysis and performance of literary works through the medium of oral interpretation. An emphasis upon understanding the content of communication in literature as well as the form. An exploration of the techniques involved in the discovery, critical evaluation and performance of various literary speakers. Meets the General Education requirement in Oral Communication for Theatre/Dance majors.

140 Acting I (2)

Improvisation, movement, relaxation and characterization techniques for performance. For majors only. (4 hours activity)

141A Voice/Movement for Stage I (3)

Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. Includes study of phonetics and anatomy. May be repeated once for credit.

141B Voice/Movement for Stage I (3)

Prerequisite: Theatre 141A. Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. May be repeated once for credit.

160 Acting for Non-Majors (3)

The form and content of acting: improvisation, action, motivation, and behavior. Recommended for non-majors. (6 hours activity)

181 Basic Music Reading and Sight Singing (1)

Practical skills in music reading and sight-singing. Fundamentals of voice production for the musical theatre. (2 hours activity)

193 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

200 Art of the Theatre (3)

Study of scripts with emphasis on dramatic analysis and cultural significance. Required of all theatre majors.

236A Fundamentals of Musical Theatre Performance (2)

Introduction to materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit. (4 hours activity)

236B Fundamentals of Musical Theatre Performance (2)

Prerequisites: Theatre 141A, 200, 236A, and audition. Continued study of materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit. (4 hours activity)

240A Acting II (Formerly 263A) (3)

Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

240B Acting II (Formerly 263B) (3)

Prerequisites: Theatre 141A,B; 200, and 240A. Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

241A,B Voice/Movement for Stage II (2,2)

Prerequisites: Theatre 141A,B. Continuation of intensive voice/movement training for the actor; strong focus in movement and voice for extension of range and availability, and for character development. Each may be repeated once for credit.

276 Introduction to Stagecraft (3)

Planning and construction of stage and television scenery. Use of tools and stage equipment. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity) (CAN DRAM 12)

277 Introduction to Costume Design (3)

Exploration of design fundamentals, including costume history, research, play analysis, fabric selection, construction basics and hypothetical design projects. (6 hours activity)

279 Drafting for the Theatre (3)

Prerequisite: Theatre 276. Drafting and reading of technical drawings. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity)

285 Theatrical Makeup (3)

Makeup for stage and television. Individual skill in character analysis, application in pigment, plastic, hair, makeup, and selection and use of makeup equipment. (6 hours activity) (CAN DRAM 14)

288 Introduction to Scene Design (3)

Scene design, including script analysis, formation of visual concepts, floor plan development and model building for stage and camera. (6 hours activity)

293 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

300 Theatre and Cultural Diversity (3)

Prerequisite: Completion of General Education Category III.B.1. Contributions of diverse cultures to the fabric of American theatre. Focus on influence of Hispanic, Asian, and African-American cultures, as well as alternative theatre viewpoints from gender, political and experimental perspectives.

310 Oral Interpretation of Shakespeare (3)

Prerequisite: upper-division standing; Theatre 110. Development of techniques for oral interpretation of Shakespeare with special emphasis on the problems of verse.

311 Oral Interpretation of Children's Literature (3)

Oral presentation of children's literature in classroom, recreation and home situations including individual and group performance of fiction, non-fiction, fantasy and poetry. Not available for graduate degree credit.

315 Chicano/Latino Theatre (3)

(Same as Chicana/o Studies 315)

320 Theatre and Issues in American Society (3)

Prerequisite: completion of General Education Category III.B.1. Introduction to the Arts. The study and analysis of modern and contemporary literature and productions of comedies, dramas and musicals that examine current social problems to establish an experiential view of living in today's world.

340A Acting III (Formerly 363A) (3)

Prerequisites: Theatre 141A,B, 200, 240A,B, and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

340B Acting III (Formerly 363B) (3)

Prerequisites: Theatre 340A and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

341A,B Voice/Movement for Stage III (2,2)

Prerequisites: Theatre 241 A,B. Process oriented advanced work in stage voice/movement for the actor. Extended vocal techniques, integration of voice/movement with acting/directing perspectives. Each may be repeated once for credit.

346 Introduction to Entertainment and Tourism Studies (3)

(Same as Communications 346)

350 Stage Management (2)

Corequisite: Theatre 370A. Backstage management, including interrelationships of production personnel for stage and television.

351 Theatre Management (3)

Prerequisite: junior or senior standing. An overview of theatre producing, audience development, fund raising, business management; arts management principles and organization. Participation in College of the Arts management work required. (6 hours activity)

357 Blacks in the Performing Arts (3)

(Same as Afro-Ethnic 357 and Music 357.)

364 Seminar in Playwriting (3)

Prerequisites: evidence of interest in creative writing and consent of instructor. Study of superior models, development of style, and group criticism and evaluation of independent work, as it relates to playwriting. May be repeated for credit.

370A,B Fundamentals of Directing (3,3)

Prerequisite: Theatre 263A. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

375 Seminar in Writing: Critical Techniques (Formerly 477) (3)

Prerequisite: Theatre 200. Practical criticism as applied to local dramatic productions. Fulfills the university upper-division baccalaureate writing requirement for theatre arts majors.

377 Costume Design (3)

Advanced work in the design process involving research, analysis, costume history and construction fundamentals.

379 Drawing and Rendering (3)

Exploration of scenic and costume rendering techniques and scene painting techniques for effective communication between designer, director and technical personnel.

383 Drama into Film (3)

Prerequisite: Completion of General Education Category III.B.1, Introduction to the Arts. A critical examination of films adapted from plays. Interpretation and evaluation of the techniques and structure employed in presenting dramatic literature in theatrical and film performance. Intended primarily for non-theatre majors; may be used as a theatre-major elective.

386 Fundamentals of Lighting Design (3)

Theories of lighting for stage and camera productions. Work on departmental productions is required. (6 hours activity)

387 Audio Techniques (3)

Practice necessary to integrate live and recorded sound into performing arts productions. Recording, reproduction and studio techniques. (6 hours activity)

388 Period Styles and Form for the Theatre (3)

Visual survey through lecture and slides of architecture, interior design and furniture from ancient to modern times. Provides necessary basis for advanced design course.

393 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.

402A Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Sense memory, movement/mime, dialogue, characterization, and dramatization.

402B Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Teaching techniques including concentration, imagination, dramatization, and improvisation for adolescents. (6 hours activity)

403A Theatre for Young Audiences (3)

Prerequisite: audition. Theatrical production for an audience of children. Philosophy, theory and practice. (6 hours activity)

403B Theatre for Young Audiences (3)

Prerequisite: 403A. Theatrical production for an audience of children. Application of production principles. (6 hours activity)

436A Musical Theatre Workshop (3)

Prerequisites: Theatre 363B, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Large group and solo work.

436B Musical Theatre Workshop (3)

Prerequisites: Theatre 363B; 436A, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Small group and audition material preparation.

437A,B Musical Theatre Practicum (1-3,1-3)

Prerequisites: Theatre 236A,B; 263A,B; Dance 232 and audition. Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. Each may be repeated once for credit.

440A Acting IV (Formerly 463A) (3)

Prerequisites: Theatre 310, 340A,B, and audition. Historical theories and techniques of styles of acting—Greek through renaissance periods. (6 hours activity)

440B Acting IV (Formerly 463B) (3)

Prerequisite: Theatre 440A and audition. Historical theories and techniques of styles of acting—the neoclassic periods to contemporary styles. (6 hours activity)

443 Audition and Rehearsal Processes (3)

Prerequisites: Theatre 363A,B. Auditioning and rehearsal processes for professional work in theatre, television and film. Includes techniques for selecting material and performance preparation. (6 hours activity)

449 Capstone in Entertainment and Tourism Studies (3)

(Same as Communications 449)

451 Theatre Production Management (3)

Prerequisite: Theatre 351 or consent of instructor. Examines theatrical producing, entertainment production, and overall production management. Includes production research, a study of historical and current theatrical methods, and practical experience in day-to-day production management duties.

464 Advanced Playwriting (3)

Prerequisite: Theatre 364. Advanced study in the writing and analysis of dramatic texts.

470A Advanced Directing (3)

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play. (6 hours activity)

470B Advanced Directing (3)

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs two one-act plays or equivalent. (6 hours activity)

475A,B,C,E World Theatre (3,3,3,3)

Prerequisite: Theatre 200 and junior standing. An historical examination of significant developments in World Theatre and drama from the origins to the present.

476 Scenery Automation and Rigging (3)

Prerequisites: Theatre 276, 279, 288 and consent of instructor. The theory and practice of scenery automation and stage rigging with emphasis on traditional theatre venues and the design of systems for special production requirements. (6 hours activity)

478A Production and Performance (2)

Performing in stage or camera productions. (More than 6 hours activity) (Same as Dance 478A)

478B Production and Performance (2)

Technical crew work on stage or camera performances. One section of 478B per semester required of all theatre and dance majors as well as non-majors cast in theatre and dance department productions. (More than 6 hours activity)

479 Computer Aided Design for Theatre Design and Production (3)

Prerequisites: Theatre 276, 277, 279, 288, 379, 386, and consent of instructor. Advanced theatre design and technical production with emphasis on the computer as a design and drafting tool. Applications include Vector Works and Painter 4.0 Photoshop. This course may be repeated for credit.

482A Acting IV: Camera Techniques for Actor and Director (3)

Prerequisites: Theatre 363A,B or Theatre 370 A,B. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Development of camera acting/directing techniques. (6 hours activity)

482B Acting IV: Camera Techniques for Actor and Director (3)

Prerequisite: Theatre 482A. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Production of varied dramatic presentation for broadcast. (6 hours activity)

483 Advanced Acting Workshop (3)

Prerequisites: Theatre 463A,B and audition. Extensive scene study, based on particular needs and problem areas of the advanced acting student. (6 hours activity)

485 Advanced Theatre Makeup (3)

Prerequisite: Theatre 285. Problems in makeup including special techniques and materials: prosthetics, hairpieces, and masks for stage and television productions. May be repeated once for credit. (6 hours activity)

486 Advanced Lighting Design (3)

Prerequisites: Theatre 386 or consent of instructor. Design and technology of lighting for the stage and television. (6 hours activity) May be repeated for credit.

487 Advanced Audio Techniques (3)

Prerequisite: Theatre 387 or consent of instructor. Advanced problems in the design and technology of live and recorded sound used in the performing arts. (6 hours activity)

488 Advanced Design and Production (3)

Prerequisites: Theatre 276, 277, 279, 288 and consent of instructor. Scenic and costume design projects for various theatres and television. May be repeated for credit.

493 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

495 Theatre Internship (3)

Prerequisite: consent of appropriate faculty supervisor. Supervised work experience in all areas of theatre to expand the dimensions of the classroom by integrating formal academic training with direct application. Periodic seminar meetings to discuss work.

497 Production and Performance Projects in Theatre (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

500 Introduction to Graduate Study in Theatre (3)

Methodological problems in graduate research. Location of source materials, including library and original data; interpretation of research and practice in scholarly writing. Must be taken the first semester after admission to graduate study.

541 Voice and Movement for the Actor (2)

Prerequisite: audition. Corequisite: Theatre 563 Development and conditioning of the actor's voice and body, with an emphasis upon understanding and transforming the actor's use of his/her vocal and physical instrument. Required of first and second year M.F.A. students. May be repeated for credit.

543 The Performer and the Professional Theatre (3)

Prerequisite: Theatre 443 and audition. Continues techniques and strategies used by the performer in accessing the professional environments of live theatre, film, and television, including the selection, preparation and performance of dramatic material for a professional acting showcase.

563 Acting Studio (4)

Prerequisite: audition. Re-creation and interpretation of roles utilizing period and contemporary dramatic literature, interrelating voice, movement, characterization and period style acting. Enrollment limited to M.F.A. students. May be repeated for credit.

565 Dramatic Textual Analysis (3)

Prerequisite: graduate standing. The process of translating a dramatic text to theatrical production, with an emphasis upon the techniques of perception, imagination, and integration used by the theatrical artist in developing a concept and determining specific performance choices.

566 Seminar in Technical Production (3)

Prerequisite: consent of instructor. Advanced theories in the preparation and installation of scenery for theatrical production; engineering drawings, exploration of materials, and research into new methods of theatre technology. May be repeated for credit up to six units.

570A Styles of Directing/Performance (3)

Prerequisites: Theatre 470A,B. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from Greek tragedy through the Restoration.

570B Styles of Directing/Performance (3)

Prerequisites: Theatre 470A,B. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from recent classical work (Ibsen, Strindberg, Chekhov) to present. May be repeated once for credit.

575 Seminar in Theatre History (3)

Directed research and criticism in the examination of significant historical periods or movements in theatre history. May be repeated for credit.

577 Graduate Seminar: Costume Design (3)

Prerequisite: consent of instructor. Costume production problems and their solutions. Examination of specific designers, past and present. Research in practical methods of interpreting the designer's sketch. May be repeated for credit up to six units.

578 Graduate Seminar: Scene Design (3)

Prerequisite: consent of instructor. Scenic design projects involving in-depth production style and scheme development. May be repeated for credit up to six units.

582A Camera Techniques for the Actor and Director (3)

Prerequisites: Theatre 541 and 563. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Development of screen acting and directing techniques.

582B Camera Techniques for the Actor and Director (3)

Prerequisites: Theatre 541,563 and 582A. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Production of varied dramatic presentations for broadcast.

583 Graduate Seminar: Acting (3)

Prerequisites: Theatre 463A,B. Investigation and delineation of current acting methods as techniques for solving problems presented by popular dramatic literature. Development of a personal acting philosophy and methodology. May be repeated once for credit.

586 Graduate Seminar: Lighting Design (3)

Prerequisite: consent of instructor. Advance theoretical lighting design projects. Production problems and their solutions. Examination of specific designers, past and present. May be repeated for credit up to six units.

588A,B Graduate Projects in Design and Technical Theatre (3,3)

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

597 Project (1-3)

Prerequisite: consent of instructor, student's graduate committee and department executive committee. Development and presentation of a creative project beyond regularly offered coursework. May be repeated for credit up to six units. Student must complete course application form by the end of the seventh week of the semester preceding that in which the work is to be done.

598 Thesis (3)

Prerequisites: consent of student's graduate committee; application form with appropriate signatures must be on file in department office prior to registration. Development and presentation of a thesis in the student's area of concentration.

599 Independent Graduate Research (1-3)

Prerequisites: consent of student's graduate committee and instructor; application form with appropriate signatures must be on file in department office prior to registration. Research in theatre. May be repeated for credit.

THEATRE EDUCATION COURSES

Courses are designated as THED in the class schedule.

442 Teaching Theatre in the Secondary School (3)

Prerequisite: admission to teacher education. Objectives, methods and materials for teaching in the secondary school.

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

449I Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

See description under Department of Secondary Education.



INTRODUCTION

Women's Studies emphasizes the study of gender-based movements, gendered experience, research, analysis, and theory, from a women-centered perspective, as subjects and as researchers. Core courses incorporate information technologies and community service learning experiences that offer students opportunities to develop essential skills and civic commitments. Students develop links to the community and to businesses and professional sites where they have opportunities to apply and evaluate the research, methods, and theories that they are studying.

THE MAJOR

The major in women's studies is designed for students who have a particular interest in learning more about the roles and status of women in society. Cross-disciplinary in structure, the major draws from a wide variety of courses offered by many departments throughout the university. Women's studies majors develop proficiency in a wide variety of research methodologies appropriate to humanities and the social sciences, as well as the areas of business, science and the arts. The goals of the major are to apply concepts learned in women's studies courses to other academic areas, to encourage more students to do research in the area, and to prepare students in selected career paths where sensitivity to women's issues is important (particularly in business, education, counseling, human services, public administration, and the health professions, as well as liberal arts degrees in general).

THE MINOR

The minor has wide applicability and career goals to work in other disciplines. Students have the opportunity to extend academic or career interests in ethnic or international studies or in specific disciplines to include gender analysis through independent study units that can be applied toward their minor.

PROGRAM COORDINATOR

Renae Bredin (Women's Studies)

PROGRAM OFFICE

Humanities 214

DEPARTMENT WEBSITE

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

PROGRAMS OFFERED

Bachelor of Arts in Women's Studies
Minor in Women's Studies

FACULTY

Renae Bredin, Rebecca Dolhinow, Donna Gough, Marjorie Jolles

WOMEN'S STUDIES PROGRAM COUNCIL

Renae Bredin (Women's Studies), Rebecca Dolhinow (Women's Studies), Donna Gough (Women's Studies), Marjorie Jolles (Women's Studies), Karen Lystra (American Studies), Leila Zenderland (American Studies), Patricia Szeszulski (Child and Adolescent Studies), Natalie Fousekis (History), Cora Granata (History), April Bullock (Liberal Studies), Reyes Fidalgo (Modern Languages), Amy Coplan (Philosophy), Pamela Fiber (Political Science), Valerie O'Regan (Political Science)

STUDENT ORGANIZATIONS

The Women's Studies Student Association ("Third Wave") is an actively involved group of students that presents speakers, participates in colloquia and panel discussions, and coordinates social and instructionally related programs among students who are part of the Women's Studies program, and others who are interested in gender related issues. The group has sponsored campus events celebrating Women's History Month, staged rock concerts, and held "Take Back the Night" rallies. The students have helped plan and participate in the annual Pacific Southwest Women's Studies Association Conference (which CSUF hosted in 1997 and 1998).

BACHELOR OF ARTS IN WOMEN'S STUDIES

The Bachelor of Arts in Women's Studies requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives.

The major consists of 38 units selected from the following categories:

Core Requirements (18 units)

- Women's Studies 205 Gender and Globalization (3)
- Women's Studies/Philosophy 302 Introduction to Intercultural Women's Studies (3)
- Women's Studies 350 Research, Methodology, and Writing (3)
- Women's Studies 450 Theory, Practice, Internship, and Community Service (6) (capstone class)
- Women's Studies 480 Feminist Theories (3)

Breadth Requirements (9 units, chosen from among the following)

- American Studies 320 Women in American Society (3)
- Anthropology 332 Women in Cross-Cultural Perspective (3)
- Psychology 310 Psychology of Women (3)
- Sociology 354 Sociology of Sex Roles (3)
- Women's Studies 343 Philosophy of Feminism (3)
- Women's Studies 360 Politics of Sexuality (3)
- Women's Studies 485 Women and Politics (3)

Elective Options (12 units, chosen from among the following or from additional breadth requirement)

- Afro/Women's Studies 306 American Indian Women (3)
- Afro-Ethnic 310 Black Women in America (3)



- Afro-Ethnic 311 Intracultural Socialization Patterns (3)
- American Studies 312 Multicultural Identities and Women's Experience (3)

American Studies 413 The Shifting Role and Image of the American Male (3)

- American Studies 419 Love in America (3)
- American Studies 420 Childhood and the Family (3)
- Art 401 Women in Art (3)
- Asian American 308 Asian American Women (3)
- Afro/Women's Studies 306 American Indian Women (3)
- Biology 360 Biology of Human Sexuality (3)
- Chicano 313 La Chicana (3)
- Criminal Justice 430 Women and Crime (3)

- English 355T Images of Women in Literature (3)
- French 485 Senior Seminar in French Studies* (3)
- German 485T Senior Seminar in German Literature* (3)
- History 424T Gender and Sexuality in History (3)
- History 449 Race, Ethnicity, and Gender in Latin America: A History (3)
- History 377 Women's Image in American Film (3)
- Kinesiology 480 Women and Sport (3)
- Linguistics 369 Language, Sex Roles, and the Brain (3)
- Music 305 Women in Music (3)
- Nursing 303 Women's Health and Healing (3)
- Philosophy 325 Philosophy of Sex and Love (3)
- Political Science 474 Civil Liberties (3)
- Psychology 312 The Psychology of Human Sexual Behavior (3)
- Sociology 355 Women in Contemporary Societies (3)
- Sociology 381 Sociology of Sexualities (3)
- Sociology 408 Sexual Abuse in American Society (3)
- Women's Studies 100 Introduction to Gender Studies (3)
- Women's Studies 101 Introduction to Ethnic Studies (3)
- Women's Studies 308 Asian American Women (3)
- Women's Studies 310 Black Women in America (3)
- Women's Studies 312 Multicultural Identities and Women's Experience (3)
- Women's Studies 313 La Chicana (3)
- Women's Studies 320 Gendered Techno-culture (3)
- Women's Studies 355 Economics of Gender and Work (3)
- Women's Studies 360 Politics of Sexuality (3)
- Women's Studies 410 Women, Health and Aging (3)
- Women's Studies 480 Feminist Theories (3)
- Women's Studies 499 Independent Study (1-3)
- Variable Topics (1-3 units) or Independent Study (1-3) (can be arranged through various departments)

*When listed in the schedule of classes with an emphasis on women

MINOR IN WOMEN'S STUDIES

The minor consists of 24 units, selected from the following categories:

Core Courses (6 units)

- Women's Studies 205 Gender and Globalization (3)
- Women's Studies 302 Introduction to Intercultural Women's Studies (3)

Breadth Courses (9 units)

Chosen from courses listed above under breadth requirements for major.

Elective Courses (9 units)

Chosen from list of elective options for major listed above.

WOMEN'S STUDIES COURSES

Courses are designated as WMST in the class schedule.

100 Introduction to Gender Studies in the Humanities (3)

Course studies gender representation in the humanities, using primary texts from around the world that shape global perspectives on the human condition. Concepts studied include rationality, the moral dimensions of individuals and communities, and the social construction of gender. One or more sections offered online.

101 Introduction to Ethnic Studies (3)

(Same as Afro-Ethnic Studies 101)

205 Gender and Globalization (3)

Prerequisite: General Education Category III.B.1 or III.C.1. A comparative study of various international movements that have sought and continue to seek changes in regard to the conditions and status of women.

302 Introduction to Intercultural Women's Studies (3)

Prerequisite: Philosophy 100, Biology 101, Psychology 100 or Sociology 100. Interdisciplinary introduction to intercultural women's issues and research in relevant disciplines. (Same as Philosophy 302).

306 American Indian Women (3)

(Same as Afro-Ethnic 306)

308 Asian American Women (3)

(Same as Asian American 308)

310 Black Women in America (3)

(Same as Afro-Ethnic 310)

312 Multicultural Identities and Women's Experience (3)

(Same as American Studies 312)

313 La Chicana (3)

(Same as Chicano Studies 313)

316 Anthropology of Sex and Gender (3)

(Same as Anthropology 316)

320 Gendered Techno-culture (3)

Prerequisite: completion of General Education Category III.B.1.2, Introduction to Arts and Humanities. Examines current technologies and their relationship to gender issues, combining theoretical considerations with practical applications. Students will learn some basic technologies to use as tools for their projects.

343 Philosophy of Feminism (3)

(Same as Philosophy 343)

350 Research, Methodology, and Writing (3)

Prerequisite: Women's Studies 302. Study and evaluation of various methodological approaches used to address gender issues, such as survey analysis, oral history, personal narrative, and ethnography. Development of research skills, including computer applications. Development of writing skills, including research papers.

355 Economics of Gender and Work (3)

(Same as Economics 355.)

360 Politics of Sexuality (3)

Prerequisite: completion of General Education Category III.C.1. A critical examination of the cultural politics of sexuality within the United States and across national and cultural boundaries using feminist theories and methods. A focus on sexual controversies illuminates the relationship between sex, power and social change.

410 Women, Health and Aging (3)

Prerequisite: junior or senior standing. Course focuses on the critical analysis of influential gendered images found in literature, painting, films, and advertising which depict disability and other health issues related to aging. (Same as Gerontology 410)

450 Theory, Practice, Internship, and Community Service (6)

Capstone Course. Two-tiered course which studies and evaluates analysis of theory and practice and which incorporates a semester long on-site community based learning component. Applications of theory evaluated through in-class and Internet discussion and writing projects.

480 Feminist Theories (3)

Prerequisites: Women's Studies 302 or 343. Study of history and theories of feminism. Readings and discussions of theoretical developments in feminist thought and activism. Historical overview of connections between women as social actors and agents of social change and feminist theorizing.

485 Women and Politics (3)

(Same as Political Science 485)

499 Independent Study (1-3)

Prerequisite: approval by instructor teaching a Women's Studies class, or by Coordinator of Women's Studies. An opportunity to do extended research in Women's Studies, or to link an interest in another discipline to an interest in Women's Studies.