Welcome to California State University, Long Beach, one of the nation’s most vibrant and successful public universities.

Here you will benefit from an exciting, rigorous learning environment that promotes global engagement and prepares you for the challenges and opportunities of tomorrow. CSULB is characterized by exceptional academic programs, outstanding support services, dedicated faculty and a diverse student population. Our 322-acre campus provides an inviting collegiate atmosphere as well as state-of-the-art facilities such as the University Library and the recently completed Hall of Science and School of Nursing buildings.

I encourage you to make the most of your time at CSULB. With study abroad options in about 40 countries, a variety of community service learning programs, more than 300 student organizations, 30 intramural sports, 18 NCAA Division 1 athletic teams and art performances virtually every week, we offer something for everyone.

Take pride in knowing you are attending a university that is nationally recognized as one of the top public comprehensive universities in the United States, one of the top 10 universities for awarding bachelor’s degrees to minority students, and among the best values in public higher education. We have also been ranked by Kiplinger’s Personal Finance magazine as one of the nation’s top universities for ensuring students graduate with the least amount of student loan debt.

I hope you will enjoy being part of this dynamic community that is “among the nation’s best.”

Go BEACH!

F. King Alexander
President
The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus — San José State University — was founded in 1857 and became the first institution of public higher education in California. The newest — CSU Channel Islands — opened in fall 2002, with freshmen arriving in fall 2003.

Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All campuses require for graduation a basic program of “General Education Requirements” regardless of the type of bachelor’s degree or major field selected by the student.

The CSU offers high-quality, affordable bachelor’s and master’s level degree programs. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs.

Enrollment in fall 2010 totaled 412,000 students, who were taught by more than 21,000 faculty. The system awards about 300 degrees and credentials a year, and approximately 100,000 degrees and credentials are awarded to the more than 2.6 million alumni of the system since 1961.

A recent economic report found that the CSU supports more than 150,000 jobs statewide, annually. The engine driving job creation is more than $17 billion in economic activity that directly results from CSU-related spending that generates $5.43 for every dollar the state invests. For more information, please see www.calstate.edu/impact.

Office of the Chancellor
Dr. Charles B. Reed ................................. Chancellor – CSU System
Dr. Benjamin F. Quillian .......................... Executive Vice Chancellor and Chief Financial Officer
Dr. Ephraim P. Smith .............................. Executive Vice Chancellor and Chief Academic Officer
Mr. Garrett P. Ashley ............................. Vice Chancellor, University Relations and Advancement
Ms. Gail E. Brooks .............................. Vice Chancellor, Human Resources
Ms. Christine Helwick ............................ General Counsel
Mr. Larry Mandel ................................. University Auditor
A world of information is just a click away.

Check out the website for the entire California State University: www.csumentor.edu. You will find helpful hints, frequently-asked questions, campus tours, and general information about all 23 campuses. The phone number listed for each campus is for the Office of Admissions.
# Degrees, Options, Minors, Certificates, and Credentials

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<td>WPE</td>
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Choosing CSULB

CSULB’s core academic mission is to graduate students with highly valued degrees. Faculty and staff are dedicated to fostering student success both inside and outside the classroom. Prospective students are encouraged to explore the campus to see if CSULB is the right choice for you.

The Office of University Outreach and School Relations (UOSR) is the university’s primary student recruitment and guest relations office and is the primary contact point for prospective students who are seeking information about CSULB's admissions processes, financial aid opportunities, student support services and the university’s prestigious President's Scholars Program.

UOSR offers guided campus tours and specialized campus visits for K-12 students, parents, counselors and others interested groups. It also administers pre-admission and application workshops for prospective students; the Young Scholars Program for qualified high school students; adult re-entry information; and educational awareness and academic enrichment services for elementary and middle school students. For further information, call (562) 985-5358, go to www.csulb.edu/outreach, or visit the Outreach Office at Brotman Hall, Room 289.

Admissions Procedures and Policies

Requirements for admission to California State University, Long Beach are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu. The CSUMentor system allows students to browse through general information about the CSU’s twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid. Information on CSULB admission requirements and deadlines can be found at www.csulb.edu.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in “hard copy” form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications. [Paper applications should be mailed to the campus admission office(s).]

Importance of Filing Complete, Accurate, and Authentic Application Documents

CSU, Long Beach advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, of Title 5, California Code of Regulations).

Undergraduate Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application. The $55 nonrefundable application fee should be in the form of a check or money order payable to “The California State University” or by credit card and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted and/or closed campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Readmission

Students who break attendance by not enrolling in classes each semester, and who have not filed for educational leave, must reapply for admission. Transcripts of work completed elsewhere during the absence must also be submitted. Students who left under academic disqualification must submit a “Reinstatement Petition” and an “Application for Reinstatement” with their completed application prior to JULY 1 for the Fall semester or December 1 for the Spring semester.

Impacted Programs

The CSU designates programs as impacted when more applications from CSU eligible students are received in the initial filing period (October and November for fall terms, August for spring terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at a few campuses. Candidates for admission must meet supplementary criteria if applying to an impacted program.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and programs impaction will be available at the following websites:

• www.csumentor.edu
• www.calstate.edu/impactioninfo.shtml
• www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate its supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the CSU campus individual website and made available online at www.calstate.edu.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered for impacted programs at more than one campus must file an application at each campus for which they seek admission consideration.
Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank—ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible and no later than November or December of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to applicants who seek admission to an impacted program. Details regarding the supplemental admissions criteria are also provided at www.calstate.edu/impactioninfo.shtml.

### Application Filing Periods

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### Filing Period Duration

Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. Students applying after the initial filing period should consult the campus admissions office for current information. Similar information is conveniently available at www.csumentor.edu/filing_status/Default.asp.

### Application Acknowledgment

On-time applicants may expect to receive an acknowledgment from their first-choice campus within two to four weeks after filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, campus requirements for admission to an impacted program. An offer of admission is not transferable to another term or to another campus.

### Undergraduate Requirement Deadlines

Prior to matriculation (official registration as a CSULB-admitted student), students must complete, in a timely manner, admission requirements — including subject requirements, unit minimums, grade-point averages, final transcript and testing requirement. Refer to the Enrollment Services web site (www.csulb.edu/enrollment) for current requirements.

### Intrasystem and Intersystem Enrollment Programs

Upper-division students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted or admission to the desired program or semester is closed. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student’s home CSU campus as elective credit, students, before enrolling at the host campus, should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from Office of Enrollment Services.

CSU Concurrent Enrollment — matriculated students in good standing may enroll on a space available basis at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student’s request to the home campus to be included in the student’s transcript at the home campus.

CSU Visitor Enrollment — matriculated students in good standing enrolled at one CSU campus may enroll on a space available basis at another CSU campus for one term. Credit earned at the host campus is reported at the student’s request to the home campus to be included on the student’s transcript at the home campus.

Inter-system Cross Enrollment — matriculated CSU, UC, or community college students may enroll on a space available basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

### Concurrent Enrollment Within the CSU

All CSULB students wishing to enroll concurrently at CSULB and one of the other 23 California State University campuses must request permission to do so from the Office of Enrollment Services. Concurrent enrollment within the California State University system is limited to students who have completed a minimum of 12 units at CSULB, have a minimum 2.0 grade-point average, are in good academic standing and have paid fees at CSULB for 12 units or more regardless of the total number of units earned at both campuses. No additional fees may be collected after the last day to add classes. Concurrent Enrollment is subject to space availability and registration priority policies at the host campus.

No graduate student may register concurrently at this and any other collegiate institution without advance permission. Permission may be given for concurrent enrollment at CSULB and other institutions if recommended by the department graduate advisor and approved by the Dean of the appropriate college. Forms for concurrent enrollment may be obtained from the college office. When such permission is granted, the academic load at CSULB must be reduced accordingly.

### Visitor Enrollment Within the CSU

Students enrolled in any CSU campus may apply to transfer temporarily to another CSU campus in Visitor status, if they have (1) completed 12 units at the home campus, (2) have earned at least a 2.0 cumulative GPA at the home campus, (3) are in good academic standing at the home campus, and (4) are eligible to register under continuing status at the home campus. Approval for visitor enrollment is valid for one term only and is subject to the host campus policies including application deadlines, space availability,
Students will qualify for regular admission when the university verifies that they have a CSULB qualifiable minimum eligibility index and will have completed the comprehensive pattern of college preparatory "a-g" subjects. The university has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

**Eligibility Index**

The eligibility index is the combination of the high school grade-point average and scores on either the ACT or the SAT. Grade-point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements with bonus points for approved honors courses (excluding physical education and military science).

Up to eight semesters of honors courses taken in the last two years of high school, including up to two approved courses taken in the tenth grade, can be accepted. Each unit of "A" in an honors course will receive a total of 5 points; with 4 points for a "B," and 3 points for a "C."

A CSU Eligibility Index (EI) can be calculated by multiplying a grade-point average by 800 and adding the total of the mathematical and critical reading scores of the SAT. Students who took the ACT, multiply the grade-point average by 200 and add ten times the ACT composite score (add 2 points to the ACT score received if taken prior to October, 1989). Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2900 using the SAT I or 694 using the ACT to be considered for admission.

For admission to terms during the 2012-2013 college year, the university has no plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are residents of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 ACT; (2 points are added to the ACT score if it was taken prior to October, 1989). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

California State University, Long Beach requires all applicants for freshman admission to submit test scores from the SAT I or ACT, regardless of their high school grade-point average. No freshman applicants will be admitted who have not submitted the required test scores. Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

**Subject Requirements**

The California State University requires that first-time freshman applicants complete, with grades of “C” or higher, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.
Social Science - 2 years to include 1 year of U.S. History and/or Government
English – 4 years
Mathematics – 3 years to include algebra, geometry, and intermediate algebra
Science – 2 years with laboratory to include 1 year of biological science and 1 year physical science
Foreign Language – 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).
Visual and Performing Arts – 1 year-long course in which the second semester builds on the first from a single VPA area to include art, dance, drama/theater, or music
Electives – 1 year selected from the areas above.

Foreign Language Waiver
The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than that expected of students who complete two years of foreign language study. Students should consult with their school counselor or any CSU campus admission or relations with schools office for further information.

Special Admission Consideration for Students with Disabilities
California residents who may not meet the regular admission requirements due to a disability but are “otherwise qualified” may appeal for special admission consideration. A student wishing to be considered for special admission to CSULB must apply through the regular admission process and special admission concurrently, in accordance with all deadlines specified by Enrollment Services. Disabled Student Services (DSS) reviews each applicant on a case-by-case basis and provides recommendations to Enrollment Services for the final admission decision. For more information, call (562) 985-5401, visit www.csulb.edu/sbp or go to Brotman Hall, Room 270.

High School Students — Young Scholars Program
High school students may be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given specific program and does not constitute a right to continued enrollment. More information is available from the Office of University Outreach and School Relations at (562) 985-5358 or www.csulb.edu/outreach.

Honors Courses
Grades, in up to eight semester courses designated as honors courses in approved subjects and taken in the last two years of high school, receive additional points in grade-point average calculations. Each unit of A in approved courses will receive a total of 5 points; B, 4 points; C, 3 points; D, 1 point; and none for F grades.

Transfer Policies of CSU Campuses
Authority for decisions regarding the transfer of undergraduate credits is delegated to each California State University (CSU) campus. Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education are accepted for transfer to campuses of the CSU.

The CSU General Education-Breadth (GE-Breadth) program allows California community college transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer. Up to 39 of the 48 GE-Breadth units required can be transferred from and certified by a California college. “Certification” is the official notification from a California community college that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth certification course list for particular community colleges can be accessed at www.assist.org.

Campuses may enter into articulation agreements on either a course for course or program to program basis. Such articulations are common between CSU campuses and any or all of the California community colleges, but may exist between CSU campuses and other institutions. Established CSU/CCC articulations may be found on www.assist.org.

No more than 70 semester units may be transferred to a CSU campus from an institution which does not offer bachelor’s degrees or their equivalents, e.g., community colleges. Given the university’s 30-unit residency requirement, no more than 90 total units may be transferred into the university from all sources.

Provisional Admission
California State University, Long Beach may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the final two years of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduation from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the university. In no case may documentation of high school graduation be received any later than the census date for a student’s first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts, and cancel any university registration for any student who is found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the university verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory “a-g” subjects, and, if applying to an impacted program or campus, have met all supplementary criteria.

Lower Division Transfer Requirements
Students who have completed college units after graduation from high school are considered transfer students. Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) by the established deadlines are considered lower-division transfer students. CSULB does not currently accept applicants for most majors at the lower-division level.
Upper Division Transfer Requirements

Students who have completed 60 or more transferable semester college units by the established deadlines are considered upper-division transfer students. (See Undergraduate Requirement Deadlines above.) Since CSULB continues to be a high-demand campus and expects to receive more applications than can be accommodated, competitive admission has been implemented for the transfer class in order to maintain the academic quality of campus programs and services. All upper division transfer applicants must apply to a specific major and meet all of the following minimum CSU standards by established deadlines:
1. Have completed a minimum of 60 transferable semester units with a GPA of at least 2.0 (“C” or better) in all transferable units attempted (non-residents must have a 2.4 GPA or better), and
2. be in good standing at the last college or university attended, and
3. have completed at least sixty (60) transferable semester units of college coursework with a grade point average of 2.0 or higher and a grade of C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking and quantitative reasoning, e.g. mathematics. The 60 units must include at least 30 units of courses, which meet CSU general education requirements including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Applicants to non-impacted majors who meet the minimum criteria as outlined above will be considered in the competitive round. Admission offers will be based on applicants’ overall transfer grade point average and space availability. Applicants to non-impacted majors who are transferring directly from Long Beach City College, Orange Coast College, Golden West College or Coastline Community College and have completed at least 30 units at one of these institutions and will be held only to the minimum CSU criteria listed above.

In addition to the CSU minimum requirements outlined above, students seeking admission to impacted programs must satisfy additional, supplemental criteria. Students applying to impacted majors are encouraged to designate an alternate major in which they are seriously interested and committed to pursuing. If not admitted to an impacted program, students may be considered for admission to the alternate major or offered redirection to another CSU campus that is accepting applications. For more details, please check the campus website at www.csulb.edu for enrollment.

Student Transfer Achievement Reform (STAR) Act (SB 1440)

The Student Transfer Achievement Reform (STAR) Act (SB 1440) establishes an Associate in Arts (AA-T) or Associate in Science (AS-T) for transfer for California Community College student and is designed to provide a clear pathway to the CSU degree major.

California Community College students who earn a transfer associate (AA-T or AS-T) degree are guaranteed admission with junior standing to the CSU and given priority admission over other transfer students when applying to a local campus, or non-impacted program. AA-T or AS-T admission applicants are given priority consideration to impacted campus and/or program that has been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester units.

International Student Applicants

The International Admissions component of the Center for International Education assists academically eligible international students to apply for admission to the University, and advises them of CSULB’s financial, immigration and English language requirements. Throughout the students’ attendance, the International Student Services staff is involved in their registration, evaluation of transfer credit, changes of majors, and graduation checks. Students are also counseled regarding their field of study requirements, which vary at both the undergraduate and graduate levels.

International (Foreign) Admission Requirements

CSULB encourages eligible international students to apply for undergraduate and graduate level studies. The CSU must assess the academic preparation of foreign students. For this purpose, international students include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications. Application requests and questions should be directed to International Admissions (cie-admission@csulb.edu), located in the Center for International Education (BH 201).

The CSU uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission.

International students need to complete the International application on CSUMentor (www.csumentor.edu). The following documents are required:
1. International application form;
2. $55.00 application processing fee;
3. Affidavit of support from financial sponsor;
4. Bank statement/letter from financial sponsor;
5. Proof of acceptable English proficiency;
6. Official academic documents and certified English translations;
7. ACT or SAT (required for student athletes and graduates of U.S. high schools);

Once all the documents are submitted to the International Admissions Office, eligibility for admission will be determined based on English proficiency and academic history, as well as other considerations. Graduate applications will also be
forwarded to the graduate departments for review. Once admitted, international students will receive pre-arrival, arrival, and orientation information, and the appropriate immigration form and instructions on how to legally enter and/or remain in the U.S.

The Department of Homeland Security (DHS) requires that international students be aware of and follow DHS regulations to remain legally in the U.S. for the duration of their academic status. International students on "F" and "J" visas must be enrolled as full time students. Courses taken through the College of Continuing and Professional Education at CSULB or courses taken concurrently at other colleges may only count toward full time status when approved in advance of course registration by the Center for International Education. Questions about DHS policies may be directed to the Center for International Education.

**TOEFL Requirement**

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction, must present a minimum score (Paper: 500, iBT: 61) unless the applicant:

1. has proof of at least three years attendance at a secondary level educational institution in a country where English was the principal language of instruction.*
2. completed at least 60 transferable units from accredited U.S. community colleges and/or universities and earned a grade of A, B, or C in English 100 or its equivalent*, or
3. successfully completed Level 4 of CSULB’s American Language Institute’s Intensive English Language Program.*
4. presents a minimum score of 6.0 or higher on the International English Language Testing System (IELTS).
5. Presents a minimum score of 43 on the Pearson Test of English.

Undergraduate applicants who are U.S. Citizens or Permanent Residents of the U.S. and who are subject to the above TOEFL requirement may submit results from the English Language Proficiency Test (ELPT) in lieu of TOEFL. A score of 954 on the ELPT is required of such applicants.

**Insurance Requirement**

Effective August 1, 1995, as a condition of receiving an I-20 or DS-2019 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Department of State and NAFSA: Association of International Educators. The campus President or designee will determine which insurance policies meet these criteria. Further information may be obtained from the Center for International Education, Brotman Hall 201, (562) 985-4106.

**Special Consideration**

A very limited number of applicants who do not meet regular admission requirements may be considered by the University through an alternate screening process. As part of this review, admission may be offered based on institutional interests, special talents, or special circumstances. The authority to grant special admission is delegated to the Associate Vice President for Enrollment Services based on the recommendations of the appropriate campus committees.

**Admission as a Candidate for a Second Baccalaureate Degree**

CSULB accepts applicants for a second B.A./B.S. in science, math, engineering, and the Nursing. Candidates for a second baccalaureate degree should apply using the graduate application.

**Graduate and Post-Baccalaureate Application Procedures**

All graduate and post-baccalaureate applicants (e.g., Ed.D., joint Ph.D. applicants, master’s degree applicants, those seeking educational credentials or certificates, and where permitted, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor’s degree should submit the graduate application for admission unless specifically requested to do otherwise. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available on the World Wide Web at www.csumentor.edu.

**Graduate and Post-Baccalaureate Admission Requirements**

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

- General Requirements — The minimum requirements for admission to graduate and post baccalaureate studies at
a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

- Specifically, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
  - Graduate Classified – To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
  - Graduate Conditionally Classified – Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
  - Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
  - Post-Baccalaureate Unclassified – To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program (Most CSU campuses do not offer admission to unclassified post-baccalaureate students).

  These and other CSU admissions requirements are subject to change as policies are revised and laws are amended. The CSU website www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.

**Graduate and Post-Baccalaureate English Language Requirement**

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor’s degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score, some programs require a higher score, on the Test of English as a Foreign Language (Paper-Based: 550, Internet-Based: 80), unless the applicant:

1. Submits proof of having obtained a bachelor’s degree from an accredited post-secondary institution where English was the principal language of instruction. CSULB interprets “where English is the principal language of instruction” to mean that a school is located in a country where English is the native language (the daily medium of communication of the majority of residents is English), and the applicant received academic instruction in all subjects (except foreign language courses) at all levels of education in English, or

2. Notification from CSULB’s American Language Institute that the applicant has successfully completed level 6 of the American Language Institute Program.

**NOTE:** Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

**EXCEPTION:** Applicants applying for Public Policy and Administration, which requires a 600 TOEFL, will not be waived from the TOEFL requirement. Also, for this exemption to remain valid for other students, once having met the exemption, the student must not have left the U.S.A. for more than two years to reside or study in a country where English is not the predominant language of business, education and day-to-day societal functions.

**Application to Credential Programs**

Students planning to enroll in credential programs must also file an application for admission to the University. Information on application to credential programs is available from the appropriate department or program coordinator.

Note: Some programs have established application periods each year which are separate from the University application periods and process.

**Auditors**

Persons who have not been accepted by the University for the semester they wish to attend may request permission to audit courses through College of Continuing and Professional Education.

Students who have been accepted by the University may audit courses. See the regulation under “Grades and Administrative Symbols.” The deadline to declare an "audit" grade option is the end of the third week of instruction. Follow the instructions in the Schedule of Classes for requesting a course as an "audit" grading option. At the end of the semester the instructor will assign an "audit" grade to the official grade sheet which will be forwarded to the Office of Enrollment Services for recording. Courses taken for audit may be repeated in subsequent terms for credit.

Courses successfully audited are listed on the student’s academic record but carry no credit or grade points.

**Returning and Transfer Students**

Returning students must reapply to the university under the same conditions and deadlines as all other applicants.
Students who have not maintained continuous attendance status shall be subject to the General Education requirements in effect at the time of their reentry to the university, with the following exceptions.

Previous CSULB students who were under earlier General Education requirements and who before breaking continuous attendance needed no more than three additional courses to complete the entire General Education requirement shall be allowed to complete the General Education requirement in effect at the time of the previous attendance. However, all students must complete at least 9 units of upper division General Education courses, of which a minimum of 6 units must be Capstone courses.

Previous CSULB students who were under the earlier General Education requirements and who before breaking continuous attendance completed one or more upper-division GE courses shall be required to complete additional Capstone courses as needed to complete the total of 9 upper-division units. At least two of the courses in the overall program must be Capstone courses.

Transfer students who enter CSULB with full GE certification from a California Community College must complete both the Human Diversity in the U.S. and the Global Issues requirements if these requirements were not met through transfer, but these students need not complete any other GE courses except the Capstone, which cannot be met through transfer from a community college. Transfer students who enter CSULB without full GE certification from a California Community College must complete the CSULB General Education requirements.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the campus Admissions Office regarding specific policies governing hardship admission. (See Admissions Procedures and Policies at the beginning of this section.)

Early Start Program

Beginning with the class of 2012, entering resident freshmen who are not proficient in math or “at risk” in English will need to start the remediation process before their first term. By 2014, all new freshmen students who have not demonstrated college-readiness in mathematics and English will need to begin work on becoming ready for college-level English before the start of their first term.

The goals of Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students’ chances of successful completion of a college degree.

For 2012, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 138. Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

Adult Students

As an alternative to regular admission criteria, an applicant twenty-five years of age or older may be considered for undergraduate admission as an adult student who meets all the following conditions:

1. Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examination).
2. Has not been enrolled in college as a full-time student for more than one term during the past five years.
3. If there has been any college attendance in the last five years, has earned a “C” average or better in all college work attempted.

Consideration will be based upon a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student and will include an assessment of basic skills in the English language and mathematical computation.

Senior Citizen Education Program

The Senior Citizen Education Program enables eligible California residents 60 years of age or older to enroll as regular students at a cost of $3.00 per semester. The program, which was founded at CSULB, has been in operation since 1975. Individuals are attending courses in a variety of subject areas and class levels from freshman through graduate standing.

Note: Regular admission standards apply. Requests to waive the application filing fee must accompany the application. Once admitted to the University, students will be sent registration information advising them of the procedures for fee payment and the dates that they may register. Courses are available to program participants approximately three weeks before the beginning of each semester on a “space available” basis. Due to high enrollment and impacted programs some courses may not be available for participation by Senior Citizens.

Participants in the Senior Citizen Education Program are required to maintain good academic standing and are subject to all university policies, procedures, late fee payments and deadlines.

Test Requirements

The office of Testing, Evaluation and Assessment administers local, state and national tests for placement and certification. Test programs currently offered include the SAT, ACT, EPT/ELM, WPE, and Chemistry 111A.

Freshman applicants must submit SAT I and/or ACT scores directly to CSULB. Students should take these tests no later than December of the prior year. Registration forms and dates for the SAT and/or ACT are available from high school or college counselors or from a CSU campus testing office. Students also may contact:

- The College Board (SAT)  ACT Registration Unit
- Registration Unit, Box 6200  P.O. Box 414
- Princeton, NJ 08541-6200  Iowa City, Iowa 52240
- www.collegeboard.org  www.act.org

The office of Testing, Evaluation and Assessment at CSULB is located in Brozman Hall 216. For information, phone (562) 985-4007, FAX (562) 985-2415, or visit the Testing Office website at www.csulb.edu/testing.
English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 61 (iBT) or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a score higher than 61. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 173 or above. Some majors and some campuses may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

Systemwide Placement Test Requirements

The California State University requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they may be a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities prior to the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

For further information about test programs at CSULB, call (562) 985-4007, go to www.csulb.edu/testing or go to Brotman Hall, Room 216.

English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted to students who provide proof of one of the following:

- A score of 550 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better
- A score of “Exempt” or “Ready for college-level Mathematics courses” on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II
- A score of “Conditionally ready for college-level Mathematics courses” or “Conditional” on the CSU Early Assessment Program (EAP), taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite

Advanced Placement Credit

California State University, Long Beach grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement (AP) Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit for each AP course. Refer to the Advanced Placement Examination Credit table in the Academic Information section of this Catalog.

More specific information is available from the Office of Enrollment Service at (562) 985-5471 or a student’s major department.
International Baccalaureate Credit

Students with scores of 5 or higher (4 in certain subjects) in International Baccalaureate Higher Level courses will be awarded baccalaureate credit of 4 to 10 units, depending on course equivalency. Applicants to CSULB who wish to obtain lower-division course credit for completed International Baccalaureate Higher Level examinations must submit an official IB transcript. Course equivalency for Higher Level examinations completed with satisfactory scores is listed in the International Baccalaureate Examination Credit table in the Academic Information section of this Catalog.

For questions or information, please call the Office of Enrollment Service at (562) 985-5471 or consult the department.

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from Academic Affairs, (562) 985-4128.

Immunization Requirements

Students enrolled in a California school for the seventh grade or higher on or after July 1, 1999 will have satisfied the requirements for Hepatitis B and for Measles and Rubella (German Measles). Entering CSULB students who have not satisfied these requirements must comply with the following requirements. These are not admission requirements, but students who do not satisfy them will not be permitted to enroll in the California State University.

Failure to comply will result in a “hold” on future registration.

- Measles and Rubella (German Measles) Immunization:
  All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.

- Hepatitis B Immunization: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult Student Health Services. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of enrollment in CSU.

- Meningococcal Disease Information: Each incoming freshman who will be residing in on-campus housing will be required to return a form to housing indicating that they have received information about meningococcal disease and the availability of the vaccine.

References: CSU Executive Order No. 803 Immunization Requirements / California Assembly Bill 1107.

Measles/Rubella and Hepatitis B clearance is obtained by presenting to Student Health Services 1) a medical immunization record showing dates of shots given, or 2) a record of blood tests showing immunity, or 3) receiving immunization(s), or 4) making a request for medical or personal religious exemption. Students may receive the immunizations from their health care provider, HMO, or Public Health Department at low cost. Immunizations may also be obtained at Student Health Services for a minimal charge for Measles and Rubella (German Measles) and vaccine Hepatitis B. Acceptable proof may be by records from high school, private health care providers, and local health departments.

For details on immunization requirements and where to obtain vaccines, call Student Health Services, go to www.csulb.edu/shs or go to the Student Health Center at the corner of Beach Drive and Merriam Way.

Student Selection and Denial

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

Estimated Expenses

Students should be prepared to meet expenses for fees within 30 days of registration. Books should be purchased when classes begin. Other expenses are ongoing and must be anticipated monthly and included in the total cost of attendance. Expenses generally go up an average three to four percent per year. Actual costs depend upon where the student lives and if there are dependent children. Financial aid programs are designed to help students meet standard University-related expenses during the academic year. The following budgets will assist students in planning costs for average expenses: (Costs include University fees, books and supplies, room and board, personal miscellaneous and transportation based on 2010-2011 CSULB budgets.)

Undergraduate living at home with parents
(nine month term) ................................................................. $14,336

Undergraduate living in a residence hall
(nine month term) ................................................................. $20,780

Single undergraduate living off-campus (apartment, house
nine month term, assumes shared housing) ....................... $20,770

Housing

Living on campus is the ultimate way for students to enhance their college experience. There are more than 2,500 bed spaces and three dining halls to accommodate both new and continuing students. The priority application period for new residents is typically March 1 - May 1 of each year.
All first-time freshmen are required to live in campus residence halls during their first year at CSULB unless they are 21 years or older or will be living at home with a parent(s) or legal guardian(s) during their entire freshmen year. Exemptions will be considered if verification is presented for students who are veterans or currently active duty; students who are married, domestically partnered, and/or have legally dependent children; students who have been independent and not claimed by their parent(s) for two calendar years; students carrying five units or less per semester for the entire academic year; students with special circumstances, such as medical or disability circumstances.

For more information about on and off-campus housing, call (562) 985-4187, go to www.csulb.edu/housing or go to the Housing Office at the corner of Atherton Street and Earl Warren Drive.

**Appeal of Admission Decision**

Section 89030.7 of the California Education Code requires the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted and must also be published on the campus website.
**FEES AND FINANCIAL AID**

### Schedule of Fees, 2011-2012

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fee, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

Students who wish to drop units AND to simultaneously or subsequently add the same number of units to accomplish this exchange may do so without financial penalty in Tuition Fees, provided this exchange in units meets all other signature requirements. This activity may not occur later than 14 days from the first day of instruction.

#### All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: $55.00. These fees are subject to change. Check the current *Schedule of Classes* for fees each semester.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

#### 2011-12 Basic Tuition Fees

<table>
<thead>
<tr>
<th>Tuition Fee for Undergraduate Students (per semester)</th>
<th>Amount</th>
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<tbody>
<tr>
<td>6.1 units or more</td>
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<td>0 units to 6.0 units</td>
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**Other Mandatory Registration Fees (per semester)**

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<th>Fee</th>
<th>Amount</th>
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<tr>
<td>Facilities Fee</td>
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<td>Instructionally Related Activities Fee (IRA)</td>
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<td>Associated Students Inc. Fee</td>
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<tr>
<td>University Student Union Fee</td>
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<td>Student ID Card</td>
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<tr>
<td>Student Health Services Fee</td>
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</tr>
<tr>
<td>Student Excellence Fund Fee</td>
<td>$94.00</td>
</tr>
</tbody>
</table>

**Total Resident Fees Per Semester**

- 0.1 to 6.0 units $1,971.00
- 6.1 or more units $3,120.00

**2011-12 Graduate Business Professional Fee**

|| Student Health Services Fee | $45.00 |
|| Student Excellence Fund Fee | $94.00 |

**Total Resident Fees Per Semester**

- 0.1 to 6.0 units $2,337.00
- 6.1 or more units $3,753.00

#### 2011-12 Doctoral Tuition Fee*

<table>
<thead>
<tr>
<th>Degree</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Doctorate</td>
<td>$5,250.00</td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
<td>$8,074.00</td>
</tr>
</tbody>
</table>

*Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees.

#### Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

- Charge Per Unit $231.00
- The total nonresident tuition paid per term will be determined by the number of units taken.

#### Optional Fees (per semester)

The following represents rates for the Fall 2009 and Spring 2010 semesters and are subject to change.

- Motorcycle and Moped Parking (per semester) $30.00
- Automobile Parking (per semester) $123.00
- Replacement Parking Permit Full Price

**Other Fees and Charges (non-refundable)**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration</td>
<td>$25.00</td>
</tr>
<tr>
<td>Application and Reapplication Fee</td>
<td>$55.00</td>
</tr>
<tr>
<td>Diploma/Commencement Fee</td>
<td>$45.00</td>
</tr>
<tr>
<td>Missed Deadline Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Dishonored Check and Echeck Charge</td>
<td>$20.00</td>
</tr>
<tr>
<td>(If the Dishonored Check was for payment of registration fees, the Late Registration Fee may also apply)</td>
<td></td>
</tr>
<tr>
<td>Disputed Credit Card Charge</td>
<td>$10.00</td>
</tr>
<tr>
<td>Complete transcript of record</td>
<td>$4.00</td>
</tr>
<tr>
<td>Replacement of Student ID Card</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

**Schedule of Fees, 2012-2013**

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fee, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject
to change upon approval by The Board of Trustees. The following reflects systemwide fees for both semester and quarter campuses that were approved for the 2012-13 academic year by the Board of Trustees at their November 2011 meeting. These rates are subject to change.

**All Students**

Application Fee (nonrefundable), payable by check or money order at time application is made: $55.00. These fees are subject to change. Check the current Schedule of Classes for fees each semester.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

**2012-13 Basic Tuition Fees**

Undergraduate Tuition Fee (per semester)

<table>
<thead>
<tr>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 or more</td>
<td>$2,985.00</td>
</tr>
<tr>
<td>0 units to 6.0 units</td>
<td>$1,731.00</td>
</tr>
</tbody>
</table>

Credential Program Tuition Fee (per semester)

<table>
<thead>
<tr>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 or more</td>
<td>$3,465.00</td>
</tr>
<tr>
<td>0 units to 6.0 units</td>
<td>$2,010.00</td>
</tr>
</tbody>
</table>

Graduate/Post Baccalaureate Tuition Fee (per semester)

<table>
<thead>
<tr>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 or more</td>
<td>$3,678.00</td>
</tr>
<tr>
<td>0 units to 6.0 units</td>
<td>$2,133.00</td>
</tr>
</tbody>
</table>

**2012-13 Doctoral Tuition Fee***

Education Doctorate ..................................................... $5,559.00
Doctor of Physical Therapy ............................................ $8,074.00

* Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees.

**2012-13 Graduate Business Professional Fee**

Effective January 2012

<table>
<thead>
<tr>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 or more</td>
<td>$372.00</td>
</tr>
</tbody>
</table>

The Graduate Business Professional Fee is paid on a per unit basis in addition to the SUF and campus fees for the following graduate business programs: Master of Business Administration (M.B.A.)

**Nonresident Students (U.S. and Foreign)**

Nonresident Tuition (in addition to basic tuition fees and other systemwide fees charged all students) for all campuses:

<table>
<thead>
<tr>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 or more</td>
<td>$372.00</td>
</tr>
</tbody>
</table>

The total nonresident tuition paid per term will be determined by the number of units taken.

For up-to-date information on all campus related fees, please visit: [http://www.csulb.edu/depts/enrollment/registration/feesBasics.html](http://www.csulb.edu/depts/enrollment/registration/feesBasics.html)

**Parking Fee**

Parking at CSULB is limited. Parking permits are required 24 hours a day, Monday through Sunday, and the vehicle code is enforced at all times. For additional information please go to [www.csulb.edu/parking](http://www.csulb.edu/parking) or contact the Parking Office at (562) 985-4146.

To request a partial or full refund, attach all parking documents, permits stickers, decals and gate cards to the refund application and return to Student Account Services, Brotman Hall 148. Refer to the Schedule of Classes for deadline information. If parking documents are not available or have not been received, students MUST contact the Parking Administration Office located on Merriam Way adjacent to the parking structure. If any of these parking documents are affixed to the vehicle, their removal by a campus security officer or under the officer's direction, shall constitute appropriate return. Attach all parking documents, permits stickers, decals and gate cards to the refund application and return to Student Account Services, BH 148. There shall be no refund if such amount is less than $10.

There shall be no refund for:

1. Coin operated parking meters.
2. Daily permits for coin operated parking gates.
3. Special events.
4. Fees paid by monthly payroll deductions.

**Auditors**

Students enrolled as auditors, not for credit, are exempt from payment of the application fee, but must pay fees appropriate to the number of units taken.

**Payments**

Total fees include the State University Fee, Non-Resident Tuition, other campus mandatory fees as well as course fees. Payment of fees is required 30 calendar days after registration, or approximately 12 days prior to the first day of instruction, whichever is earlier. For payment deadlines, refer to the Schedule of Classes. Payment must be received by the due date or the student’s registration request may be cancelled; postmarks are not accepted. Students who have not completed their registration before 12 days prior to the first day of instruction, must make payment within 24 hours of their registration.

Students are encouraged to make immediate payment to confirm their enrollment requests as classes fill quickly due to CSULB’s high enrollment. They may also make a payment before registering (i.e. a deposit), if they choose.

Payment can be satisfied by cash, check, Echeck, credit card, Financial Aid deferments, actual Financial Aid awards, approved payment plans, other approved fee deferments, approved private scholarships, approved tuition waivers, or confirmed third party sponsors. Payments can be made in the following ways:

- **Check**
  - In person at the Cashiers Windows, Brotman Hall 148
  - Mailed to the Cashiers, Brotman Hall 148, CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840-0103

- **Cash**
  - In person only at the Cashiers Window, Brotman Hall 148

- **ECheck** (self service over the web at [http://my.csulb.edu](http://my.csulb.edu))
- **Credit Card**
  - Payment of student fees can be made by credit card (Discover, American Express, or MASTERCARD - VISA not accepted - only) at:
    - Self-Service/Smart Pay – over the web at [http://my.csulb.edu](http://my.csulb.edu) (Smart Pay charges a 2.9% convenience fee)
Nonresident Tuition
Refund of Mandatory Fees, including installment Payment Plan

Short Term Loans
A limited number of short term loans to assist in paying for registration fees, books, or authorized emergencies are available to qualified students on a first come, first served basis. Information about this program is available at Brotman Hall 148, Cashiering Windows. Recorded Information is available by calling (562) 985-8280.

Installment Payment Plan
The Installment Payment Plan is available to all eligible students except financial aid recipients who have sufficient funds to cover the State University Fee. A $33 non-refundable charge is assessed to defer the administrative costs of the program. A 9% service charge is assessed to the deferred balance for non-resident tuition and international Visa students. An Installment Plan Contract must be obtained from Brotman Hall 148, Cashiering Windows before submitting payment.

Refund of Mandatory Fees, Including Nonresident Tuition
Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University.

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available in the Schedule of Classes.

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

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

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

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

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

Information concerning any aspect of the refund of fees may be obtained from the Student Account Services Office.

Refunds of Registration and Tuition Fees
Details regarding Registration and Tuition Fee Refunds may be found in the on-line Schedule of Classes. As this information may differ from one semester to another, students are advised to refer to the Schedule of Classes for that particular semester. Students must complete the class drop or withdrawal process prior to becoming eligible for any credit of fees. The amount to be refunded is determined by the effective withdrawal or drop date. In addition, any other outstanding financial obligations that the student may have incurred will be deducted from any credits due to the student before a refund is processed. Refund deadlines are reflected in the Schedule of Classes. A $10.00 processing fee will be withheld from the refunds.

Details regarding refunds due to Medical Withdrawals can be found in the Schedule of Classes.

Further details regarding fees that may be refunded and the circumstances under which they may be refunded may be obtained by consulting the California Code of Regulations, Title V, in the following sections:

- Registration and Tuition Fees – Section 41802
- Housing Fees – Section 42019
- Parking Fees – Section 42201
- Housing Fees – Section 42201
- The following fees are non-refundable: Late Fees, Application Fees, Disputed Credit Card Fees, Dishonored Check Fees, Student I.D. Card Replacement Fees, Late Payment Fees.

Special Circumstances Refunds
There are two levels of financial appeals. They are as follows:

1. Request for Refunds After Published Deadlines:
   - Students who withdraw or drop in units after the deadlines detailed in the Schedule of Classes have passed, may appeal for a Special Circumstances Refund (http://daf.csulb.edu/forms/financial/bursar/sas/SpecialCircumstancesRefund.php) based on the following:
     - A. Campus Variation
     - B. Compulsory Military Service
     - C. Death of Student
     - D. Fees Collected in Error
Further information regarding Special Circumstances Refunds by calling the Student Account Services Office at (562) 985-4167


If a student wishes to petition the decision made at the first appeal level, a written request must be submitted to the F.A.I.R. Committee (BH 155) for review.

This Committee has been approved by the President as the final financial appeal level. It consists of representatives from various University Offices. F.A.I.R. will only review appeals for the current academic year.

**Determination of Residency for Tuition Purposes**

University requirements for establishing residency for tuition purposes are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay tuition on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University (CSU) are California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the CSU’s website at www.calstate.edu/GC/resources.shtml.

Each campus’s Admissions Office is responsible for determining the residency status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residence determination date for the term in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residency for tuition purposes. A minor normally derives residency from the parent(s) they reside with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver’s license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial dependence on parents or others who do not meet University requirements for classification as residents for tuition purposes. Financial independence is required, along with physical presence and intent, to be eligible for reclassification.

Non-citizens establish residency in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68084 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.5, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor’s Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

The campus Office of Enrollment Services is responsible for determining the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission, Residency Questionnaire, and Reclassification Request Form, and, as necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residency for tuition purposes at the California State University is found in California Education Code, sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University’s website at www.calstate.edu/GC/resources.shtml.

Legal residency may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residency. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one’s permanent belongings
are kept; maintaining active residency memberships in California professional or social organizations; maintaining California vehicle plates and operator’s license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of the student’s stay in California.

In general, an unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of an unmarried minor who has a parent living cannot be changed by the minor’s own act, by the appointment of a legal guardian or by the relinquishment of a parent’s right of control.

A married person may establish his or her residence independent of his or her spouse.

An alien may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence on parents who cannot satisfy University requirements for classification as residents for tuition purposes, which will be considered along with physical presence and intent in determining reclassification.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a “resident student” for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. Residence determination dates are: Fall – September 20; Spring – January 25; Summer – June 1.

There are exceptions from nonresident tuition including:
1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident;
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time. The exception continues until the student has resided in the state the minimum time necessary to become a resident;
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident;
4. Dependent children and spouse of persons in active military service stationed in California on the residence determination date. Graduate students are eligible for this exception for one academic year of continuous enrollment, the length of time necessary to establish California residency. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of those events happen, the student’s eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident;
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception is available to the graduate student military member for no more than one academic year of continuous enrollment, the length of time necessary to establish California residency. The undergraduate student military member is eligible for this exception for as long as he or she is stationed in California as an active member of the military.
6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
8. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts;
10. Full-time State University employees and their children and spouses; State employees assigned to work outside the State and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a California resident;
11. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties;
12. Certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in state the minimum time necessary to become a resident;
13. Federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident;
14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when he or she is no longer enrolled in the qualifying fellowship.
15. Persons who have attended a California high school for at least three years and have graduated from a California high school or equivalent. Please Note: Those who hold non-immigrant visas (i.e. F, J, B, H, etc.) are not eligible for this exception. Those seeking this exception must fill out the Student Affidavit for Exemption of Nonresident Tuition form, which is available at www.csulb.edu/enrollment. Once this exception is approved, it is not necessary to reapply each semester. This is the only exception for which this is true.

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residence classification appeal must be in writing and submitted to: The California State University, Office of General Counsel, 401 Golden Shore, 4th Floor, Long Beach, California 90802-4210. The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, or who no longer meet the criteria for an exception, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions Office. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Changes in residency for tuition purposes are not automatic. Students wishing to apply for residence reclassification must submit a Residence Reclassification Request Form and supporting documentation. The filing period for a spring term is from October 1 through November 1; the filing period for a fall or summer term is from March 1 through April 1. A ten-dollar late filing fee must accompany requests filed after the last date of the filing period. Under no circumstances will a reclassification request be accepted for a term that has ended.

Exceptions from nonresident tuition are valid for one semester only. Students must reapply for an exemption each semester. Forms are located at the Office of Enrollment Services, BH 101.

Financial Obligations and Holds

University offices, including but not limited to the Library, may request that a student reimburse the University for an item that was not returned, returned late or damaged; or they may impose other charges. The requesting office may ask the Student Account Services Office to post this charge to the student's account. Once posted it becomes an obligation to the student. Student Account Services will be able to provide general information concerning obligations. The student will be directed to the appropriate department in which to inquire about the obligation. Until all obligations are paid, or a written release from the originating office is received by the Student Account Services Office, a financial hold will be placed on academic records and the student is restricted from receiving University services, including but not limited to registration, grades, and transcripts. If the obligation continues to appear on the University reports, the student's name will be submitted to the Franchise Tax Board. In this case, the student or former student, permanently loses the privilege of submitting checks as payment for fees or services. (Acceptable methods of payment are cash, cashiers' check or money order). The State then has the authority to withhold amounts owed to the University from any tax refund to which the student may be entitled.


For information regarding the amount due – Student Account Services, BH 148 or call Student Account Services at (562) 985-4167.

**Dishonored Checks / EChecks**

Students paying fees by personal check or ECheck are hereby given notice that if the unpaid check is returned dishonored to the University FOR ANY REASON, a $20.00 fee is charged to the student's account. The University has no control whether the bank sends checks through a second time for clearing. The check should be honored upon first presentation to the bank.

In compliance with California Code of Regulations, Title V, Section 42381, students with dishonored checks may be disenrolled from classes and may be required to reapply for admission to the University. Also, future services including, but not limited to, transcripts, grades, and future registration may be withheld.

Dishonored checks are monitored in the student's record. Any student with a record of two (2) dishonored checks or Echecks will lose check writing privileges with the University and future payments by personal check will not be accepted.

**Disputed Credit Card Charge**

Students are strongly encouraged to contact the Student Account Services (BH 148) or call Student Account Services at (562) 985-4167, before disputing a credit card charge through the bank. Upon receipt of a disputed credit card charge, the amount of the credit card charge plus a $10.00 fee becomes the STUDENT'S financial obligation to the University. Payment of Registration fees with a credit card charge which has later been disputed may result in disenrollment and in withholding of future University services including, but not limited to, transcripts, grades, and future registration (California Code of Regulations, Title V, Section 42381). Students who are disenrolled may be required to reapply for admission to the University.

**Fees and Debts Owed to the Institution**

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise, or any combination of the above from any person owing a debt until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). Prospective students who register for courses offered by the university are obligated for the payment of fees...
associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course. Fees are pro-rated based on the date of drop or withdrawal. Refer to the current Schedule of Classes for more information.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact Enrollment Services, (562) 985-5471, on campus at BH-101 or online at http://www.csulb.edu/depts/enrollment/. Enrollment Services, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

Financial Assistance Information

There are a variety of financial aid programs to assist students and families with meeting expenses. The following information concerning student financial assistance may be obtained from Financial Aid, BH 101, (562) 985-8403 or by visiting the website at www.csulb.edu/enrollment:

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSULB;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student’s award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and the criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The terms of any loan received as part of the student’s financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
7. The general conditions and terms applicable to any employment provided as part of the student’s financial aid package;
8. The responsibility of CSULB for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and
9. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the cost of attending California State University, Long Beach is available from the Office of Financial Aid, BH 101, (562) 985-8403, and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning the refund policies of California State University, Long Beach for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the Controller, BH 365.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulations is available from the Office of Financial Aid, BH 101, (562) 985-8403.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSULB dedicates to its men's and women's teams may be obtained from Cindy Masner, Sports Athletics and Recreation, 562-985-8527.

Information concerning teacher preparation programs at CSULB, including the pass rate on teacher certification examinations, may be obtained from either Elementary/Special Education Admission Advising, ED1 54, (562) 985-9259, Elementary Education: www.csulb.edu/cedinfo, Special Education: www.csulb.edu/colleges/collegestudent/special-education, or Single Subject Office, ED 1 53, (562) 985-7623, www.csulb.edu/depts/singlesubj.

The Office of Financial Aid at CSULB provides both financial and advisory assistance to enable students to pursue a quality education despite increasing costs. It administers funds made available by the federal and state governments, CSU and by private sources that are awarded to students who demonstrate a need to cover educational expenses.

Due to limited funding, deadlines are critical. Students financial aid files must be complete before financial need can be determined. Students must file a Free Application for Federal Student Aid (FASFA) between January 1 and March 2 for priority status.

Financial Aid Application

To apply for financial aid from CSULB, students must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is a multi-purpose form that is also required to apply for California Grants from the California Student Aid Commission (CSAC) and for Pell Grant funds from the federal government. The FAFSA should be completed online at www.fafsa.ed.gov. Students unable to complete the FAFSA on the Web may call 800-4FED-AID and request a paper application or may download a copy at http://fsa.ed.gov/fafsa/fafsa_options.html. To ensure CSULB receives the FAFSA data, list CSULB and the Title IV School Code 001139 on the college release section. New applicants for Cal Grants (including entering freshman) must submit a GPA Verification Form in addition to the FAFSA by the March 2 deadline. GPA Verification Forms are available from high school counselors or any California College Financial Aid Office.
Detailed information about CSULB financial aid programs is available in the Office of Financial Aid, BH 101, (562) 985-8403. The submission of various supporting documents may be required. These may include the following: (1) verification of all taxable and nontaxable income reported on the FAFSA; and (2) other clarifying information requested by the Office of Financial Aid. Upon receipt of all documentation, the applicant’s file is evaluated to determine eligibility for financial aid. A student is automatically considered for all programs for which he/she qualifies at the University by submitting the FAFSA, and appropriate supporting documents. All loan, grant and work-study programs are available for the academic year. Students expecting to receive a financial aid refund are required to provide bank account information to CSULB in order to facilitate electronic refunds to students (eRefund).

Financial Aid Eligibility

To determine financial aid eligibility, a standard needs analysis system is used. This system allows the Office of Financial Aid to analyze family financial strength and ability to contribute toward the cost of attending CSULB. Subtracted from the student’s educational expenses to arrive at financial need are: the parental contribution, the applicant’s (and spouse’s) contribution from employment, savings, a portion of assets and other resources. As long as program funds permit, a “package” consisting of various types of funds (grants, loans, work-study) is awarded to meet full need.

Although enrollment is assumed to be full-time, part-time students are eligible to receive aid if they carry a minimum of six undergraduate units, or 5 graduate level units.

Notification of Awards

Upon determination of eligibility, new students are sent notice of a financial aid offer. Students are also notified if determined to be ineligible.

It is the goal of CSULB to package aid that fully meets the need of all qualified aid applicants. However, in the event that funds are insufficient, priority will be given to students whose financial aid files meet the first priority deadlines and who demonstrate the highest need.

Academic Responsibilities

Aid recipients must meet the following Satisfactory Academic Progress (SAP) requirements:

1. The GPA Standard
2. The Pace Standard
3. The Maximum Time Frame Standard

Aid eligibility is governed by the number of units attempted and successfully completed with a passing grade (“D” or better). Students who do not satisfactorily complete enough of their attempted units, or who fail to meet the GPA standard, may be placed on financial aid warning or disqualified from receiving aid.

Most aid recipients enroll in a full-time program of study carrying 12 undergraduate units or 9 graduate level units (500-level courses or higher) per semester. To be considered an eligible financial aid applicant, students cannot have attempted more academic units than an established “unit limit.” At CSULB, the established unit limit is 150% of the published length of an academic program measured in units.

For complete information on CSULB’s Satisfactory Academic Progress Policy, please visit http://www.csulb.edu/depts/enrollment/financial_aid/sap_policy.html.

Financial Responsibilities

If you are determined ineligible for financial aid, you are responsible for the payment of any University obligations you may have, including fees. Students who are receiving financial aid funds and completely withdraw from all of their classes, may have to repay all or part of the award they received. Students should check with the financial aid office to find out if they will owe a repayment, before withdrawing from all of their classes.

Campus Financial Aid Programs

Federal Perkins Loans

The Federal Perkins Loan is a federal program providing long-term, low interest loans to both graduate and undergraduate students. Repayment of loan principal and interest begins nine months after you cease to be enrolled at last half-time.

Federal Supplemental Educational Opportunity Grant (SEOG)

The SEOG is a federally funded grant program for undergraduate students with exceptional financial need.

Federal Work-Study (FWS)

The work-study program is a federally funded employment program to expand part-time job opportunities for students with financial need. Students apply for jobs according to their skills, career and academic goals. Positions are available on campus or with organizations off campus.

Educational Opportunity Program Grants

EOP grants are provided by the State of California for undergraduate students who are admitted to a CSU campus through the Educational Opportunity Program and demonstrate the same need criteria as federal financial aid. For further information, contact the EOP Admissions Office at (562) 985-7646 or www.csulb.edu, or at the EOP Office at LA3-200.

State University Grant

The State University Grant is funded by the State of California to assist students whose ability to attend postsecondary institutions is jeopardized by increases in student fees. Students must be residents of California, demonstrate financial need, and be assessed state tuition fees to be eligible for this award.

Graduate Research Fellowships

The Graduate Research Fellowship is funded by the California State University to graduate students who have experienced educational or economic disadvantages or hardships. Applicants must be California residents, demonstrate financial need and be accepted into or continuing in a full-time graduate program. Limited awards are made through a competitive process.
Scholarship Information

Scholarships at CSULB are administered by several offices, including the Office of Financial Aid, the Center for Scholarship Information, and some academic departments. Scholarships may be awarded to qualified students based upon academic achievement, leadership, financial need or a specific area of study and/or ability. Students may access a database of on- and off-campus scholarships and receive guidance on the entire scholarship process, including support on applications, personal statements and essays, at the Center for Scholarship Information. For more information, call (562) 985-2549, go to www.csulb.edu/scholarships or visit the Center at the University Student Union, Room 238.

President's Scholars' Program

The CSULB President's Scholars' Program provides California high school seniors who are qualifying valedictorians from accredited high schools or national scholars (National Merit Finalists and Semifinalists, National Achievement and National Hispanic Recognition scholars) an opportunity to compete for an exceptional four-year scholarship package that includes registration fees, housing and book allowances. Applications are available from high school counselors. For further information, call (562) 985-5358, go to www.csulb.edu/presidents-scholars or visit the Outreach Office at Brotman Hall, Room 289.

Outside Student Aid Programs

The following programs are administered by other agencies and coordinated by the Office of Financial Aid:

Cal Grant A

Cal Grant A is awarded by the California Student Aid Commission to entering and continuing undergraduate students who are California residents. Cal Grant A awards are based on academic achievement financial need, and the enrollment status (full-time, three-quarter time, or half-time). Grants are used to offset state tuition fees.

Cal Grant B

Cal Grant B is awarded by the California Student Aid Commission to entering undergraduate students who have not completed more than one semester of college. Applicants must be California residents, and must demonstrate substantial financial need. Grants vary depending on educational costs. Fees, in addition to the basic award, are normally provided in the second, third, and fourth years. The grant may be renewable for up to four years.

Federal Pell Grant Program

The Pell Grant Program is a federal aid program designed to provide financial assistance to undergraduate students who demonstrate financial need under the guidelines of the program. Teacher credential students in an eligible program may also qualify. Once a student is determined eligible for the Pell Grant, the amount of the award is based on the cost of education at the school attended and enrollment on a half-time, three-quarter-time, or full-time basis. Eligibility is limited to U.S. citizens and eligible non-citizens.

Federal Stafford Loan

The Stafford Loan Program enables eligible students to obtain loans from the federal government. During the time the student is enrolled at least half-time, the federal government pays the interest on the cumulative amount borrowed if the loan is based on financial need (subsidized). An unsubsidized Federal Stafford Loan is not based on financial need. Once funds are disbursed, the student is responsible for interest due on the loan while in school. Federal regulations allow any student to apply for the Federal Stafford Loan provided the student: 1) is enrolled and in good standing or has been accepted for enrollment at an eligible school; 2) is enrolled as at least a half-time student; 3) is a citizen of the United States or an eligible non-citizen; 4) is registered with Selective Service (if required); 5) is working toward a degree or certificate; 6) is making satisfactory academic progress; and 7) does not owe a refund on a federal grant and is not in default on a federal education loan.

Federal PLUS Loan

The Federal PLUS loan program provides government-insured loans to graduate/doctoral level students and parents of dependent undergraduate students. The PLUS loan is a non-need based unsubsidized loan meaning interest begins accruing on the amount disbursed from the date of disbursement. Eligibility for the PLUS loan is based upon the credit history of the borrower.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant

The TEACH Grant is designed for students who intend to teach full time in a high-need field at a public or private elementary or secondary school that the U.S. Department of Education has designated as having a high concentration of students from low-income families. In exchange for the TEACH grant, recipients agree to teach for at least four years within eight years of finishing their teacher preparation program. Grant recipients who are unable to complete any of the service requirements of the TEACH Grant Program will have their grants converted to a Federal Unsubsidized Stafford Loan.

Information, brochures, advising, and application forms are available from BH 101, or phone (562) 985-8403.

Fee Waivers

The California Education Code includes provisions for the waiver of mandatory systemwide fees as follows: Section 66025.3 – Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not remarried of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and
undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet certain age and income restrictions;

Section 68120 – Qualifying children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships); and

Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001. Students who may qualify for these benefits should contact the Admissions/Registrar’s Office for further information and/or an eligibility determination.

Section 38130.5 – Qualifying non-resident students exempt from paying nonresident tuition, such as, nonresident student with: high school attendance in California for three or more years; graduation from a California high school or attainment of equivalent; registration as an entering student at, or current enrollment at, and accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001-02 academic year; in the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

Students who may qualify for these benefits should contact the Admissions/Registrar’s Office for further information and/or an eligibility determination.

Bureau of Indian Affairs (BIA) Grants

Students who are at least one-fourth American Indian, Eskimo, or Aleut may apply for a BIA grant. The amount of the grant depends upon financial need and availability of funds. Students must complete an application for financial aid and then contact their tribe or tribal agency for an application.

Federal/State Regulations

The information contained in this publication accurately reflects regulations and policies at the time of printing. Be aware that Federal and State regulations governing financial aid processing and eligibility are subject to change at any time.

Other Types of Financial Assistance

Internship Program

The Internship Program assists students with locating paid career and volunteer positions with corporations, businesses, nonprofit agencies and institutions. For more information, contact the Internship Program Office at (562) 985-8463 or http://careers.csulb.edu/job_search/internships/index.htm, or go to Brotman Hall, Room 250.

Student Part-Time Employment

Listings are available and assistance is offered in the Career Development Center to students interested in part-time employment. On-campus Federal work-study and off-campus positions are available. Students can access these listings on BeachLink, CSULB’s online job posting board at http://careers.csulb.edu.

Teaching Associateships and Graduate Assistantships

Many CSULB departments have Teaching Associate (TA) and/or Graduate Assistant (GA) positions available for qualified graduate students. Students should check in department offices or on the campus web site for more information.
Orientation and Advising

Student Orientation, Advising and Registration

SOAR is the comprehensive orientation workshop to help newly admitted students transition – both academically and socially – to CSULB. All new undergraduate students are required to attend SOAR before registering for classes. Students must be formally admitted to CSULB and have paid the CSULB Enrollment Deposit in order to sign up and attend SOAR.

For information about SOAR workshops and other programs, call (562) 985-5515, email soar@csulb.edu or visit www.csulb.edu/soar.

SOAR Freshman Workshops

Newly admitted freshmen must participate in either a one-day SOAR workshop or a two-day overnight program. One-day workshops include a campus tour, academic advising, and assistance with class selection and registration. One-day workshops are offered in the summer and winter. The two-day, overnight SOAR program, which is only offered in the summer, provides academic advising, class selection and assistance with the registration process, introduces freshmen to college life/ issues, and enables students to experience an overnight stay in the campus residence. For information about SOAR workshops and other programs, call (562) 985-5515, email soar@csulb.edu or visit www.csulb.edu/soar.

SOAR Transfer Workshops

Each of the University’s seven colleges collaborates with SOAR to sponsor college-specific transfer workshops. Transfer students should participate in a college-specific workshop where they meet with faculty advisors and receive assistance with class selection specific to their declared major. For information about SOAR workshops and other programs, call (562) 985-5515, email soar@csulb.edu or visit www.csulb.edu/soar.

Student Transition and Retention Services

The STARS program facilitates the transition and retention of CSULB’s diverse student population by providing student-centered programs and services that foster student advancement toward graduation. STARS directs its major effort toward the advising, registration and orientation of new students. It also offers ongoing, retention programs and leadership development opportunities, such as Lifeguard Stations, Student Services Festival, Majors Fair, and Operation: Return to the Beach. For information, call (562) 985-5515, visit www.csulb.edu/soar or go to the Foundation Building, Room 150.

Parent Orientation Program

The POP program, a collaborative program between Academic Affairs and Student Services, enables parents to support their CSULB student by providing information about CSULB’s degree process and supporting student services. For information, call (562) 985-5458.

Advisement Centers on Campus

CSULB is committed to student success. University undergraduate academic advising services and academic departments are responsible for providing academic direction for new and continuing students. While advising offices mainly provide information and advise about general education, academic departments advise students about their major requirements and other important academic issues. Students are advised to check with advisors for current and relevant information.

University Center for Undergraduate Advising

This Center provides services to the general University undergraduate student population. The Center is located in the Horn Center, Room 103. For hours and appointments, call (562) 985-4837. Visit http://www.csulb.edu/advising/ for information.

Bickerstaff Academic Center for Student-Athlete Services

The Bickerstaff Academic Center (BAC) serves as an academic resource for CSULB’s NCAA I student-athletes. The BAC’s mission is to promote student success for our student-athlete population, including helping them maintain the academic standards necessary for NCAA eligibility, persist to graduation, and achieve their overall educational goals. While advising is the core service provided by the BAC, it also has developed additional academic support programs to help student-athletes succeed. These programs include the Freshmen Transitions Program, which assists incoming students acclimatize to university life, Supervised Study Hall, Tutorial Program, Mentoring Program, and Freshmen Academic Skills Workshops.

In addition, the BAC staff closely coordinates with other essential academic support services throughout the University including: The Learning Assistance Center, the Writer’s Resource Lab, the Career Developmental Center, Department-based tutorial services, Counseling and Psychological Services, and Student Orientation Advising and Registration. For more information, call (562) 985-4777 or go to KIN-67.

Prebaccalaureate Advising Support Services

PASS provides advising, placement, intervention, and support to admitted students who are required to complete Prebaccalaureate Writing Skills and Mathematics courses as mandated by the CSU policy. For information, call (562) 985-7895, visit www.csulb.edu/pass or go to LA5-361.

The Engineering Student Success Center (ESSC)

Interim Coordinator of Academic Advising
Jason Deutschman (562) 985-2729
Director of Leadership & Diversity
Emmitt Clark (562) 985-1719
Director of Outreach and Recruitment
Saba Yohannes-Reda (562) 985-1463
Engineering Education Research Associate
Lily Gossage (562) 985-2489
The Engineering Student Success Center provides key services to students in an inclusive environment that fosters collaboration, community building and academic success skills. The center provides outreach and recruitment activities, first-year experience programs for freshmen and incoming transfer students, mandatory academic advising by professional and peer advisors, tutoring resources, professional development and practice services, and career and graduate school guidance. As a one-stop shop, the center encourages students to visit for help from professional advising staff. The center focuses its full efforts on informing, engaging and encouraging students to be self-directed in their educational planning process and overall academic success.

**College of Health and Human Services Academic Advising and Resource Center**

The CHHS Academic Advising and Resource Center (AARC) provides comprehensive advising for all CHHS discipline majors. For information and appointments, call (562) 985-2691, visit www.csulb.edu/colleges/chhs, email chhsaarc@csulb.edu, or go to Engineering Technology (ET) Room 237.

**Student Access to Sciences and Mathematics Center**

This center encourages and supports undergraduate and graduate students as they prepare for careers in the sciences and/or mathematics. There are many programs that combine to make up SAS. Two programs in particular which relate to academic advising are Science Safari to Success and EONS (Enrollment Orientation to the Natural Sciences and Mathematics). Science Safari and EONS are orientation programs for all incoming freshmen and transfer students. For information, visit www.sascenter.org, call (562) 985-4682, or go to Faculty Office 5, Room 109 (FO5-109).

**University Honors Program**

The University Honors Program offers small discussion classes with students who share similar interests and abilities; personalized academic advisement and guidance each semester; opportunities for a distinguished undergraduate record as one of fewer than 450 honors students on campus; and the opportunity to do an undergraduate thesis project in the area of the student's major. Students with strong SAT scores and a high school or college GPA of 3.5 or above are eligible. For more information, go to the Library, Room 214, or visit www.csulb.edu/uhp.

**Student Academic Support Services**

CSULB provides a broad range of educational and student support services to assist students. The following programs compliment and support classroom instruction.

**Career Development Center**

This center provides resources and strategies for choosing a college major, developing career plans, finding internships, developing job search techniques and exploring other facets of the job search process. Services and programs at the center include the one-on-one career counseling, a Career Resource Library, the on-campus interview program, numerous job and internship fairs and numerous job/career skills workshops. For information, call (562) 985-4151, visit http://careers.csulb.edu, or go to Brotman Hall, Room 250.

**Employment Opportunities**

The Career Development Center receives thousands of job listings every year for full-time and part-time jobs on and off campus, internships and on-campus interview opportunities. Students can access these listings on BeachLink, CSULB’s online job and internship posting board at http://careers.csulb.edu.

**Internship Program**

The Career Development Center Internship Program serves as a resource for students seeking general internship information and advising. The Program provides students with internship listings and information regarding academic credit for internships. For information, call (562) 985-8463, email internships@careers.csulb.edu or visit http://careers.csulb.edu.

**Careers and Disabilities**

This is a Career Development Center program designed to help students with disabilities meet the challenges of career planning and job placement. A student with a visual, hearing or speech impairment, a learning disability or limited mobility can learn strategies in this program that will help build bridges to meaningful employment. For information about Careers and Disabilities, call (562) 985-8468.

**Disabled Student Services**

Disabled Student Services (DSS) provides services for students including registration assistance, academic advising, exam accommodations, and parking assistance. DSS programs include the High Tech Center, which provides computer support services and alternative media requests; Hearing Impaired Support Services, which provides sign language interpreting and real time captioning; and the Stephen Benson Learning Disabilities Program, which provides psychoeducational assessment and disability management counseling. DSS consults with Department of Rehabilitation clients through the WorkAbility IV Program. Other services include writing support and special admission assistance. For more information, call (562) 985-5401, visit www.csulb.edu/dss or go to Brotman Hall, Room 270.

**College Assistance Migrant Program (CAMP)**

This program is designed to serve students who themselves or whose immediate family are migrant or seasonal farm workers. The goal of CAMP is to provide outreach and recruitment services to eligible students by assisting them in completing their admissions and financial aid applications providing them with the necessary support services to help them transition easily during the first year in college. For information, call 985-2006, visit www.csulb.edu/ camp or go to Liberal Arts 3, Room 202.

**Educational Opportunity Center**

The Educational Opportunity Center (EOC) is a federally funded program designed to identify and assist low income, first-generation adults who want to enter, re-enter or continue in a program of postsecondary education. Adults enrolled or interested in enrolling in a high school diploma or GED program are encouraged to seek services. For information, call (562) 570-3713, visit www.csulb.edu/ eoc, or go to 3477 Atlantic Avenue 2nd Floor, Long Beach (cross streets Atlantic Avenue and East Wardlow Road.)
Educational Talent Search
This federally funded program identifies, selects, and assists low-income, first-generation individuals between the ages of 12 to 27 to continue in and graduate from secondary school and enroll in a postsecondary educational program. For information, call (562) 985-8730 or visit www.csulb.edu/ets.

McNair Scholars Program
This program provides academic support services, research opportunities and involvement in scholarly activities for 30 low-income, first-generation college students to increase their likelihood of enrollment and success in doctoral programs. The program provides support for a summer research project; academic and assistance in seeking admission to graduate programs; and assistance in obtaining graduate financial aid. For information, call (562) 985-4886, visit www.csulb.edu/mcnair or go to Liberal Arts 3, Room 100.

Student Support Services Program
SSSP is a federally funded program that provides academic development opportunities to first-generation, low-income students and motivates them toward successful completion of their postsecondary education. SSSP strives to increase the college retention and graduation rates of its participants by providing academic tutoring and advising, financial and economic literacy counseling and assistance with applying to graduate and professional programs. For information, call (562) 985-2185 or go to Liberal Arts 1, Room 134.

Upward Bound Program
This program is a federally funded college preparatory program designed to assist first generation, low-income high school students who have the potential to pursue postsecondary education. Program assists participants in their efforts to complete high school successfully and obtain a college education. It services summer and weekend academic instruction, tutoring, academic, personal and career counseling, cultural activities and college application and admissions assistance. For information, call (562) 985-5520 or visit www.csulb.edu/upwardbound.

Upward Bound Math Science Program
This program is a federally funded program designed to assist high school students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees and careers in math and science. Services include a summer program with intensive math and science training and year-round counseling and support. For information, call (562) 985-2185 or go to Liberal Arts 1, Room 134.

Educational Opportunity Program (EOP)
EOP is a state funded program that provides access/admissions support, academic support and retention services to low-income, first-generation college students overcome the obstacles that may prevent them from furthering their education and reaching their potential. For information, call (562) 985-5637, visit www.csulb.edu/eop, or go to Liberal Arts 1, Room 119.

Summer Bridge Program
This program provides an intensive six-week residential summer experience for selected first-time freshmen EOP students. It provides English and mathematics instruction, tutoring, orientation to the campus, study skills workshops and enrichment activities to prepare students for the challenges of college. For information, call (562) 985-5637, visit www.csulb.edu/summerbridge or go to Liberal Arts 1, Room 119.

Educational Equity Services
The Office of Educational Equity Services (EES) assists in the admission and retention of low-income, first-generation college students, migrant students and academically and economically disadvantaged students, some of whom might not otherwise be enrolled in the University. For information, call (562) 985-4618 or go to Liberal Arts 3, Room 100.

Partners for Success
Partners is a mentoring program that provides students with an experienced faculty mentor for guidance and individual advising relating to college transitions, academics and major selection.

Center for Community Engagement
The center supports community-based scholarship and learning such as service-learning, community-based participatory research and other types of campus-community engagement. Our purpose is to enrich the educational experience of students by serving as a facilitative partner and resource for students, faculty, staff and community members in strengthening community capacity; promoting shared community-based participatory research and planning; and building social and political capital through the coordination of community and civic engagement, effective service learning and reciprocal community collaboration. The Center is located in the Academic Services Building Room 127. For information call (562) 985-7131 or visit www.csulb.edu/cce.

Writer’s Resource Lab
The Writer’s Resource Lab provides individualized instruction to help CSULB students develop their writing abilities. For specific information or to make a tutoring appointment, please stop by the Writer’s Resource Lab in LAB-206 or call (562) 985-4329.

Learning Assistance Center
The Center offers a variety of services to help students succeed in any course, at any academic level. Tutoring is provided for most university courses and for learners of English and a second language. Learning Specialists guide students in studying effectively for their unique class schedules. Supplemental Instruction accompanies many of the most difficult courses to equip students for success in those challenges. For information or for appointments, call 985-5350, visit www.csulb.edu/lac or Horn Center, Suite 104.

Study Abroad Programs
This program assists CSULB students and faculty to select and prepare for an educational experience in another country. Study abroad options include short-term programs (summer and winter), semester programs, and year-long programs. International internships, volunteer, and work experiences are also available. Students may be eligible for financial
International Student Services

International Student Services serves some 1,300 non-immigrant students, representing over 90 countries, by assisting them with their academic, personal, and cultural growth and development during their years at CSULB. This is accomplished through professional counseling and advising; assistance with Department of Homeland Security (DHS) regulations, paperwork processing, and documentation; student orientation activities; and assistance with registration. The ISS staff also serves as the University liaison with consulates, embassies, businesses, foundations, and community organizations concerning international students at CSULB. ISS is located in the Center for International Education in Brotman Hall, Room 201.

CSU International Programs (IP) System-wide

Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

Participants earn resident academic credit at their CSU campuses while pursuing full-time study at a host university or special study center abroad. International Programs serves the needs of students in over 100 designated academic majors. The program is affiliated with more than 50 recognized universities and institutions of higher education in 18 countries and offers a wide selection of study locales and learning environments.

Affiliated Institutions:

Australia .................. Griffith University, Macquarie University, Université de Montréal, Université de Québec à Montréal, University of Saskatchewan, University of Western Sydney, Victoria University
Canada .................. Concordia University (Montréal), Université de Montréal, Université du Québec à Montréal
China .................. Peking University (Beijing), Shanghai Jiao Tong University (Shanghai)
Denmark .................. Danish Institute for Study Abroad
France .................. Institut Catholique de Paris, Université de Provence (Aix-en-Provence), Université Paris I, II, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d’Evry Val d’Essonne, Université de Versailles Saint-Quentin-en-Yvelines
Germany .................. University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
Ghana .................. University of Ghana, Legon
Israel .................. Tel Aviv University, The Hebrew University of Jerusalem
Italy .................. CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze
Japan .................. Waseda University (Tokyo), University of Tsukuba
Korea .................. Yonsei University (Seoul)
Mexico .................. Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
South Africa ............ Nelson Mandela Metropolitan University, University of South Africa
Spain .................. Universidad Complutense de Madrid, Universidad de Granada
Sweden .................. Uppsala University
Taiwan .................. National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)
United Kingdom ........ Bradford University, Bristol University, Hull University, Kingston University, Swansea University

Information on academic course offerings available at these locations is in the International Programs Catalog which may be obtained from the Study Abroad Office in the Center for International Education (BH 201) or by writing to The California State University International Programs, 401 Golden Shore, Long Beach, CA 90802-4210 (562) 951-4790.

International Programs pays all tuition and administrative costs, including fees, for qualified participants. Students must possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Participants also must be in good academic and disciplinary standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, Germany, Korea, Mexico, Sweden and Taiwan.

To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, Germany, Korea, Mexico, Sweden and Taiwan. California Community Colleges transfer students are eligible to apply directly from their college community. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other coursework prerequisites.

Additional information and application materials may be obtained from the CSULB Center for International Education by calling (562) 985-8429 or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at: www.gateways.calstate.edu/csuieunet/

Applications for the 2009-2010 academic year overseas must be submitted by February 1, 2009 (May 1 for Australia and New Zealand).

Campus Services

Center for Scholarship Information

This center serves as a campus resource on the complete scholarship process. The center maintains a database of scholarships on- and off-campus and advises students on how
to search and/or apply for scholarships. For information, call (562) 985-2549, go to www.csulb.edu/scholarships or visit the center in the University Student Union, Room 238.

**Child Development Center, Isabel Patterson**

The IPCDC offers early care and education programs for children from six months through second grade to enable student parents to attend classes. The center also provides student employment, academic resources and community involvement opportunities. It has a positive reputation for program quality and commitment to student parents and their children. The center is dedicated to ensuring that no student parent is denied access to higher education because of a lack of affordable campus childcare. For information, call (562) 985-5333, visit www.csulb.edu/cdc or visit the center at 5700 Atherton Street.

**Partners for Success Faculty Mentoring Students Program**

Partners for Success is a mentoring program that provides first-generation students and freshmen with an experienced faculty mentor for guidance and individual advising relating to college transitions, academics and major selection. Faculty mentors also provide support and campus resources such as tutoring, counseling and involvement opportunities to ensure students success to graduation. For information and a student application, visit www.csulb.edu/partners, email partners@csulb.edu or call (562) 985-7562.

**Counseling and Psychological Services**

This service provides students with short-term counseling, group counseling, psycho-educational workshops and crisis intervention services. The Center also helps students meet personal challenges associated with identifying and achieving academic, career, and life goals. For information, call (562) 985-4001, visit www.csulb.edu/caps or go to Brotman Hall, Room 226.

**Student Health Services (SHS)**

This service provides medical services, preventive health and health education program. All regularly enrolled CSULB students who have registered for the current semester and have paid the $45.00 mandatory health fee are eligible for services. Services also are available for students taking classes through College of Continuing and Professional Education for $15.00 per visit (while classes are in session), and for students on educational leave for a non-refundable $45 fee. Most medical services are covered under the basic service fee, with the exception of pharmacy, external labs and x-ray copies.

An array of health education services, alcohol and drug abuse prevention workshops, nutrition counseling, HIV testing/counseling and sexual health awareness workshops are offered at SHS. For information, call (562) 985-4771, visit www.csulb.edu/shs or go to the Student Health Center on the corner of Beach Drive and Merriam Way. Note: A medical emergency arising on campus should be directed to University Police by dialing 9-1-1.

- Immunization Requirement Clearance

Entering CSU students are required to present proof of MMR (Measles, Mumps and Rubella) and Hepatitis B before the beginning of their first term. (Refer to Admission to the University, Immunization Requirements section of this catalog.) Clearance is obtained at Student Health Services by showing proof of immunity using medical records or by receiving immunizations (available at SHS). Medical and religious exemptions are available. For information and hours of operation, call the SHS Immunization Hotline at (562) 985-5411 or go to www.csulb.edu/shs.

- Medical Insurance

Medical insurance is strongly recommended. A low-cost individual health insurance plan is available to CSULB students through the Associated Students, Inc. For details about the plan, contact the ASI Business Office at (562) 985-4994 or go to www.csulb.edu/divisions/students/asi/administration/businessoffice.html.

**U.S. Passport Application Acceptance Office**

This office is designated by the U.S. Department of State to accept passport applications. A passport photo service is available (fee based). Passport processing is completed by the U.S. Department of State. For information, call (562) 985-7790, visit http://passport.csulb.edu, or go to Brotman Hall, Room 250.

**Veterans Affairs Services**

The Veterans Affairs Services office is the primary support center at CSULB for military veterans, service members and their dependents. A primary role of the office is to certify student eligibility for education benefits offered by the U.S. and California Departments of Veterans Affairs. Other services include outreach to prospective student veterans and advocacy for veterans and their dependents. For information, call (562) 985-5115, go to the Foundation Building, Room 265, or visit www.csulb.edu/veterans.

**University Ombuds**

This office is an independent, neutral resource for informal problem-solving serving the entire campus community. The office answers inquiries about the university, provides a safe place for discussing sensitive issues and identifying options, facilitates conversations and engages in conflict resolution, including mediation. The office maintains confidentiality in accordance with the Code of Ethics of the International Ombudsman Association, the limits of the law, and our organizational context. Appointments are suggested; walk-in cases are usually accommodated depending on availability. Foundation, Suite 140; (562) 985-5983; www.csulb.edu/president/ombuds.

**University Library**

The library provides information resources that support teaching and learning and provides enrichment and recreation for members of the campus community, as well as other scholars and community members. Library staff are committed to helpful, efficient customer service. Home to the Spidell Center, the largest student computing facility on campus, the library is a leader in the delivery of digital content and in marshalling technology to facilitate scholarly inquiry. For more information, visit www.csulb.edu/library.
Student Life and Resources

There are many options for students to get involved and create positive experiences and relationships at CSULB. Students are encouraged to make social connections and make a positive difference and to make the most of their time at “The Beach.”

Student Life and Development (SLD)

The Office of Student Life and Development provides extensive developmental, leadership, service and involvement activities for students. SLD services include orientation for student leaders; and organizational advising and program approvals for more than 300 recognized student organizations, including fraternities and sororities, cultural clubs and religious groups. SLD also oversees the Lois J. Swanson Leadership Resource Center, Leadership Academy, Student Cultural Resource Centers, American Indian Student Services Program, and Student Academic Travel Grants. Contact SLD at (562) 985-4181 or www.csulb.edu/sld or go to the University Student Union, Room 215.

College Organizations

Many academic departments have academically-related student organizations and discipline based honorary societies. Students from each academic organization departmental association work together on a college student council for each of the seven colleges. These groups promote interaction between faculty and students, and sponsor speakers, seminars, social gatherings and other activities. Staff from Student Life and Development play a key role in coordinating major events sponsored by these groups.

Leadership Resource Center, Lois J. Swanson

This center prepares CSULB students to be the world’s best leaders and maximize leadership potential with a commitment to serve others through the LRC services and programs. The LRC also offers two personal development programs for students: Financial Fitness and Conflict Resolution. The LRC provides a leadership library and offers consultations for classroom facilitation, conferences and customized workshops and seminars. For information, call (562) 985-1936 or go to University Student Union, Room 314.

Leadership Academy

The academy is a three-part extracurricular, certificate-bearing program composed of workshops, community service and practical application. The purpose of the Academy is to help students increase their understanding of leadership skills and improve their leadership potential. The Advanced Leadership Challenge, open only to Leadership Academy graduates, builds the theories and foundation skills students gain in the Leadership Academy and involves a practical application of those skills and theories. For information, call (562) 985-1936 or go to the University Student Union, Room 314.

Multicultural Center

The Center’s mission is to contribute to the creation of a campus environment which respects and supports cultural, ethnic, racial and religious diversity. The Center has an educational Resource Library which serves students, faculty and staff. The Multicultural Center offers, S.T.A.R. (Students Talk About Race), a professional diversity workshop that is free to students. For information, go to Faculty Office building 3 (F03), Room 03, call (562) 985-8510 or visit www.csulb.edu/mcc.

Student Resource Centers

There are five student-run resource centers on campus. These venues are for affiliated student organizations to conduct program planning, peer mentoring, officer meetings, and post information about scholarships, service and internship opportunities.

• African Student Resource Center, FO4-274
• American Indian Student Study Center, FO4-282
• Asian Pacific Student Resource Center, FO4-277
• Lesbian/Gay/Bisexual/Transgender Student Resource Center, FO4-165
• Raza Student Resource Center, FO4-262

Student Government

The Associated Students Government provides for student participation in the shared governance of the university, student advocacy in dealings with university and legislative officials, and student self-governance of the Associated Students, Incorporated (ASI). ASI offers student programs and activities that develop leadership abilities and complement the academic curriculum of the university. The ASI also provides financial grants and other resources for student clubs and organizations. For information, call (562) 985-5241 or visit www.csulb.edu/asi.

Student Recreation and Wellness Center

The SRWC is a 125,000+ square foot facility with fitness programs, instructional classes and workshops, a rock climbing wall, multi-purpose courts, pool, sand volleyball, 20,000+ square feet of weight room and cardio space, and more. The SRWC serves as a place for students, faculty, staff and alumni to exercise, study and hang out and provides opportunities for student employment and internships.

University Interfaith Center

This center is an association of 12 faith traditions serving the educational community of CSULB. The Center strives to enhance the educational experience by encouraging students, faculty and staff in their pursuit of spiritual growth, community building, faith development and personal values. For information, call (562) 985-7595 or go to Brotman Hall, Room 178.

University Student Union

Located in the center of campus, the 180,000 sq. ft. University Student Union offers weekly entertainment activities and numerous recreation and leisure activities. A “home away from home,” USU amenities include bowling lanes with a cosmic bowling feature, billiards, video gaming, various lounge spaces, outdoor swimming pool, food court and retail vendors as well as facilities for meetings, luncheons and films.
Women’s Resource Center
This center supports and facilitates the educational, professional and personal success of campus women through educational programs, campus and community resource connections, and peer support assistance. The center also coordinates Project Safe, a program to reduce the incidence of sexual assault, relationship violence and stalking. For information, call (562) 985-8576, go to www.csulb.edu/wrc or visit Liberal Arts 3, Room 105.
Frequently Asked Questions

Students ask many of the following questions about the processes and rules of CSULB. Successful students know the answers to these frequently asked questions. Please read them carefully. Knowing these answers can help you avoid pitfalls during your first semesters on campus.

For further information, see this section of the Catalog or contact the University Center for Undergraduate Advising at (562) 985-4837.

1. Why is it critical that I check e-mail from CSULB? It is important to check your e-mail regularly since this is the primary means by which you will receive important information from the university (e.g., deadlines for adding and dropping classes, your enrollment appointment date).

2. How do I tell the university about a change in my e-mail address or mailing address? You can use MyCSULB to change your e-mail address, indicate the e-mail address that you prefer to use, or change your mailing address. Click on “Personal Information” to view your current information and to make changes.

3. Why should I check my official class schedule at the beginning of each semester and again after two or three weeks? It is important to make sure that you are officially enrolled in every class you are attending and not enrolled in any class you are not attending. Remember that an instructor can give you permission to add a class, but only you canOfficially enroll yourself in a class.

4. Why is it important that I personally drop classes that I have registered for but am no longer attending? Instructors do not have the responsibility to drop students. Students must drop classes they no longer want or never attended (using MyCSULB) up to and during the first two (2) weeks of the semester.

Beginning the third week, students must use the official withdrawal petition to change their schedule. (See the section on Withdrawals for the rules that apply to withdrawal after the third week of classes.)

Official withdrawal is indicated on the transcript with the symbol “W.” This designation does not affect grade point average (GPA). Undergraduates may withdraw from a career-maximum of 18 units per Executive Order 1037.

Students who fail to withdraw officially within the established deadline receive a “WU” symbol (unauthorized withdrawal). In the calculation of the GPA, a “WU” is counted as an “F” grade.

5. Can freshmen/sophomore students take upper-division (300-499) classes? University policy prohibits students with under 30 units from taking upper-division courses without permission of the instructor.

6. What can I do if I get a “D” or “F” or “WU” in a course? The University has a policy which allows undergraduates to repeat a course in which they earned a "D", "F," or "WU". If the second grade is a "C" or better and taken at CSULB, the second grade will be used to calculate your GPA. Both grades remain on the transcript, but the first one is "forgiven" from the GPA calculation. This can only be done once per course at CSULB. If you don't earn a "C" or better on the second try, all grades will be counted. Undergraduate students may repeat 28 units of which 16 can be for grade forgiveness, per Executive Order 1037. For further details, refer to the “Repetition of Courses for Credit” in this section of the Catalog.

Academic Calendar

California State University, Long Beach operates on a semester system, which is supplemented by a fee-supported summer term and a fee-supported winter session. Normally, fall semester classes begin in late August or early September. The last day of instruction usually comes midway in December; this allows for a week of final examinations prior to the winter recess, which begins about December 20. The spring semester usually begins in the last week of January and ends in mid-May, in time for a week of final examinations and the week of commencement exercises just before or after Memorial Day. The summer term begins in June and through July and into late August.

Enrolling in Classes

Registration dates and detailed instructions can be found on the Enrollment Services website for each semester. Continuing students, returning undergraduates and newly admitted graduate students are sent a registration appointment date. Undergraduate students who are new to CSULB register when they attend the Student Orientation, Advising and Registration program (SOAR).

Students may enroll in classes via "MyCSULB" starting on the enrollment appointment day assigned by the University through the first two weeks of the fall and spring semesters. During the third week of the semester written permission on a Late Registration Request form is required from the instructor and a stamp of approval is required from the department. Late registration requests will be considered during the fourth week of instruction with the payment of a missed deadline fee.

Students receiving instructor or department "permission" to add classes via MyCSULB or who have been added to an instructor's wait list or roster must still complete the add procedures by the dates listed each semester. No request to add classes will be considered after the fourth week of the semester unless there is an approved technical error.

Students are not permitted to attend any class for which they have not officially registered.

Note: Students must complete the procedures for official enrollment in classes. Instructors, advisors and departments cannot add students into classes.
Registration Holds

Students may be prevented from registering because they have not met a university obligation. Students can view their own information (HOLDS) on MyCSULB.

Financial Holds

Students are personally responsible for making sure that registration fees and any other fees or charges are paid on time to CSULB, regardless of who funds the student’s education.

These charges can include payment for items damaged, returned late, or not returned, and can include course fees for some courses or activities.

Students can review their account balance at MyCSULB. Payment can be made on MyCSULB or at the Cashier’s Office, BH-148.

Students who have an unpaid balance will have a financial hold placed on their academic records until the balance is paid or a written release from the originating office is received by the Student Account Services Office. The hold restricts the student from receiving University services, including but not limited to registration, grades, and transcripts.

If the obligation continues to appear on the University reports, the student's name will be submitted to the Franchise Tax Board. In this case, the student or former student, permanently loses the privilege of submitting checks as payment for fees or services. (Acceptable methods of payment are cash, cashiers' check or money order). The State then has the authority to withhold amounts owed to the University from any tax refund to which the student may be entitled.

Other Holds

The following types of holds may appear. Students should contact the office listed for information about how to clear the hold.

• Failure to take a required test - Testing and Evaluation Services (562) 985-4006
• Remediation hold - Pre-baccalaureate Advising and Support Services AS 14, (562) 985-7895
• Perkins Loans – Business Office, BH 155, (562) 985-5348
• Measles/Rubella – Student Health Services, (562) 985-4771
• CIE hold (Foreign Clearance) – Center for International Education, BH 201, (562) 985-4106
• No Major Hold – Enrollment Services, BH 101, (562) 985-5471
• Timely Graduation Hold – Enrollment Services, BH 101, (562) 985-5471
• Advising Hold - Advisor for Major

Advising for Freshmen

CSULB is committed to offering our students the best possible first-year experience; therefore, we have established procedures which will ensure that all students receive accurate and timely academic advising. Advising is an opportunity for students to connect to their college or department advisor, faculty and staff to discuss future educational plans. Through this connection, students will be able to discuss future educational goals, review program options, and receive advice on course selection.

This connection is one of the most important steps to your future success at the Beach! We feel so strongly about ensuring that you have advising as you prepare for your sophomore year, that we require all freshmen to participate in the program prior to registering.

In addition, CSULB advisors can assist in a variety of different ways by working with students to broaden interests; develop academic and career goals; identify major areas of academic interest; create realistic plans of study; increase decision-making skills; take responsibility for academic direction.

All entering freshmen have “advising holds” placed on their records for their first year and will not be able to change their schedules without consultation with an advisor. Mid-way through the semester, freshmen will receive information about the Mandatory Advising Program, a comprehensive advising session to prepare for the next semester course selections. The advising hold will be removed after the student attends the advising session.

Class Attendance

Students are expected to attend classes regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course.

Faculty members must include their guidelines for assigning grades in the syllabus. The syllabus must make clear whether any portion of the grade is based on attendance and/or participation. It is the students’ responsibility to make themselves aware of each faculty member’s guidelines by carefully reading the syllabus.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student’s responsibility to withdraw officially from the class.

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused. Faculty members may require students to provide documentation for excused absences.

There are numerous classes offered on campus where attendance is crucial since student participation is essential.
Visitors to Classes

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor’s permission prior to the scheduled beginning of the class session.

Faculty Office Hours

The purpose of office hours is to provide opportunities for student-faculty interaction outside the classroom. Each instructional faculty member will hold one office hour per week for every class taught, up to a maximum of four hours. Faculty may account for up to one hour of this expectation through alternative forms of access such as availability by appointment or through e-mail. The faculty member’s office hours, phone number, and email contact will be posted by the door and announced in the syllabus. (PS 02-10)

Cheating and Plagiarism

It is the policy of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. A University maintains respect and functions successfully within the larger community when its reputation is built on honesty. By the same token, each student benefits in helping to maintain the integrity of the University. This policy, therefore, provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.

General

The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Judicial Affairs.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student...
who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

**Definition of Cheating**

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

**Faculty Responsibilities in Allegations of Cheating or Plagiarism**

Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence. In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.

In cases where a student is suspected of cheating or plagiarism, the faculty member should arrange for an informal office conference with the student as soon as possible. The purpose of the informal conference is to bring the persons involved together to discuss the issues informally and to discuss courses of action. At the conference the student shall be notified by the faculty member of the charge and supporting evidence. For an incident which occurs during or as a part of a final examination consult the section just below.

In cases where there is more than one individual suspected of cheating or plagiarism, the faculty member may decide to call the students to confer jointly as a group, or as individuals, or both. If the faculty member should decide to confer with the students as a group, the students shall have the option to also confer with the instructor separately as individuals.

The faculty member shall inform the student(s) that both students and faculty have the right to submit a request to the Academic Integrity Committee (discussed below) for a written opinion on whether the accusation is supported by the evidence. All notes and discussions between the student and the faculty member are confidential, except as may be relevant to the Academic Integrity Committee or in subsequent campus disciplinary proceedings. Neither the faculty member nor the student should discuss a specific charge of cheating or plagiarism or any violations with reference to individuals in the classroom before other members of the class.

When the student cannot be contacted and therefore the informal conference cannot be held, as is sometimes the case after final examinations, a grade of "I" (Incomplete) may be assigned, but only if the instructor wishes an additional test of competence (see section just above). The instructor shall have the agreement form for assigning an "Incomplete" sent to the last known address of the student. The agreement form shall state the following:

Under the provisions of the CSULB Policy Statement on Cheating and Plagiarism, an additional test of competency related to the syllabus name of suspect demonstration (e.g., Final Examination) is requested. You may decline to do so. Please contact the instructor, the department office, or the office of Judicial Affairs for information regarding the University policy on Cheating and Plagiarism. The instructor must indicate on the agreement form the grade with will be assigned, normally 120 calendar days following mailing of the Incomplete Agreement, if the student does not respond or, responding, the student does not agree to an additional test of competence.

Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.

Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.

In implementation of the Executive Order from the Chancellor's Office that requires documentation of faculty action regarding cheating and plagiarism, the Academic Senate revised the Cheating and Plagiarism Policy to include the following language: After action has been taken by the faculty member, the faculty member shall complete a form that identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action
should be considered by the Office of Judicial Affairs. The complete form should be sent by the faculty member to both the provost and the vice president for student affairs whenever cases of academic dishonesty are handled by the faculty member.

**Academic Integrity Committee**

The Chair of the Academic Senate and the Provost and Senior Vice President for Academic Affairs shall jointly appoint an Academic Integrity Committee for the University. This Committee shall consist of one member from the student body, chosen by the Associated Students Government for a one year term of office; three members of the full-time, tenured or tenure-track faculty, each with a term of office of two years, terms of office expiring in alternate years; and one member of the Office of Academic Affairs, who shall be Chair, voting only in case of ties.

The primary charge of the Committee is to receive the requests of students accused of cheating or plagiarism or the requests of faculty accusing specified student(s) of cheating or plagiarism. Following its review of the evidence, the Committee shall report its opinion to the student(s) and to the faculty member involved on whether the accusation is supported by the evidence. This opinion may not be appealed. However, when new evidence appears to so warrant, a faculty member or student may ask, in writing, the Provost or the Chair of the Academic Senate to request the Committee to reconsider a case. The Academic Integrity Committee shall make readily available the rules and procedures governing its operations.

In all cases, a Report of the Committee is advisory to the student, with whom rests the presumption of innocence, and the faculty member, to whom the decision on the evidence and academic action is reserved.

A faculty member or student who requests a review of the evidence in a case of alleged cheating or plagiarism must make such a request to the Academic Integrity Committee in writing no later than 14 calendar days following the date of first notification of the student by the faculty member of the allegation. Except under extenuating circumstances, the student and faculty member will have no more than 14 additional calendar days to provide evidence to the Committee.

To preserve the rights of privacy, the Committee meetings shall be closed. The Committee may request additional information as may be appropriate to the development of its Reports. The Committee is to provide a final Report within 21 calendar days of the submission of a request to it. Should additional time be required, the reasons should be communicated to the Provost and Senior Vice President for Academic Affairs and the Chair of the Academic Senate as well as the student(s) and faculty members involved.

The Committee is to report on its actions annually to the Vice President for Academic Affairs and the Chair of the Academic Senate.

**Academic Action**

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

A. Review – no action.
B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
C. A requirement that the work be repeated;
D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
E. Assignment of a failing final grade;
F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

Academic dishonesty cases that occur in the classroom shall be handled by faculty members. After a faculty member takes action, the faculty member shall complete a "Student Academic Dishonesty Report" form that identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus Judicial Affairs Office. The faculty member shall send a completed "Student Academic Dishonesty Report" form to the Vice President for Student Affairs and Provost whenever academic dishonesty cases are handled by the faculty member.

A student may appeal a final course grade the computation of which included an examination or other test of competence in which a score of zero was assigned for cheating or plagiarism, but only on the grounds permitted in the University Grade Appeal Policy Statement. An appeal of the final grade may include as written testimony the Report of the Academic Integrity Committee.

**Disciplinary Sanctions – Administrative Action**

Procedures and sanctions of the Office of Judicial Affairs are under the administration of the Vice President for Student Services and are conducted pursuant to the authority provided in Section 41301 of Title 5 of the California Administrative Code. Copies of Section 41301 of Title 5 may be found in the University Bulletin and the Campus Regulations available in the Office of Judicial Affairs. Copies of Chancellor’s Executive Order 148, “Student Disciplinary Procedures for the California State University” are also available upon request.

Opportunities for appeal regarding the sanctions applied by Vice President for Student Services are provided for students involved in the proceedings as outlined by Executive Order 148.

A summary of the charges concerning cheating and plagiarism report to the Vice President for Student Services. (PS 08-02)

**Student Unit Load**

**Recommended Student Load**

The faculty recognizes that it is frequently necessary for students to hold part-time jobs while attending the University. It advises that students enrolling under these conditions use good judgment in planning their programs. Students whose outside employment could be expected to interfere with the normal unit load should reduce their academic program accordingly.
The official unit limit per fall or spring semester is 18 units. Students seeking to exceed the 18-unit limit must complete an Extra Unit Petition form available on the Enrollment Services website.

Students are expected to spend, on the average, two hours of preparation and study for each hour of class time. Thus, a three-unit lecture or discussion course normally demands a commitment of nine hours per week averaged over the semester, with the class meeting for three hours a week. This may be considered sufficient time to enable a student to do satisfactory work. Students who desire to achieve “A” or “B” grades may wish to spend proportionately more time in their studies.

A student’s employment and college time combined should not exceed 60 hours weekly. Students who make no allowances for their employment and outside obligations in planning their college programs will bear full responsibility for the resulting level of scholarship.

Minimum Unit Requirements for Students in Special Classifications

Veterans

In consideration of the Veterans Affairs Services requirement to equitably certify student veteran benefits in accordance with Title 38 of the United States Code, a post-baccalaureate student veteran in a credit-limited program is considered full-time as long as he or she is enrolled in those courses that are required by the educational program being pursued. Full-time status is awarded to all post-baccalaureate and graduate students who have less than nine (9) units when no other units are offered in their program. This status must be approved and coordinated with the Office of Veterans Affairs Services, located in the Foundation building, Suite 265. For information, call (562) 985-5115 or (562) 985-4279.

Graduate Students

For information about graduate student load, see regulations governing Master’s Degrees in this Catalog.

International Students

Undergraduate international students on non-immigrant visas must carry and complete a minimum of 12 units per semester unless a reduced load is authorized by the student’s advisor and the Center for International Education. Reduced unit loads may be granted for substantial academic reasons or compelling personal reasons beyond the control of the student. Failure to secure such authorization results in violation of student status under Immigration and Naturalization Service (INS) and State Department regulations, warranting discontinuance of enrollment.

Students with Disabilities

It is recommended that students with disabilities attempt to modify their schedules, as necessary, to lessen the impact of a disability. Students with disabilities may request to enroll in a unit load which is commensurate with their ability. Reduced unit load is defined as less than 12 units for undergraduates and less than 9 units for graduates. Such requests must be made to Disabled Student Services prior to each semester affected. If approved, the student will be entitled to all benefits, services, and activities governed by the University which are accorded to full-time students. Eligibility for benefits, services, and activities outside the University’s control will be governed by each separate external agency based upon actual unit load.

Student Load Regulations

I. Maximum Student Load during Fall and Spring Semesters

An undergraduate student carrying twelve (12) or more units during the fall or spring semester is classified as a full-time student. A graduate or post-baccalaureate student carrying nine (9) or more units during the fall or spring semester is also classified as a full-time student. An undergraduate student carrying fewer than twelve (12) units or a graduate or post-baccalaureate student carrying fewer than nine (9) units is classified as a part-time student. These definitions derive from federal financial aid regulations and have no bearing on the definitions used by California to determine a student’s liability for the state university fee.

The maximum number of units a student may take during the fall or spring semester is normally eighteen (18) for undergraduate, graduate, or post-baccalaureate students.

II. Maximum Student Load during the Summer Session

The maximum number of units a student may take during the summer term is one unit per week, plus one additional unit. Thus, the maximum number of units is normally seven (7) for one 6-week session, ten (10) for two overlapping sessions, and thirteen (13) for an entire summer.

III. Maximum Student Load during the Winter Session

The maximum number of units a student may take during the winter session is one (1) unit per week, plus one (1) additional unit. Thus, the maximum number of units is normally four (4).

IV. Criteria for Exceptions

For most courses exceptions to this limit will be made only on the basis of all of the following criteria:

1. Proven academic ability, i.e., a grade point average of 3.0 or higher;
2. Feasibility of completing the proposed schedule, e.g., no repeat/delete classes, no history of “W” classes;
3. Evidence that the overload is necessary to complete the degree in a timely manner (e.g., the student will complete the program within one additional academic year and all courses will count toward the student’s degree); and
4. Permission obtained from Academic Affairs or designee on or before Census.

Up to two (2) units above the maximum load comprised of university supplemental instruction, kinesiology activity, theatre arts activity, or dance performance and production units only requires permission from Academic Affairs or designee on or before Census.
Course Listings

Courses are listed in this Catalog by department, the departments and programs being arranged alphabetically. Each listing gives the course number, title, semester units in parentheses, and the course description, which includes prerequisites and other restrictions.

Course Numbers

Courses with a number of less than 100 do not count toward any degree program. For purposes of qualifying for financial aid, however, the unit value assigned to those courses will count for the semester in which those courses were taken. Lower-division courses are numbered from 100 through 299. These courses are designed primarily for Freshmen and Sophomores. They provide breadth of understanding and the foundation for the more specialized work in upper-division, advanced courses. Approved General Education courses are listed online and are offered at both the lower-division and upper-division levels; no upper-division General Education course may be used in a graduate degree program. Lower-division courses are open to Junior, Senior, and Graduate students; however, lower-division courses may not be applied to any graduate degree program.

Upper-division courses are numbered from 300 through 499. These courses are open to students who have completed the prerequisites to the course, if any, stated in the course description and other departmental regulations given in this Catalog. A “Prerequisite” is a completed course or other measure of academic preparation which provides a foundation for the more advanced course.

Freshmen (fewer than 30 units) are not allowed to enroll in upper-division courses without permission of the instructor. Sophomores wishing to enroll in upper-division courses which indicate no prerequisites should consult with the course instructor or other knowledgeable advisor prior to enrollment. These courses are presented to meet the expectations of academically advanced students.

Certain 400-level courses are double-numbered with 500-level courses. In these courses the expectations of graduate students, who must enroll in the 500-level course, are greater than the expectations of undergraduates. Grading scales are different for the 500-level course and additional work is required of graduate students. A student may not earn credit for both the 400- and 500-level versions of a course.

Graduate-level courses are numbered from 500 to 799. Courses numbered 500-599 may be opened to senior students upon favorable petition. Courses numbered from 600 to 799 are open only to graduate students.

Included with some of the course numbers is a supplementary letter, or suffix, such as L for “laboratory” or A and B for a year-long sequence. “A-B” means that the courses must be taken in alphabetical sequence; “A,B” designates related courses which need not be taken in sequence. The student is given degree credit for each part of the sequence satisfactorily completed, whether or not the remaining part of the sequence is completed. Funding, student demand, and instructor availability may require that a course be offered in a different semester or session or be postponed until a later academic year. F indicates Fall Semester, S indicates Spring Semester, W indicates Winter Session, and SS indicates Summer Session. The online class schedule appropriate to the semester or session in question should be consulted for actual course scheduling information. Some of the courses offered during the fall and spring semesters are also offered during the summer session.

The University reserves the right to make changes in course offerings without notice.

Course Credit Units and Modes of Instruction

Course Credit Units

Each course has a specific credit unit value which is indicated in parentheses following the course titles in this Catalog.

In accordance with national standards, each semester unit corresponds to approximately 45 hours of work per semester, counting both class meeting time and outside preparation and study. For a traditional lecture or discussion course, this means that the class will meet one hour a week for every unit in a fall or spring semester (15 weeks of class meetings). For a laboratory or activity course, the class may meet two or three hours per week for every unit.

The instructional “hour” is fifty minutes long, allowing for transit between classes and rest breaks within multi-hour classes.

Classes scheduled in the six-week summer session, or in a three-week summer or winter session, are scheduled for additional class hours per week so the total meeting time is the same as in a fall or spring semester. Classes taught by other modes of instruction are expected to require the same time commitment as traditionally-scheduled classes.

Hybrid Classes and Distance Education Classes

Some classes use academic technology to replace part or all of the face-to-face class meetings. In a hybrid class, one-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to traditional classes. A Local Online Class is a course offering in which the majority of the instruction occurs when the student and instructor are not in the same place, but it may require up to two hours of face-to-face meetings per unit on the California State University, Long Beach campus within the given semester. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings. The mode of instruction is indicated in the online class schedule for each term. (PS 03-11)

Student Rights Relative to Course Instructional Mode

1. Student access to the faculty shall not be reduced by the instructional mode of a class.
2. The University shall make every effort to inform students of the mode of instruction and technological requirements of a course offering before the student enrolls in the class.
3. Matriculated students enrolled in non-traditional classes shall have access to the on-site academic advising services at California State University, Long Beach.
4. All students have equal access to the University library and other on-site learning resources offered at California State University, Long Beach.
5. Students in non-traditional classes shall have reasonable support services. These include:
   A. Phone-based and online technology help to handle student questions and to refer students to appropriate available services for hybrid and local online or distance education courses;
   B. Online and phone-based access to university administrative services;
   C. Online dissemination of information describing the resources available for obtaining the technical competence needed to succeed in a specific course offering;
   D. Online access to the library research databases and other research-related resources.

6. The University shall provide adequate technical support for academic technology.

Credit for Independent Study Courses

Each student enrolled in a supervised independent study, research, or reading course (excludes thesis courses) must have an agreement on file in the department office where the course is offered. The agreement is to be made between the student and the instructor at the beginning of the course and must include the following: a description of the work to be accomplished, specific information on the tasks required, the nature of the final report, and the basis for determining the final grade. The agreement must be signed by both the instructor and the student.

If a department wishes to use a written agreement different from the standard university form, it must be approved by the dean of the appropriate college prior to its use.

No independent study credit shall be awarded for classroom instruction, assisting in classroom instruction, or for other instructionally related activities, such as grading.

Credit for Cross-Listed Courses

Certain courses are listed in this Catalog under more than one department. For purposes of awarding credit, all such listings are considered to be the same course, and a student may receive credit for only one of the listings. Normally, students will receive credit for such a cross-listed course in the department under which they register for it.

Transfer Credit

Students who were in good standing at another accredited institution may, within maximums, transfer credit for baccalaureate or graduate degree course work. Course equivalency for major requirements must be determined. Students are cautioned that the University is under no obligation to accept transferred courses for subject credit in addition to unit credit for admission. Normally, however, there is a probability that courses in the accepted core of a discipline will be exchangeable between universities. Policy regarding transfer of courses from California community colleges differs in some respects.

Transfer of Undergraduate Credit From Accredited Community Colleges

A maximum of 70 semester units earned in a community college may be applied toward the baccalaureate degree, with the following limitations and stipulations:
1. No upper-division credit may be allowed for courses taken in a community college;
2. No more than six semester units in education courses taken in a community college may be applied toward the baccalaureate degree or the professional preparation requirements of a teacher education basic credential program;
3. Individual program regulations may include specific transfer limitations.
4. Students who transfer general education certification are still required to complete at least 9 units of upper-division courses at the campus conferring the degree.
5. Any course taken at community colleges can substitute for general education breadth requirements and lower-division requirements, if the course is approved as equivalent to the appropriate CSULB course. Students with more than 70 transferable units from community colleges will get subject matter credit for all such courses, but no more than 70 units will count toward graduation.

6. All transferable units taken at community colleges will count toward computation of the overall grade-point average. All transferable units in the major taken at community colleges will count toward computation of the overall major grade-point average.

Courses Taken by Non-Matriculated Students in Any Term

No more than 24 units total taken during any term while in non-matriculated status may be used to fulfill any undergraduate degree requirements. All students who have not been formally admitted to CSULB and who take courses here are non-matriculated students. Courses taken by incoming freshmen during the summer prior to their first fall are considered non-matriculated units.

Open University

Open University (Concurrent Enrollment) — Through Open University, students who are NOT matriculated in CSULB may take regular university classes during spring or fall semesters for academic credit on a “space available” basis with permission of the department chair and the course instructor. Open University enrollment does NOT constitute admission to CSULB. For more information call the College of Continuing and Professional Education at (562) 985-5561.

Self Support Courses

There is no limit on CCPE Self Support course credits, including Winter session, applicable to the degree if taken while in matriculated status in the degree program.

Baccalaureate Credit Based on Alternative Means of Assessment

The University grants credit toward the baccalaureate degree based on several types of assessment other than formal university courses. Students should consult the Chair or undergraduate advisor of the concerned department about applicability to individual courses or degree requirements.

Advanced Placement Credit

California State University, Long Beach grants credit toward its undergraduate degrees for successful completion of Advanced Placement (AP) examinations of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit for each AP course. Refer to the Advanced Placement Examination Credit table that follows for transfer credit awarded.

For the most up-to-date AP credit information, click the "Admission" icon on the CSULB Enrollment Services Web page, and follow the links under "Freshmen" or "Transfer".
## ADVANCED PLACEMENT EXAMINATIONS CREDIT

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>AP Score</th>
<th>GE Designation</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art History</strong></td>
<td>3-5</td>
<td>C.1 Fine Arts</td>
<td>ART - 6 units electives</td>
</tr>
<tr>
<td><strong>Art Studio: 3D Design</strong></td>
<td>3-5</td>
<td>No GE Credit</td>
<td>ART - 3 units electives</td>
</tr>
<tr>
<td><strong>Drawing Portfolio</strong></td>
<td>3-5</td>
<td>No GE Credit</td>
<td>ART - 6 units electives</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>3</td>
<td>B.1a Life Science w/lab</td>
<td>BIOL 200 - 4 units &amp; 2 units BIOL electives</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>B.1a Life Science w/lab</td>
<td>BIOL 200 - 4 units &amp; 2 units BIOL elective</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>B.1a Life Science w/lab</td>
<td>BIOL 211 - 3 units &amp; BIOL 212 (not GE) 3 units</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>3</td>
<td>B.1b Physical Science w/lab</td>
<td>CHEM 100 - 4 units &amp; 2 units CHEM electives</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>B.1b Physical Science w/lab</td>
<td>CHEM 11A - 5 units &amp; 1 unit CHEM elective</td>
</tr>
<tr>
<td><strong>Chinese Language and Culture</strong></td>
<td>3</td>
<td>C.2c Foreign Language</td>
<td>CHIN 201 - 4 units, &amp; 2 units CHIN electives</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>C.2c Foreign Language</td>
<td>CHIN 202 - 4 units &amp; CHIN 490 - 2 units</td>
</tr>
<tr>
<td><strong>Computer Science A</strong></td>
<td>3-5</td>
<td>No GE credit</td>
<td>3 units elective</td>
</tr>
<tr>
<td><strong>Computer Science AB</strong></td>
<td>3-5</td>
<td>No GE credit</td>
<td>6 units elective</td>
</tr>
<tr>
<td><strong>Economics: Macro</strong></td>
<td>3-5</td>
<td>D.2 Social &amp; Behavioral Science</td>
<td>ECON 100 - 3 units</td>
</tr>
<tr>
<td><strong>Micro</strong></td>
<td>3-5</td>
<td>D.2 Social &amp; Behavioral Science</td>
<td>ECON 101 - 3 units</td>
</tr>
<tr>
<td><strong>English: Language &amp; Composition</strong></td>
<td>3-5</td>
<td>A.1</td>
<td>ENGL 100 - 3 units &amp; 3 units ENGL electives</td>
</tr>
<tr>
<td></td>
<td>3-5</td>
<td>A.1 &amp; C.2a</td>
<td>ENGL 100 - 3 units &amp; ENGL 180 - 3 units</td>
</tr>
<tr>
<td><strong>Environmental Science</strong></td>
<td>3, 4, 5</td>
<td>B.1b Physical Science w/lab</td>
<td>4 units elective</td>
</tr>
<tr>
<td><strong>French: Language</strong></td>
<td>3</td>
<td>C.2c Foreign Language</td>
<td>FREN 201A - 4 units &amp; FREN 101B - 2 units</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>C.2c Foreign Language</td>
<td>FREN 201B, 4 units &amp; FREN 201A - 2 units</td>
</tr>
<tr>
<td></td>
<td>3-5</td>
<td>C.2c Foreign Language</td>
<td>FREN 490 - 3 units &amp; 3 units elective</td>
</tr>
<tr>
<td><strong>German: Language</strong></td>
<td>3-5</td>
<td>C.2c Foreign Language</td>
<td>GERM 301 - 3 units &amp; 3 units GERM electives</td>
</tr>
<tr>
<td><strong>Geography: Human Geography</strong></td>
<td>3-5</td>
<td>D.2</td>
<td>GEG 160 - 3 units &amp; 3 units GEG electives</td>
</tr>
<tr>
<td><strong>History: United States</strong></td>
<td>3-5</td>
<td>D.1a (HIST 172) &amp; D.2 (HIST 173)</td>
<td>HIST 172 - 3 units &amp; HIST 173 - 3 units</td>
</tr>
<tr>
<td><strong>European</strong></td>
<td>3-5</td>
<td>D.2 (HIST 131) &amp; D.2 (HIST 132)</td>
<td>HIST 131 - 3 units &amp; HIST 132 - 3 units</td>
</tr>
<tr>
<td><strong>World History</strong></td>
<td>3-5</td>
<td>D.2 Global</td>
<td>HIST 212 - 3 units &amp; 3 units elective</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>3</td>
<td>C.2c Foreign Language</td>
<td>ITAL 201A - 4 units &amp; 2 units ITAL electives</td>
</tr>
<tr>
<td><strong>Japanese Language and Culture</strong></td>
<td>3</td>
<td>C.2c Foreign Language</td>
<td>JAPN 102 - 4 units, &amp; JAPN 101 - 2 units</td>
</tr>
<tr>
<td><strong>Latin: Vergil</strong></td>
<td>3</td>
<td>C.2c Foreign Language</td>
<td>LAT 101B - 2 units &amp; LAT 301 - 2 units</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>3</td>
<td>C.2c Foreign Language</td>
<td>LAT 301 - 3 units &amp; LAT 401 - 2 units</td>
</tr>
<tr>
<td><strong>Mathematics: Calculus AB</strong></td>
<td>3-5</td>
<td>B.2</td>
<td>MATH 113 - 2 units &amp; MATH 122 - 4 units</td>
</tr>
<tr>
<td><strong>Physics: Physics B</strong></td>
<td>3-5</td>
<td>B.1b Physical Science w/lab</td>
<td>PHYS 100A - 3 units &amp; PHYS 100B - 3 units</td>
</tr>
<tr>
<td><strong>Physics C</strong></td>
<td>3-5</td>
<td>B.1b Physical Science w/lab</td>
<td>PHYS 151 - 4 units</td>
</tr>
<tr>
<td><strong>Music: Theory</strong></td>
<td>3-5</td>
<td>A.1</td>
<td>MUS - 6 units elective</td>
</tr>
<tr>
<td><strong>Music: Theory</strong></td>
<td>3-5</td>
<td>A.1</td>
<td>MUS - 6 units elective</td>
</tr>
<tr>
<td><strong>Political Science: United States Government &amp; Politics (1 semester)</strong></td>
<td>3-5</td>
<td>D.2</td>
<td>POSC 100 - 3 units (does not include California State and local government)</td>
</tr>
<tr>
<td><strong>Comparative Government &amp; Politics (1 semester)</strong></td>
<td>3-5</td>
<td>D.2</td>
<td>POSC 215 - 3 units</td>
</tr>
<tr>
<td><strong>Psychology (1 semester)</strong></td>
<td>3-5</td>
<td>D.2</td>
<td>PSY 100 - 3 units</td>
</tr>
<tr>
<td><strong>Spanish: Language</strong></td>
<td>3, 4</td>
<td>C.2c Foreign Language</td>
<td>SPAN 101B - 2 units &amp; SPAN 201A - 4 units</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>C.2c Foreign Language</td>
<td>SPAN 201A - 2 units &amp; SPAN 201B - 4 units</td>
</tr>
<tr>
<td><strong>Statistics (1 semester)</strong></td>
<td>3-5</td>
<td>B.2 effective Spring 2006</td>
<td>STAT 108 - 3 units</td>
</tr>
</tbody>
</table>

**Notes for Advanced placement:**

* This exam is no longer available beginning 2009-10 academic year.

** Credit is awarded for a 3-5 on the AB exam score or the AB subscore on the BC exam.

A maximum of 6 units will be granted for each exam. If the number of units per course equivalency exceeds 6, credit for 6 units will be awarded and the course waived. Credit can only be awarded once per course.

Example: if a student takes Calculus AB & BC, only nine units can be awarded.
**International Baccalaureate Credit**

Students with scores of 5 or higher (4 in certain subjects) in International Baccalaureate Higher Level courses will be awarded baccalaureate credit of 4 to 10 units, depending on course equivalency. Applicants to CSULB who wish to obtain lower-division course credit for completed International Baccalaureate Higher Level examinations must submit an official IB transcript. Course equivalency for Higher Level examinations completed with satisfactory scores is listed in the International Baccalaureate Examination Credit table that follows.

For the most up-to-date IB credit information, click the "Admission" icon on the CSULB Enrollment Services Web page, and follow the links under "Freshmen" and "Transfer."

### INTERNATIONAL BACCALAUREATE HIGHER LEVEL EXAMINATIONS CREDIT

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>IB Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Visual</td>
<td></td>
<td>ART electives - 4 units</td>
</tr>
<tr>
<td>Arts, Visual Option A</td>
<td>5, 6, or 7</td>
<td>ART electives - 4 units</td>
</tr>
<tr>
<td>Arabic A1</td>
<td>4, 5, 6, or 7</td>
<td>ARAB 101A - 4 units &amp; 2 units ARAB electives</td>
</tr>
<tr>
<td>Arabic A2</td>
<td>4, 5, 6, or 7</td>
<td>ARAB 101A - 4 units &amp; 2 units ARAB electives</td>
</tr>
<tr>
<td>Arabic B</td>
<td>4, 5, 6, or 7</td>
<td>ARAB 201B - 4 units &amp; 2 units ARAB electives</td>
</tr>
<tr>
<td>Biology</td>
<td>5, 6, or 7</td>
<td>BIOL 200 - 4 units &amp; 2 units BIOL electives</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>BIOL 200 - 4 units &amp; 2 units BIOL electives</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>BIOL 211 - 3 units &amp; BIOL 212 - 3 units</td>
</tr>
<tr>
<td>Business &amp;</td>
<td>5, 6, or 7</td>
<td>CBA electives - 4 units</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>5, 6, or 7</td>
<td>CHEM 111A - 5 units &amp; 1 unit CHEM elective</td>
</tr>
<tr>
<td>Chinese A1</td>
<td>4, 5, 6, or 7</td>
<td>3 units GE C.2c &amp; 3 units CHIN electives</td>
</tr>
<tr>
<td>Chinese A2</td>
<td>4, 5, 6, or 7</td>
<td>3 units GE C.2c &amp; 3 units CHIN electives</td>
</tr>
<tr>
<td>Chinese B</td>
<td>4, 5, 6, or 7</td>
<td>CHIN electives - 6 units</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>4, 5, 6, or 7</td>
<td>GK 101A - 4 units &amp; GK 101B - 4 units</td>
</tr>
<tr>
<td>Computing Studies</td>
<td>5, 6, or 7</td>
<td>CECS electives - 4 units</td>
</tr>
<tr>
<td>Economics</td>
<td>5, 6, or 7</td>
<td>ECON 100 - 3 units &amp; ECON 101 - 3 units</td>
</tr>
<tr>
<td>English A1</td>
<td>4, 5, 6, or 7</td>
<td>ENGL 100 - 3 units &amp; ENGL 180 - 3 units</td>
</tr>
<tr>
<td>English A2</td>
<td>4, 5, 6, or 7</td>
<td>ENGL 100 - 3 units &amp; ENGL 180 - 3 units</td>
</tr>
<tr>
<td>English B</td>
<td>4, 5, 6, or 7</td>
<td>ENGL 100 - 3 units &amp; ENGL 180 - 3 units</td>
</tr>
<tr>
<td>Film in English</td>
<td>5, 6, or 7</td>
<td>ENGL electives - 4 units</td>
</tr>
<tr>
<td>French A2</td>
<td>4, 5, 6, or 7</td>
<td>FREN 312A - 3 units &amp; FREN 312B - 3 units</td>
</tr>
<tr>
<td>French B</td>
<td>4, 5, 6, or 7</td>
<td>FREN 312A - 3 units &amp; FREN 312B - 3 units</td>
</tr>
<tr>
<td>Geography</td>
<td>5, 6, or 7</td>
<td>GEOG 100 - 3 units &amp; 3 units GEOG elective</td>
</tr>
<tr>
<td>German A1</td>
<td>4, 5, 6, or 7</td>
<td>GERM 301 - 3 units &amp; GERM 302 - 3 units</td>
</tr>
<tr>
<td>German A2</td>
<td>4, 5, 6, or 7</td>
<td>GERM 301 - 3 units &amp; GERM 302 - 3 units</td>
</tr>
<tr>
<td>German B</td>
<td>4, 5, 6, or 7</td>
<td>GERM 201A - 4 units &amp; GERM 201B - 4 units</td>
</tr>
<tr>
<td>History of Africa</td>
<td>5, 6, or 7</td>
<td>3 units GE D2 &amp; 3 units HIST electives</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>5, 6, or 7</td>
<td>3 units GE D2 &amp; 3 units HIST electives</td>
</tr>
<tr>
<td>History of Asia:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East &amp; Southeast Asia &amp; Oceania</td>
<td>5, 6, or 7</td>
<td>3 units GE D2 &amp; 3 units HIST electives</td>
</tr>
<tr>
<td>South Asia and the Middle East</td>
<td>5, 6, or 7</td>
<td>3 units GE D2 &amp; 3 units HIST electives</td>
</tr>
<tr>
<td>History of Europe</td>
<td>5, 6, or 7</td>
<td>HIST 132 - 3 units &amp; 3 units HIST electives</td>
</tr>
<tr>
<td>History and Culture Islamic World</td>
<td>5, 6, or 7</td>
<td>3 units GE D2 &amp; 3 units HIST electives</td>
</tr>
<tr>
<td>Information Technology in a Global Society</td>
<td>5, 6, or 7</td>
<td>4 units of electives</td>
</tr>
<tr>
<td>Italian A1</td>
<td>4, 5, 6, or 7</td>
<td>3 units GE C.2c &amp; 3 units ITAL electives</td>
</tr>
<tr>
<td>Italian A2</td>
<td>4, 5, 6, or 7</td>
<td>ITAL 312A - 3 units &amp; ITAL 312B - 3 units</td>
</tr>
<tr>
<td>Italian B</td>
<td>4, 5, 6, or 7</td>
<td>ITAL 312A - 3 units &amp; ITAL 312B - 3 units</td>
</tr>
<tr>
<td>Japanese A1</td>
<td>4, 5, 6, or 7</td>
<td>JAPN 302 - 3 units &amp; JAPN 371 - 3 units</td>
</tr>
<tr>
<td>Japanese A2</td>
<td>4, 5, 6, or 7</td>
<td>JAPN 421 - 3 units &amp; JAPN 302 - 3 units</td>
</tr>
<tr>
<td>Japanese B</td>
<td>4, 5, 6, or 7</td>
<td>JAPN 301 - 3 units &amp; JAPN 302 - 3 units</td>
</tr>
<tr>
<td>Korean A1</td>
<td>4, 5, 6, or 7</td>
<td>KOR 102 - 4 units &amp; 2 units KOR electives</td>
</tr>
<tr>
<td>Korean B</td>
<td>4, 5, 6, or 7</td>
<td>KOR 102 - 4 units &amp; 2 units KOR electives</td>
</tr>
<tr>
<td>Latin</td>
<td>4, 5, 6, or 7</td>
<td>LAT 301 - 4 units &amp; 2 units upper division Latin electives</td>
</tr>
<tr>
<td>Math - Higher Level</td>
<td>4, 5, 6, or 7</td>
<td>MATH 114 - 3 units &amp; MATH 122 - 4 units</td>
</tr>
<tr>
<td>Music</td>
<td>5, 6, or 7</td>
<td>MUS 160 - 3 units &amp; MUS 490 - 3 units</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5, 6, or 7</td>
<td>PHIL 100 - 3 units &amp; 1 unit PHIL elective</td>
</tr>
<tr>
<td>Physics</td>
<td>5, 6, or 7</td>
<td>PHYS 100A - 4 units &amp; PHYS 100B - 4 units</td>
</tr>
</tbody>
</table>
Credit for Other External Examinations

In addition to the Advanced Placement and International Baccalaureate Examinations, California State University, Long Beach grants unit credit to those students who pass the following examinations that have been approved for credit by the CSU system: the College Level Examination Program (CLEP) examinations in certain subjects; and the American Chemical Society Cooperative Examination. (PS 87-04)

Refer to the College Level Examination Program Credit table that follows, for transfer credit awarded.

| Portuguese A1 | 4, 5, 6, or 7 | PORT 101A - 4 units & 2 units PORT electives |
| Portuguese A2 | 4, 5, 6, or 7 | 3 units GE C.2c & 3 units PORT electives |
| Portuguese B | 4, 5, 6, or 7 | PORT 201B - 4 units & 2 units PORT electives |
| Psychology | 5, 6, or 7 | PSY 100 - 3 units & 1 unit PSY elective |
| Russian A1 | 4, 5, 6, or 7 | 3 units GE C.2c & 3 units RUSS electives |
| Russian A2 | 4, 5, 6, or 7 | RUSS 312 - 3 units & RUSS 314 - 3 units & 3 units upper division RUSS electives |
| Russian B | 4, 5, 6, or 7 | RUSS 201A - 4 units & RUSS 201B - 4 units |
| Social and Cultural Anthropology | 5, 6, or 7 | 4 units ANTH electives |
| Spanish A1 | 4, 5, 6, or 7 | 3 units GE C.2c, & 3 units SPAN electives |
| Spanish A2 | 4, 5, 6, or 7 | SPAN 300 - 6 units & SPAN 314 - 3 units |
| Spanish B | 4, 5, 6, or 7 | SPAN 300 - 6 units |
| Theatre Arts | 4, 5, 6, or 7 | THEA 122 - 3 units & 3 units THEA electives |

| COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) CREDIT |
|-----------------|-----------------|-----------------|
| CLEP Exam | CLEP Score | Credit |
| Accounting, Principles of | 50 | 3 units elective credit |
| American Literature | 50 | 3 units GE C2a Humanities and the Arts |
| Analyzing & Interpreting Literature | 50 | 3 units of GE C2a Humanities and the Arts |
| Biology | 50 | BIOL 200 - 4 units |
| Business Law, Intro | 50 | 3 units BLAW elective credit |
| Chemistry | 50 | 3 units GE B.3 |
| Economics: Macro Micro | 50 | ECON 100 - 3 units ECON 101 - 3 units |
| Educational Psychology, Introduction to | 50 | 3 units elective credit |
| English Literature | 50 | 3 units GE C2a Humanities and the Arts |

| COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) CREDIT |
|-----------------|-----------------|-----------------|
| CLEP Exam | CLEP Score | Credit |
| Financial Accounting | | 3 units elective credit |
| French: Language, Level 1 | 50-58 | FREN 101A - 4 units & FREN 101B - 4 units |
| Language, Level 2 | 59-100 | FREN 201A - 4 units & FREN 201B - 4 units |
| German: Language, Level 1 | 50-59 | GERM 101A - 4 units & GERM 101B - 4 units |
| Language, Level 2 | 60-100 | GERM 201A - 4 units & GERM 201B - 4 units |
| History, United States I | 50 | 3 units GE D1a Social and Behavioral Sciences and Their Historical Background |
| History, United States II | 50 | 3 units GE D1a Social and Behavioral Sciences and Their Historical Background |
| Humanities | 50 | 3 units GE C3 Humanities and the Arts |
| Information Systems & Computer Applications | 50 | 3 units elective credit |
| Management, Principles | 50 | 3 units elective credit |
| Marketing, Principles of | 50 | 3 units elective credit |
| Mathematics: College Mathematics | 50 | MATH 103 - 3 units |
| College Algebra | 50 | MATH 113 - 3 units |
| Pre Calculus | 50 | MATH 117 - 4 units |
| Calculus | 50 | MATH 122 - 4 units |
| Natural Sciences | 50 | 3 units of GE B3 Physical Universe |
| Political Science: American Government | 50 | POSC 100 - 3 units (does not include California State and local government) |
| Psychology, Introductory | 50 | PSY 100 - 3 units |
| Sociology, Introductory | 50 | SOC 100 - 3 units |
| Spanish: Language, Level I | 50-62 | SPAN 101B - 4 units & 2 units SPAN electives |
| Language, Level 2 | 63-100 | SPAN 201A - 4 units & SPAN 201B - 4 units |
| Western Civilization I | 50 | 3 units GE D2 Social and Behavioral Sciences and Their Historical Backgrounds |
| Western Civilization II | 50 | 3 units GE D2 Social and Behavioral Sciences and Their Historical Backgrounds |

Unit Credit by Examination

Students may also challenge some courses by taking examinations developed at the campus. Credit will be awarded to those who pass them successfully. Credits earned in this manner will be recorded as test credit on the student’s transcript and will be counted toward the total number of units required for the degree although they will not be included in calculation of the grade-point average. Credit by examination may not be used to fulfill the minimum residence requirement.

Students must be enrolled in the University and in the course for which they wish to receive credit by examination.
Enrollment is by permission of the department and is only available during the academic semester in which the course is being offered. Students must secure a signed and dated approval form from the department PRIOR to enrolling in the course. Students must provide the instructor with a copy of the signed and dated approval form at the first class meeting. The instructor will ensure that the examination is conducted, scored, and the results reported prior to the end of the third week of classes. Students who pass the examination will receive academic credit for the course work. Students who do not pass the examination have two options:

1. continue in the course as a regular student; or
2. withdraw from the course.

The University sets no maximum on the number of credits a student may receive by examination. Not all courses, however, are available for credit by examination. Information about courses for which credit by examination is not permitted is available in the Department Office, in the College Office, and the Office of Enrollment Services. A student may NOT receive credit by examination:

1. for an activity course,
2. for any course which is a prerequisite to one for which credit has been received, (see department for possibility of course waiver),
3. to remove a grade of “F,” “WU,” “NC,”
4. to satisfy the courses required for a major in a master’s degree.
5. for any course in which the content or methodology is such that an examination does not appropriately measure competence.

Application forms to apply for credit by examination are available online and in the Office of Enrollment Services. Procedures and criteria for requesting unit credit by examination in a given course are available in the appropriate department office. (PS 87-04)

Substitution of Courses

Students who believe that a course they have taken (or intend to take) may be appropriate to their program and that this course could substitute for a specified course requirement may request that the department submit an official authorization for substitution. Course substitutions are normally limited to cases where the required course cannot be offered or where the student has taken a similar but not identical course elsewhere. (PS 87-04)

Waiver of Course Requirement

In addition, students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement (subject credit only). The student will be required to justify the request in a way acceptable to the department. A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree. (PS 87-04)

International Program Credit

Course credits earned in universities abroad may be accepted for degree credit at CSULB subject to evaluation by the cognizant department or program upon admission of the student to the University. CSULB students who desire, subsequent to admission, to take courses at a foreign university for degree credit must have each such course approved in advance in writing by the Chair of the appropriate department or program.

The Center for International Education administers many international education and exchange programs. Students fully accepted into one of these programs may, in most cases, continue CSULB residency while studying in the approved foreign institution. Some courses taken through these programs do not have to be approved in advance.

Credit for Noncollegiate Instruction

The California State University, Long Beach grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate degree, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Final Course Grades, Grading Procedures, and Final Assessments

Part One: Definitions

The following definitions apply to final course grades assigned in all undergraduate and graduate courses:

“A” - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

“B” - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

“C” - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

“D” - Performance of the student has been less than adequate, meeting only the minimum course requirements.

“F” - Performance of the student has been such that minimal course requirements have not been met.

“CR/NC” - In some courses, the university permits students to select evaluation on a “Credit” or “No Credit” basis. Special regulations and procedures governing the “CR/NC” grading system are described below in Part Two. These grades are defined as follows:

“CR” is usually equivalent to an “A,” “B,” or “C,” and “NC” is equivalent to a “D,” “F,” or “WU” (defined below). In two circumstances a final course grade of “CR” reflects work at the level of “B” or better, and a final course grade of “NC” reflects work at the level of “C,” “D,” “F,” or “WU.” Those two circumstances are:

1) in certain professional preparation courses, providing that the students are notified of such a policy both in class materials and in the catalog course description; and
2) for graduate students in all courses at the 300, 400, 500, and 600 levels.

The following definitions apply to administrative grading symbols assigned in all undergraduate and graduate courses:

“AU” - “Audit.” Enrollment as an auditor is subject to permission of the instructor, provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance.
is expected. It is the responsibility of the student to request from the instructor what is meant by regular class attendance. The symbol “AU” is posted to the student’s permanent academic record unless the student fails to attend a sufficient number of class meetings. In these cases, the instructor will request that the student be administratively withdrawn from the course. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. A student who is enrolled for credit may not change to “Audit” after the last day to add classes.

“I” - “Incomplete”. The symbol “I” indicates that a portion of required course work (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. No instructor may assign an Incomplete if the student must attend a major portion of the class when it is next offered. No student may re-enroll in any course in which he/she has received an “I” until that “I” has been converted to a grade other than “I,” i.e., “A,” “B,” “C,” “D,” “F,” “CR,” or “NC.” In such cases, the instructor must assign a grade of “A,” “B,” “C,” “D,” “F,” “CR,” or “NC” based on the available assessments of that student’s performance. It is the responsibility of the student with an “I” to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the “Incomplete.” A final course grade is assigned when that work has been completed and evaluated.

An “I” must normally be made up within one calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an “I” being converted to an “F,” except as noted in item 3 below. An extension of time may be granted for contingencies such as military service or documented, serious health or personal problems.

The conditions for removal of the “Incomplete” shall be documented by the instructor on an “Assignment of Incomplete Grade” form. This form shall include a statement of:

1. all work completed in the course, the grades assigned for that work, and the percentages of the final course grade accounted for by each item;
2. the work not completed and the percentage that each uncompleted assignment will count toward the final course grade; and
3. the final course grade the instructor will assign if the course requirements are not completed within one calendar year, or a shorter period as specified on the form, immediately following the term in which the “I” was assigned, without respect to continuous enrollment of the student during this period.

If clear percentages for assignments cannot be delineated, instructors shall explain any special conditions for determining final course grades for work wholly or partially made up.

A copy of the form is to be given to the student and a copy is to be filed with Enrollment Services within 30 calendar days after final course grades are submitted. When the work agreed upon has been completed and evaluated, a final course grade will be assigned by the instructor. If Enrollment Services does not receive an acceptable “Assignment of Incomplete Form” by 90 calendar days after the end of the semester, they will assign a grade of “WU” to the student instead of an “I.” The “Assignment of Incomplete Grade” form will not be accepted if

1. more than one-third of the work remains to be completed, and no justification has been provided;
2. the work required to complete the course has not been specified;
3. the faculty member failed to sign the form; or
4. the percentage fields have not been filled in, and no justification for their absence has been provided.

“RD” - “Report Delayed”. This symbol is used exclusively by Enrollment Services to permit processing of all final course grades when the final course grades for an entire course section have not been reported by the instructor. The symbol does not imply any academic evaluation. Individual instructors may not assign “RD.” Students who remain on rolls but for whom the instructor has no assessments must receive a “WU.”

“RP” - “Report in Progress”. The “RP” symbol is used in connection with courses requiring multiple enrollment, i.e., that extend beyond one academic term. It indicates that work is in progress but that assignment of a final course grade must await completion of additional work. Re-enrollment is permitted prior to assignment of a final course grade provided the cumulative units attempted do not exceed the total number applicable to the student’s educational objective. Work is to be completed within one calendar year immediately following the end of the term during which it was assigned except for graduate degree theses. If the “RP” symbol is not replaced by a final course grade within the specified time period or prior to the student’s declared graduation date, it will be changed to a “W.” An “RP” symbol cannot be replaced by an “I” (Incomplete) symbol; an “I” is not a final course grade.

“W” - “Withdrawal”. The symbol “W” indicates that the student was permitted to drop a course after the second week of instruction with the approval of the instructor and appropriate campus official. It carries no connotation of quality of student performance and is not used in calculating grade point average.

Students are held responsible for completion of every course in which they register or for withdrawing during the first two weeks of a regular semester (13% of non-standard session) of classes from courses that they do not intend to complete. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of “WU” (unauthorized withdrawal) in the course.

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

1. Withdrawal during the first two weeks of instruction:
   Students may withdraw during this period and the
course will not appear on their permanent records.
2. Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

3. Withdrawal during final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

4. Limits on Withdrawal

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the university for any reason. The following exceptions apply:

a. withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
b. withdrawals in terms prior to fall 2009 at CSULB,
c. withdrawals at institutions other than CSULB, and
d. withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

5. Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

a. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
b. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Although students will normally withdraw from all courses, those with serious and compelling reasons may withdraw from only some of their courses; such instances will require additional justification.

The academic administrator appointed by the president to act in such matters will review the evidence presented and, in consultation with appropriate medical or psychological professionals as needed, determine whether the request for a medical withdrawal should be granted. Once granted, all such medical withdrawals will show on the permanent record as a WE to indicate the basis for withdrawal and will not count toward the limit described in 4 above.

Repeat Complete Medical Withdrawal:

If the student has received a complete medical withdrawal in the immediately preceding term, then an additional complete medical withdrawal request must consider the question of whether or not the student can complete appropriate educational objectives and must be reviewed on a case-by-case basis. After a repeat medical withdrawal is granted, the student may be required to obtain a clearance from an appropriate medical or psychological professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives.

6. Instructor Withdrawal:

An instructor may withdraw a student who has never attended a class, if done before the end of the second week of classes. Because instructors are not required to do this, students should not rely on them and should officially withdraw from classes themselves to avoid assignment of a "WU" in the course.

An instructor may also withdraw a student during the first two weeks of classes who has enrolled in a course requiring "permission of the instructor", completion of prerequisites, or concurrent enrollment in co-requisites if the student has not properly secured this permission, satisfactorily completed the prerequisites before enrolling, or enrolled in the required co-requisites.

"WE" – “Withdrawal for Extenuating Circumstances”. The symbol “WE” indicates the student withdrew for reasons, usually medical or psychological but not restricted to those, clearly beyond the student’s control. Such cases will normally involve the withdrawal from all courses that semester. Withdrawals for extenuating circumstances will not count toward the limits on withdrawal. The symbol "WE" is not a grade and does not alter a student’s grade point averages.

"WU" - “Unauthorized Withdrawal”. The symbol "WU" indicates that an enrolled student did not complete course requirements but did not withdraw from the course. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible (letter grades “A,” “B,” “C,” “D,” “F,” or an “I”). Instructors of record must report the last known date of attendance for all students who receive a “WU.” A student who receives a "WU" may not complete additional work and have the "WU" changed to a letter grade. In courses that are graded “Credit/No Credit” or in cases where the student has elected
“Credit/No Credit” evaluation, use of the symbol “WU” is inappropriate and “NC” must be used instead. For purposes of grade point averages a “WU” is equivalent to an “F.”

**Part Two: Course Grading Option**

The faculty determines in advance which courses may be taken for “A,” “B,” “C,” “D,” or “F” grade only, “CR/NC” only, or either. When a course is designated for “CR/NC” grading only or for “A,” “B,” “C,” “D,” or “F” grading only, mention of this fact shall be incorporated in the catalog course description. Any undergraduate course may be designated for or closed to the option of “CR/NC” grading whether or not the course is a requirement for an undergraduate degree major, minor, certificate, credential, or concentration.

No course in which a final course grade of “CR” has been assigned may be used to fulfill the requirements for a master’s degree, except that the final course grade of “CR” may be permitted for master’s theses or projects (to a maximum of six units) when the individual department has specifically designated “CR/NC” grading for the thesis/project course in the department, and for fieldwork, practicum, research, or internship courses (also to a maximum of six units). The option of “CR/NC” grading for graduate students in undergraduate courses is subject to specific regulations of the individual departments regarding their graduate students and regarding the authorization for this option intrinsic to the approved course. Otherwise, no limitation exists as to the number of courses taken by graduate students under this policy. An undergraduate student may elect “CR/NC” grading in no more than a total of 24 units, of which no more than twelve may be upper division units. No more than eight units per semester may be taken for “CR/NC” grades. Exemptions from these limitations are:

1. courses graded “CR/NC” taken at another institution,
2. course credit earned by examination, and
3. courses in which “CR/NC” grading is the only form of grading.

The decision to elect the “CR/NC” grading option for a course must be made by the last day to add classes. To elect “CR/NC” grading, the student must obtain the signature of the student’s major advisor and a stamp from the department/program in which the course is offered on the appropriate form. The student must then file the signed form with Enrollment Services. The decision to register for a course on a “CR/NC” basis remains in effect unless a change is requested prior to or on the last day to add classes.

The only exception to this rule is for students who declare new majors after the last day to add classes. If the newly declared major requires letter grading for the course in question and the student has elected “CR/NC” grading, then the student may request that “A,” “B,” “C,” “D,” or “F” grading be used.

Such a change must be requested no later than the last day of instruction. The grading option may not be changed after the end of the semester.

**Part Three: Final Assessments**

1. Every course shall have a final assessment appropriate to the course that shall cover a significant proportion of the course.
2. Every course except Distance Learning Courses shall meet and have an educational experience at the date and time listed in the Final Examination Schedule.
3. All instructors shall administer the final assessment (e.g., an exam or presentation) or have it due (e.g., a paper or project) at a specified time that falls within the date and time listed in the Final Examination Schedule, as part or all of an educational experience.
4. The college dean must approve any exception to these requirements.

**Part Four: Assignment of Final Course Grades**

1. The instructor of record in a course section (i.e., the faculty member officially assigned to teach that section) has the exclusive responsibility and authority to assign final course grades to all students in that section, subject only to the following exceptions:

   A. should the instructor of record be unable or unwilling to complete this task because of death, disability, separation of employment, or prolonged absence from campus during a regular academic term, the department chair or program director, following notification of the instructor of record where appropriate and with the approval of the college dean, may appoint another instructor with the most appropriate qualifications in the discipline to complete the assignment of final course grades; or
   B. in the event of a successful grade appeal (detailed below in Part Five: Change of Final Course Grades).

2. Final course grades shall be based on at least three, and preferably more, demonstrations of competence by the student. Exceptions require the college dean’s approval.

3. In no case shall the grade on any single demonstration of competence count for more than one-third of the final course grade. Exceptions require the college dean’s approval. This provision does not abridge a faculty member’s right to assign a course grade of “F” for a single act of cheating.

4. At the start of the course and in keeping with PS 04-05 (Course Syllabi), instructors shall provide to their students in writing the grading policies and practices to be employed in the class and the rules that will apply to withdrawals.

5. Instructors shall keep a record of students’ scores on each of the demonstrations of competence on which the final course grade is based.

6. Instructors shall provide students with an opportunity for demonstration of competence, relevant to the determination of their final course grade in the course, as early as is reasonable and no later than the midpoint of the term.

7. Students have a right to be informed promptly of their scores and to review each of their demonstrations of competence with their instructors.

8. If materials submitted for a demonstration of competence are not returned, these materials must be retained for at least two subsequent semesters by the instructor. The materials shall be accessible to the department office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the chair to review the demonstration of competence with the student.

9. Grades reported to Enrollment Services are considered to be official and final course grades.
Part Five: Change of Final Course Grades

1. Changes of final course grades or grading symbols can be made only on the basis of an error, a successful grade appeal (detailed in the separate policy statement on grade appeals), or resolution of an "Incomplete" ("I"). A final course grade or grading symbol shall not be changed on the basis of additional work submitted, except where an "I" was recorded.

2. Original final course grades are replaced only when the change is due to an error, the grade change is the result of a grade appeal, or Enrollment Services receives a late report of final course grades for which the symbol "RD" was substituted pending receipt. Original final course grades or grading symbols are not replaced when the change of grade is the result of the resolution of an "Incomplete" or the repetition of a course. Final course grades or administrative grading symbols must be recorded for all enrollments beyond the census date.

3. Except for changes of final course grades resulting from grade appeals, all changes of final course grades must be filed within one year from the date of the filing of the first final course grade, without respect to continuous enrollment of the student. Only as the result of a successful grade appeal or the correction of an error will a final course grade be changed after the award of a degree or credential or certificate.

4. All requests for change of a final course grade shall carry the recommendation of the instructor (except as provided for in the grade appeals procedures) and the department chair and the approval of the college dean. (PS 09-07)

Final Course Grades

Final course grades will be available via "MyCSULB" approximately two weeks after the end of each semester or session.

Student Grade Record

A record is kept and grade or administrative symbol notations are indicated for all enrollments beyond the second week of instruction.

Repetition of Courses

Most courses at CSULB may be completed only once for credit. Certain other courses (see below) may be repeated for additional unit credit. Within limits (see below), any course at CSULB may be repeated for grade forgiveness or grades averaged but without additional unit credit.

Repetition of Courses with Grade Forgiveness or Grades Averaged

Undergraduate students (students who have not yet earned a baccalaureate degree) may repeat, for the purpose of excluding the grade from grade point determination (i.e., grade forgiveness), courses taken at California State University, Long Beach in which a grade of D, F, or WU was obtained subject to the limits established below. Undergraduate students may repeat courses in which a grade of NC was received for grades averaged only subject to the limits established below. Students pursuing second baccalaureates, credentials, certificates, or master's or doctoral degrees may not repeat courses for grade forgiveness, although they may repeat courses for grades averaged without limits.

Courses Taken First at CSULB

Eligible students may repeat a course once for the purpose of grade forgiveness if the course was repeated only at CSULB. The adjustment is automatically calculated at the end of the semester in which the course was repeated. Although the first grade will remain on the student's permanent record, only the grade and grade points of the repeated course on the second attempt will count toward the grade point averages and units earned, provided the second grade was A, B, C, or CR. If the second grade was D, F, or WU, then both grades will count toward the relevant grade point averages (i.e., grades averaged), and the attempt will count toward the limits for grades averaged detailed below. Students with extenuating circumstances may file a Petition for Exception to Academic Policy with Enrollment Services to repeat a course more than once if they fail to achieve a A, B, C, or CR. In such cases, the additional repeat will not result in the forgiveness of a prior grade (i.e., grades averaged only).

Although there is no time limit for repeating a course, no student's permanent record may be altered after a degree has been granted based on attempts to successfully repeat a course in which a grade of D, F, or WU was obtained.

Undergraduate students may repeat up to 28 units they attempted first at CSULB in order to achieve a C, B, A, or CR in the course. These students may repeat up to 16 of the 28 units for forgiveness of a prior grade in the calculations of grade point averages, subject to the provisions above. Only courses attempted at CSULB count toward the unit limits. The unit value of a course counts only once toward the unit limits regardless of the number of times the student repeats the course at CSULB. Once a student reaches the 16 unit limit, the student may not repeat any additional courses at CSULB for grade forgiveness. Students may repeat up to an additional 12 units at CSULB for grades averaged (i.e., not for grade forgiveness), after which they may not repeat any additional courses at CSULB for grade forgiveness or grades averaged. No courses repeated prior to the fall semester 2009 count toward the 28 unit limit. No courses for which a W was awarded count toward the 28 unit limit. Undergraduate students may appeal these limits for such reasons as immediately impending graduation.

Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.

Courses Taken First at Another Institution

If eligible students wish to exclude from grade point determination a grade of D, F, or WU in a course taken at another institution, they may do so by enrolling in an equivalent course at CSULB and filing a Petition for Exception to Academic Policy with Enrollment Services. The department in which the course is taught must indicate on the petition which particular course may be taken to replace the previous grade in the calculation of grade point averages. An official transcript from the institution where the original course was taken must be on file at CSULB. Only one repeat is allowed for the purpose of grade forgiveness, and only the repeated grade and grade points will be used in the determination of grade point averages, provided the second grade was A, B, C or CR. If the repeat attempt at CSULB results in a grade of A, B, C or CR the units will not count toward the 28 unit limit. If the repeat attempt at CSULB results in a grade of D, F, NC, or WU, the student may repeat the course one additional time.
but only for grades averaged, and the units of the first attempt at CSULB will now count toward the 12 unit limit.

A grade received in a course taken at another institution may not be used to replace a grade in an equivalent course taken at CSULB in the calculation of grade point averages but may be used to replace it for other purposes, subject to approval by the appropriate authority at CSULB, such as an advisor in the major.

Repetition of Courses for Credit

A student may repeat for additional units or credit toward a baccalaureate or graduate degree any course specified as repeatable for credit in the CSULB catalog up to the limits specified. Each department determines the unit limits and any other limitations for its courses that may be repeated for credit. Except for courses specified as repeatable for credit and upper-division courses in an undergraduate student's major completed more than ten years prior to graduation, an undergraduate student may not enroll in or receive unit credit for a course for which the student has already received a C, B, A, or CR, including a university-level course taken at a high school or another college or university. Courses repeated for the purpose of validating major requirements will not count either as additional unit credit or toward the calculation of grade point averages. If a student completes a course with a grade of C, B, A, or CR and wishes to register for the course again only to refresh knowledge, then the student should complete and submit the Exception to Academic Policy for Undergraduate Limit form. If approved, the student must enroll with an audit (AU). (PS 09-05)

Grade Appeals

1. Grade Appeal General Information

1.1. The primary authority of the instructor in the assignment of grades must be respected. An instructor's evaluation of a student's work and performance in that instructor's course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the academic institution where said course is offered. The university presumes that every instructor wants and tries to be non-prejudicial, objective, and consistent in the assignment of grades. This presumption, however, may be over-ridden by weight of evidence to the contrary.

1.2. Although the university presumes that grades assigned are correct, the university has established this grade appeal procedure both to protect students against academic and administrative evaluations and decisions that are prejudicial, capricious, or arbitrary, and to preserve the authority of instructors to evaluate student work in a non-prejudicial, objective, and consistent way. This procedure, available equally to undergraduate and graduate students, also preserves the rights of instructors to appeal grade appeals committee findings as outlined below. The policy in its entirety constitutes the only grade appeal procedure at California State University, Long Beach.

1.3. The burden of proof rests upon the student submitting the appeal.

1.4. Students may appeal only final grades. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct bearing on the final grade should include them in the grade appeal file as supporting documentation.

1.5. If a grade appeals committee decides to change a grade, the committee need not grant the student's suggested grade but should assign a grade that is appropriate to the work submitted. The new grade shall not be lower than the original grade.

1.6. Once a student has filed a formal grade appeal, nobody may change a grade until neither the student nor the instructor continues the process or the third and final level has been concluded.

Timelines for filing an appeal and subsequent decisions specified in this policy statement refer to instructional days during the regular fall and spring semesters. In the case of courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.

1.7. All grade appeal information, whether written or oral, is confidential.

1.8. The student may seek the assistance of an advisor in the preparation of the appeal file. If department and/or college committees permit oral arguments, the advisor may accompany the student to the departmental and/or college hearing and be privy to all confidential information relevant to the case.

1.9. The original file, with all documentation, recommendations, final decisions, and all other materials (including a copy of the grade change, if relevant) shall be kept by the college involved for five years. One complete duplicate set of all documentation shall be kept in the office of the Academic Senate for five years. All other parties must destroy all duplicate materials within thirty instructional days of the final decision.

1.10. Each college dean and the chair of the University Grade Appeals Committee shall provide a written report at the end of each academic year to the president and the Academic Senate on the number of cases heard and the disposition of each case. College deans also shall forward their reports to the chair of the University Grade Appeals Committee.

1.11. If the student's appeal is compounded (or accompanied) by an allegation of unlawful discrimination as defined by federal and state laws, the student has the right to access the university's internal unlawful discrimination process and the processes available through the U.S. Department of Education Office of Civil Rights and the state of California Fair Employment and Housing Commission. However, grades may be changed only through the grade appeal process.

2. Grade Appeals Committees

2.1. Each department and extra-departmental program (hereafter referred to as program) shall form a department/program grade appeals committee. If department/program faculty members are unable to serve in sufficient number to form a grade appeals committee, the chair of the council of the relevant college shall appoint the required number of
grade appeals committee members from the ranks of college faculty. A department/program grade appeals committee shall include at least one student member appointed by the Associated Students, Incorporated.

2.2. Each college and the university shall have a standing grade appeals committee, each of which shall include at least one student member appointed by the Associated Students, Incorporated.

2.3. For courses located in a college but not in a department (college-based courses), a first-level grade appeals committee must be formed. The council of the relevant college shall appoint the first-level grade appeals committee from among the faculty members of that college. If review beyond the first-level grade appeals committee is necessary, the appeal next shall go to the regular college-level grade appeals committee.

2.4. For courses not located in a college or department/program (university-based courses), the Curriculum and Educational Policies Council must create a first- and second-level grade appeals committee by appointing each committee from among its members.

2.5. For courses cross-listed between or among different units, the unit with the prefix under which the student took the course shall handle the grade appeal.

2.6. Committee members, at any level, shall not participate in any way in an appeal of a grade decision in which they have been involved personally. Such participation includes, but is not limited to, assignment of the grade in question, involvement in the class in question, or grading any student work for the class in question.

2.7. No committee member may serve on a committee at more than one level of a single appeal.

2.8. The committee chair at the department/program level and at the college level shall inform all parties of the composition of the grade appeals committee and of the right to peremptory challenge. The student and the instructor involved in any given appeal shall each have one (1) peremptory challenge to remove one (1) committee member from service for that particular appeal. Departments/programs and colleges must replace any removed members within a timely fashion. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.

2.9. A grade appeals committee deliberating an appeal during any level of the process shall consider all information submitted and may, if necessary, obtain clarification in writing from the student, the instructor, and/or committees at other levels of the process. The committee may request information to help it understand the basis for assignment of the grade. If either party does not supply appropriate grade appeal information within a reasonable time (see 2.11.) when requested by a committee, then that committee may base its decision on the corresponding information supplied by the other party.

2.10. Committees shall consider only information available to all parties. All parties to an appeal shall be notified by the committee chair in writing of all responses and deadlines at all points of the appeal process and shall have full opportunity to comment in writing.

2.11. Distribution of materials submitted in an appeal shall allow reasonable time for response by the involved parties before committees render their decision. "Reasonable time" for responses shall generally be understood to be ten (10) instructional days from receipt of a response.

2.12. After making its determination, the committee hearing the appeal shall prepare a written statement of its decision, including an explanation of its reasoning and a response to the specific issues upon which the appeal is based. The chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved.

2.13. Chairs of department/program and college grade appeal committees shall provide a written report to their dean at the end of each semester detailing the number and disposition of cases heard.

3. Preliminary Informal Phase of the Grade Appeals Process: Initiation of Grade Appeals

3.1. Students who believe they have received a final course grade that reflects prejudicial, capricious, or arbitrary grading of their academic performance must make this belief known to the instructor(s), either orally or in writing, before they begin the formal appeal process. In accordance with the Policy on Final Course Grades, Grading Procedures, and Final Assessments, students have a right to be informed of their scores and to review each of their demonstrations of competence with their instructors. If materials submitted for a demonstration of competence are not returned to the student, such materials will be retained for at least two (2) subsequent semesters by the instructor. The materials shall be accessible to the department office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the Chair to review the demonstration of competence with the student.

3.2. In the event an instructor is not available to participate, the department/program chair in the discipline/program may appoint another instructor whose areas of expertise most closely approximates that of the instructor of record to represent the interests of the latter.

3.3. If the student cannot resolve the problem after informal consultation with the instructor and intends to continue the process, the next step is for the student to prepare a grade appeal file.

3.3.1. The file must include:
   1. a written statement describing the reasons for the appeal and the recommendation for a new grade;
   2. a Grade Appeal Form obtained from the appropriate college office and fully completed; and
   3. supporting documents, such as the class syllabus, exams, papers, assignments or other corroborating documents, that show evidence of the alleged improper grading.

3.3.2. The written statement describing the reasons for the appeal shall be addressed to the department/program chair of the discipline in which the course resides. For the purposes of this policy, a program director or coordinator is considered a program chair.

3.3.3. The grade appeal file must be delivered to the department/program chair within the first 40 instructional days of the regular semester
4.3. If the appeal is granted by the committee, the committee shall perform all functions of the chair in the appeals process.

4.3.1. If both the student and instructor accept the committee’s decision, the instructor will then have ten (10) instructional days to initiate the grade change by signing the grade change form and forwarding it to the department/program chair, at which point the grade appeal process is over.

4.3.2. If the student accepts the decision of the committee but, within ten (10) instructional days of the receipt of the committee's decision, the instructor does not either file a grade change or file an appeal of the committee's finding, the grade appeal committee chair shall sign the grade change form in the place of the instructor and forward it to the department/program chair. If the department/program chair does not sign the form within ten (10) instructional days of notification, the chair of the department/program grade appeal committee will sign in lieu of the department/program chair and then the college dean will authorize the grade change.

4.3.3. If, within ten (10) instructional days, either the instructor or the student files in writing an appeal of the department/program committee’s finding, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.

4.4. If the department/program grade appeals committee rejects the appeal, it shall communicate its decision and rationale as provided in paragraph 2.12., above, and provide a copy also to the department/program chair.

4.4.1. If, within ten (10) instructional days, the student does not request further review of the appeal, the grade appeal process is terminated.

4.4.2. If, within ten (10) instructional days, the student communicates in writing that she/he wishes to continue the appeal process, the committee chair shall, within ten (10) instructional days, forward the file (including the committee’s decision and rationale) to the college grade appeals committee.

5. Second Level of the Formal Appeals Process: Appeal to the College Grade Appeals Committee

5.1. An appeal of a department/program grade appeals committee decision, by either the instructor or the student, begins with a written letter of appeal to have that decision reviewed. This letter of appeal should be directed to the appropriate college grade appeal committee (also called college committee in this document) by way of the department/program chair. The department/program chair must then inform within five (5) instructional days the instructor, student, and college dean in writing that an appeal has been filed and the dean must inform within five (5) instructional days the appropriate college grade appeals committee in writing that an appeal has been lodged. The chair of the department/program grade appeals committee must forward within five (5) instructional days the appeal file, including the committee's decision and rationale, to the college dean who must immediately inform the college grade appeals committee that the grade appeal file has been received and is ready for review.
5.2. The committee chair at the college level shall inform all parties of the composition of the grade appeals committee and of the right to peremptory challenge. The college grade appeals committee shall normally render its review decision within twenty (20) instructional days of receipt of the grade appeal file. However, if peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.

5.3. The college grade appeals committee shall review the grade appeal file, the department/program grade appeals committee's decision and rationale, and any rebuttal to that decision and rationale provided by the student or instructor in the light of paragraphs 1.1. through 4.4., above. During its review it may consider and act upon matters of both procedure and substance.

5.4. As a result of its review, the college grade appeals committee may confirm the decision of the department committee or it may recommend re-consideration.

5.4.1. If the college grade appeals committee confirms the decision of the department/program grade appeals committee, and if neither the instructor nor the student requests further review, then the grade appeal process ends. The chair of the college committee must inform in writing all parties, including the department/program chair and the department/program grade appeals committee. If a grade change has been recommended by the department/program committee but held in abeyance pending the appeal, the department/program chair shall, within ten (10) instructional days, authorize the grade change by filing the appropriate form. In the event that the department/program chair does not effect the change within ten (10) instructional days of notification, the chair of the college grade appeal committee will sign in lieu of the instructor or the department/program chair. The college dean will then authorize the grade change.

5.4.2. If either the student or the instructor communicates in writing her/his intention to continue the appeal process, the college committee chair shall, within ten (10) instructional days, forward the file (including the college committee's decision and rationale) to the University Grade Appeals Committee.

5.4.3. If the college grade appeals committee recommends re-consideration, it shall put in writing its rationale (which may involve matters of procedure or substance) and any recommendations it may have (which may include recommendations of substance or procedure, new constitution of the department/program committee, or other recommendations toward realizing a fair evaluation of the matters at issue). The chair of the college grade appeal committee shall return the grade appeal file, including the rationale and recommendations of the college committee, to the department/program grade appeals committee for re-consideration and supply copies of the recommendations to all other parties, including the department/program chair.

5.5. When a grade appeal decision has been returned for re-consideration, the department/program grade appeals committee shall review the rationale and recommendations of the college grade appeals committee. It shall undertake to remedy procedural faults identified by the college committee. It shall consider anew the substance of the grade appeal, with due attention to whatever recommendations have been advanced by the college committee. The department/program grade appeals committee shall render a new decision on the appeal, which may be a reiteration of its original decision or may be a different decision (which may, but need not be, in agreement with the college committee's recommendations).

5.5.1. The department/program grade appeals committee shall render its reconsideration within twenty (20) instructional days of receipt of the grade appeal file. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.

5.5.2. Upon reaching its decision, the department/program grade appeals committee shall report, in writing, its response to all procedural faults identified by the college committee and shall again put in writing its rationale for its decision on the substance of the grade appeal. The chair of the department/program grade appeals committee shall forward these reports with the grade appeals file to the college grade appeals committee and supply copies to all other parties, including the department/program chair.

5.6. The college grade appeals committee shall review the re-considered decision of the department/program committee. It may seek clarification from the department/program committee. It shall either confirm or disagree with the decision of the department/program committee. The chair of the college grade appeals committee must inform all parties in writing of its decision.

5.6.1. If within ten (10) instructional days following notification of the college committee's decision, the student or instructor communicates in writing her/his wish to continue the appeal process, the committee chair shall forward the file (including the committee's decision and rationale) to the University Grade Appeals Committee.

5.6.2. If a grade change is recommended by the committee and the change is not appealed by either the instructor or the student (in compliance with 4.5.1., above), the college grade appeals committee chair shall, within ten (10) instructional days of the college committee's action, inform the college dean, in writing, of its decision and the college dean will authorize the grade change as determined by the committee.

6. Third Level of the Appeals Process: Appeal to the University Grade Appeals Committee

6.1. The University Grade Appeals Committee shall function as the third and final level of the grade appeals process. The University Grade Appeals Committee may communicate with the student, the instructor, and the department/program and college grade appeals committees as needed.
6.2. The University Grade Appeals Committee shall normally render its decision within twenty (20) instructional days of receipt of the grade appeal file.

6.3. The University Grade Appeals Committee shall review the grade appeals file, the lower level committees’ decisions and rationales, and any rebuttals to those decisions and rationales provided by the student or instructor. It may consider both matters of procedure and substance. The committee may seek further clarification from either lower level committee or the student or instructor as needed. The University Grade Appeals Committee shall either confirm or disagree with the decision of the college grade appeals committee.

6.3.1. If the University Grade Appeals Committee determines that the grade appeal guidelines have not been followed, it may send the appeal back to the department/program or college grade appeals committee for reconsideration.

6.3.2. In the event that a grade change is authorized by the University Grade Appeals Committee, the chair of the University Grade Appeals Committee shall ensure that the appropriate change-of-grade form is properly signed by the provost and filed with Enrollment Services.

6.3.3. The chair of the University Grade Appeals Committee shall inform all parties to the grade appeal, in writing, of the committee’s decision.

6.3.4. The rendering of the University Grade Appeals Committee’s decision, notification of all parties of the decision, and effecting of a grade change where authorized by the committee, completes the appeal process.

Probation and Disqualification

Academic Probation

Undergraduate students are placed on academic probation if at any time their cumulative grade-point average in all college work attempted or their cumulative GPA at California State University, Long Beach falls below 2.0 (C). Graduate students are placed on academic probation when their cumulative grade-point average or grade-point average on all courses applicable to the degree falls below 3.0. Other post-baccalaureate students are placed on academic probation when their cumulative grade-point average falls below 2.5.

Undergraduate students will be removed from academic probation when their cumulative grade-point average in all college work attempted and their cumulative grade-point average at California State University, Long Beach is 2.0 (C) or higher. Graduate students will be removed from academic probation when their overall grade-point average and grade-point average on all courses applicable to the degree are 3.0 (B) or higher.

Other post-baccalaureate students will be removed from academic probation when their overall grade-point average is 2.5 or higher.

Administrative Academic Probation

An undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive semesters or in any three semesters, unless the withdrawals were directly associated with a chronic or recurring medical condition or its treatment;
2. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student);
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (e.g., failure to take placement tests, failure to complete a required practicum).

Academic Disqualification

Students who remain on academic probation for more than two consecutive semesters are subject to academic disqualification.

Undergraduate students on academic probation are subject to academic disqualification when:

1. As freshmen (fewer than 30 semester-hours of college work completed), their grade-point average falls below 1.5 on all units attempted or on all units attempted at California State University, Long Beach;
2. As sophomores (fewer than 59 semester-hours of college work completed), their grade-point average falls below 1.7 on all units attempted or on all units attempted at California State University, Long Beach;
3. As juniors (60 to 89 semester-hours of college work completed), their grade-point average falls below 1.85 on all units attempted or on all units attempted at California State University, Long Beach;
4. As seniors (90 or more semester-hours of college work completed), their grade-point average falls below 1.95 on all units attempted or on all units attempted at California State University, Long Beach;

In addition to the above disqualification standards applicable to students on probation, individuals not on probation may be disqualified when both of the following circumstances exist:

1. At the end of any semester, if the student has a cumulative grade-point average below 1.0; and
2. The cumulative grade-point average is so low that in view of the student's overall educational record it seems unlikely that the deficiency will be removed within a reasonable period.

Graduate and post-baccalaureate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status. Disqualification will bar such students from any further enrollment at CSULB.

Disqualification From Impacted Programs

Students who fail to maintain an overall GPA of 2.0 will be immediately removed from an impacted major and placed in the undeclared category or in a general category appropriate to the discipline. To be reinstated as majors in the impacted program, they must reapply at the time when change-of-major requests are normally accepted.
Administrative Academic Disqualification

A student who have been placed on administrative-academic probation may be disqualified from further attendance if:

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

In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render her/him unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

For students who subsequently become eligible for reinstatement (see below), disqualification under the provisions of the preceding paragraphs constitutes a break in "continuous enrollment" within a degree major program; therefore, students disqualified may not elect any regulations in effect prior to disqualification.

Reinstatement

In order to be considered for reinstatement to CSULB, a disqualified student must demonstrate progress toward the degree. This demonstration can be achieved by:

1. Completing courses through College of Continuing and Professional Education at CSULB; or
2. Completing classes at other regionally accredited academic institutions.

All classes considered for reinstatement in the student's petition must be applicable for degree credit and toward the student's General Education or major requirements.

Progress toward meeting the GPA requirement can be demonstrated by reducing the deficiency in grade-point average by one-half at CSULB or by making equivalent grades in courses taken at other regionally accredited academic institutions. Grades earned at other regionally accredited academic institutions will not reduce the deficiency in the CSULB grade-point deficiency. Grades earned elsewhere are only indicators of academic ability.

After reducing the deficiency in the CSULB grade-point average and/or demonstrating academic ability at other regionally accredited academic institutions, the student may petition the Academic Appeals Committee for reinstatement. The petition must present evidence that the student is likely to achieve a satisfactory grade-point average and to complete requirements for the degree in accordance with the Timely Graduation Policy. The Academic Appeals Committee will only consider the petition for reinstatement of students who have remained outside of the university for at least one regular (fall or spring) semester after their dismissal.

Petition forms are available through Enrollment Services and must be filed by December 1 for the spring semester or August 1 for the fall semester. Petitions received after that date will be returned to the student to be submitted for consideration for a future semester. (PS 09-06)

Disqualified undergraduate students taking courses through College of Continuing and Professional Education will be eligible to enroll in a limited amount of courses. Fall and Spring Semesters: 6 units or two courses, as long as enrollment in these two courses does not exceed 7 units. Summer Session: 6 units or two courses, as long as enrollment in these two courses does not exceed 7 units. Winter Session: 4 units.

The University Center for Undergraduate Advising offers Reinstatement Workshops for Undergraduate Students who have been academically disqualified. The workshops help students to learn how to become reinstated to the university. For more information or to sign up for the workshop call (562) 985-7847 or visit the University Center for Undergraduate Advising, located in the Horn Center Room 103.

Academic Appeal of Disqualification

Undergraduate students who have made academic progress and believe that there were extenuating circumstances that led to their academic disqualification may file an appeal asking to extend their academic probation for an additional semester. Students must submit their appeals immediately following notification by Enrollment Services that they have been disqualified. The Appeal of Disqualification information and form are available through the University Center for Undergraduate Advising.

Academic Renewal

An undergraduate student may petition to have all the grades and units received during one or two semesters (or up to three quarter terms) of undergraduate work disregarded in the computation of grade point averages and academic standing. The work so disregarded may have been taken at any collegiate-level institution but no work taken during the disregarded terms, even if satisfactory, may apply toward baccalaureate requirements. All grades and units attempted will remain on record. At least five calendar years must have elapsed since the work in question was completed and the student must have subsequently completed 15 semester units with a 3.0 GPA (or 30 semester units with a 2.5 or 45 semester units with a 2.0) at CSULB before filing a request for disregarding the coursework. At the time of filing the petition the student must have either already met all requirements for graduation other than one or more grade point averages or all other remaining requirements are in progress during the semester of filing. No student may use academic renewal to raise any grade point average above what is required for graduation.

Students shall submit petitions for academic renewal to Enrollment Services. Final determination shall be made by the provost (or designee) in consultation with the Academic Appeals Committee. The petitioning student must certify that the work to be disregarded was substandard and not reflective of her or his current scholastic ability or present level of academic performance. This certification must include a statement explaining the extenuating circumstances causing the substandard performance during the terms in question.
The student must also provide evidence that it would be necessary to complete additional units or semesters in order to qualify for the baccalaureate degree if the request were not approved. (PS 09-08)

Academic Appeals

Students may petition for exception to academic policy. Typically, exception requests involve issues such as record errors, General Education substitutions or waivers, reinstatement, exceptions to the repeat/delete policy, and academic renewal.

Students can obtain the “Petition for Exception to Academic Policy” forms from the Office of Enrollment Services, Brotman Hall Room 101, or the Academic Advising Center, located in Horn Center, Room 103. This written appeal will be directed to the Academic Appeals Committee. Petitions must be filed with the Office of Enrollment Services, BH-101.

Cancellation of Registration or Withdrawal From CSULB

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

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Refund of Student Fees

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Educational Leave

Any registered student, undergraduate or graduate, in good academic standing may request an Educational Leave. Students requesting an Educational Leave must complete an Educational Leave Form, in advance, including an explanation of their reasons for seeking the leave and a statement of when they intend to resume academic work. The completed form should be submitted to the Office of Enrollment Services, Brotman Hall 101.

The minimum initial leave will be one full semester; the maximum will be one calendar year. A student may submit, in advance, a new educational leave request form for an extension of leave. Under no circumstances will the total number of approved educational leaves exceed two, nor will the duration of approved educational leaves extend beyond two calendar years.

Students returning from an approved educational leave are not required to submit an application for readmission to the university. Students returning from an absence for which an educational leave was appropriate but not approved in advance must reapply for admission and pay the reapplication fee.

Graduate students who plan to enroll for credit at another institution of higher education during the leave period must obtain prior approval for the transfer of course credit to the student’s program from the department graduate advisor, department chair, and the College Dean or designee.

The period of an educational leave is counted in the calculation of elapsed time under the regulations governing the maximum period for completion of degree and remediation requirements. (See Baccalaureate and Graduate sections of this catalog).

For the period of an educational leave the student’s rights under the “Election of Regulations” rule are preserved, maintaining the right of the student to elect regulations as if he or she had maintained continuous attendance.

An educational leave presupposes no expenditure of University resources or faculty and staff time on behalf of the student during the period of the leave. In addition, no computer facilities, no library privileges, and no student services are available to a student on educational leave.

Credit Hour

As of July 1, 2011 federal law (600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

A credit hour is assumed to be a 50-minute period. In courses, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.
BACCALAUREATE DEGREE INFORMATION

Student Success and Graduation

CSULB’s core academic purpose is to graduate students with highly valued degrees. Graduation rates for CSULB students have increased dramatically in recent years and the length of time it takes students to complete degrees has decreased. The availability of needed courses and support by academic advisors and learning communities greatly improved graduation rates. These improvements were key to the naming of CSULB as one of “America’s Best Colleges and Universities” by U.S. News and World Report and “No. 3 best value public college in the nation” by America’s Best Value Colleges.

Frequently Asked Questions

Successful students know the answers to these frequently asked questions. Please read them carefully. Knowing these answers can help you avoid pitfalls during your first semesters on campus. For further information, see this section of the Catalog or contact the University Center for Undergraduate Advising at (562) 985-4837.

1. How can I tell what requirements I still need to meet before I graduate? Use MyCSULB to check your Academic Requirements Report. Icons next to each requirement reflect the status of that requirement. You can bring a printout of the Academic Requirements Report to your major advisor or the University Center for Undergraduate Advising for assistance.

2. Can my General Education (GE) courses be used for both GE and for my major (“double counted”)? Under the 2008 GE pattern, up to ten units may double count for the major and GE. Students under the 1999 GE pattern follow the previous double count GE/major rules. See an advisor in the University Center for Undergraduate Advising (Horn Center, Room 103, 562-985-4837).

3. How many units will transfer from a California Community College to CSULB? All bachelor’s level courses transfer, but only 70 units of transferable course work will apply to your bachelor’s degree. Additional transferable course work will receive subject credit only.

4. I transferred from a California Community College. Do I have to take any General Education courses? If you have received GE certification, you are required to complete an additional nine (9) units of upper-division GE courses. If you have not been certified as having met the transfer pattern, you must meet the CSULB GE requirements.

5. What does General Education (GE) Certification mean? There are three GE certification processes. Two may be completed at the California Community College (CCC). They are either (1) the California State University (CSU) Transfer Pattern or (2) the Intersegmental General Education Transfer Curriculum (IGETC). The third certification process may be completed at another CSU. In all cases, GE certification means that you have completed your lower-division GE at a CCC or at another CSU.

6. Does having an AA degree from a California Community College mean I am GE Certified? Usually not. The minimum requirements for most AA degrees do not include the lower-division GE pattern required by CSULB. CSULB also requires an additional 9 units of upper-division GE courses.

7. What is partial General Education (GE) Certification? Partial Certification means that transfer students have completed subject and unit requirements in some GE categories, but not others.

Baccalaureate Degrees

CSULB offers 71 baccalaureate majors (see a list of degree programs and admission requirements at the beginning of this Catalog). Baccalaureate degrees are constructed of three interrelated areas: (1) the breadth component, called General Education (GE) Program, which is the basis for the baccalaureate degree with courses that offer training in general skills, methodologies, and habits of thought; (2) the depth component, or major, which establishes an understanding of the breadth of a body of knowledge, competence in the fundamental skills and methodologies of the discipline, and understanding and skill at an appropriate depth in one or more facets of the discipline; and (3) the elective component that provides the possibility for personal exploration, enhancement, and development to complement the rest of the degree program (and might include a minor and/or a certificate program).

Requirements for the Baccalaureate Degree

1. Completion of a minimum of 120 units for the Bachelor of Arts. Completion of the minimum number of units which could range from 120 to 140 required by the major program for the Bachelor of Science, Bachelor of Fine Arts, or Bachelor of Music degrees. See the description of the requirements for each major for the specific number of units required. There are restrictions (below) on how many units in certain categories may be counted toward the minimum unit requirement.

2. Completion of at least 40 upper-division units (courses numbered 300-499). No course taken at any community college may count toward fulfillment of these 40 units.

3. Completion of at least 30 units in residence at CSULB of which at least 24 must be upper-division and at least 12 must be in the major. Units earned in Extended Education or Open University cannot be counted toward fulfillment of the residence requirement.

4. Completion of the General Education program, described below, including at least 9 units in upper-division courses completed at CSULB.

5. Completion of the specific course and unit requirements for the academic major, as shown in the alphabetic listing for the major department. If the requirements are changed during students’ continuous attendance at CSULB, they have the right to meet either the requirements in effect when they entered the major or the requirements in effect at the time they graduate. All upper-division courses required for a major must be completed within the ten-
year period preceding award of the baccalaureate degree. Courses completed prior to this ten-year period can be revalidated by such demonstrations of competence or knowledge of the subject as may be prescribed by the department offering the course.

The on-line Catalog Table of Contents has a link at the top to “Road Maps” that shows a suggested sequence of courses to enable students to complete all degree requirements in a timely fashion. Since individual circumstances can vary, students should consult their major advisors for assistance in planning appropriate programs.

6. Satisfactory fulfillment of the Graduation Writing Assessment Requirement (GWAR) (See a description of the requirement at the end of this section.)

7. Achievement of a minimum 2.0 (“C”) grade-point average in each of the following:
   a. The entire college record.
   b. All units attempted at CSULB.
   c. All courses in the major.
   d. All upper-division courses in the major completed at CSULB.

8. Formal approval by the faculty of the university.

Student Levels
Freshman ..................................................... 0.0 to 29.9 units
Sophomore .................................................. 30.0 to 59.9 units
Junior ......................................................... 60.0 to 89.9 units
Senior .......................................................... 90.0 or more units
Postbaccalaureate ........................................... holding a baccalaureate or equivalent degree

Restrictions on Units That May Be Counted Toward the Minimum Required for the Baccalaureate

Activity Courses
Activity courses provide practice in such areas as music, dance, physical education and Student Recreation and Leadership. Except as required by a student's major, students may apply to the degree no more than eight units each of activity course credit in music, dance, theatre arts, or kinesiology and no more than four units of activity course credit in SRL, up to a total of no more than 20 units in all areas.

Transfer Courses
No more than 70 units of courses from a Community College may be counted toward the minimum unit requirement for the baccalaureate. (For more detail, see the section on Transfer Credit in the Academic Information section of this Catalog.)

Courses Taken by Non-Matriculated Students in Any Term
No more than 24 units total taken during any term while in non-matriculated status may be used to fulfill any undergraduate degree requirements. All students who have not been formally admitted to CSULB and who take courses here are non-matriculated students. Courses taken by incoming freshmen during the summer prior to their first fall are considered non-matriculated units.

Open University
Open University (Concurrent Enrollment) — Through Open University, students who are NOT matriculated in CSULB may take regular university classes during spring or fall semesters for academic credit on a “space available” basis with permission of the department chair and the course instructor. Open University enrollment does NOT constitute admission to CSULB. For more information call the College of Continuing and Professional Education at (562) 985-5561.

Self Support Courses
There is no limit on CCPE Self Support course credit, including Winter session, applicable to the degree if taken while in matriculated status in the degree program.

General Education

The Significance of General Education
The components of an undergraduate education include the major, in which the student acquires depth of knowledge, electives that allow a student to explore personal or career-related interests, and General Education (GE). General Education allows students to develop competency in academic skills that are essential to all academic majors. In addition, General Education offers students broad knowledge beyond the focus of the major, as well as exposure to the rich diversity of the human experience.

The General Education program at CSULB sequentially introduces students to the mastery of academic skills that will provide graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. It involves three stages: Foundation, Explorations, and Capstone. Students who begin their college careers at CSULB will complete all three stages, while transfer students who enter the university with a Full General Education Certification will be expected to complete the final (Capstone) stage only, and the Human Diversity and Global Issues requirements if not met through transfer coursework.

General Education Breadth requirements are specified pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University, and Executive Order 1065. CSU General Education Breadth requirements have been designated to complement the major program and electives completed by each baccalaureate candidate to assure that graduates have made noteworthy progress toward becoming truly educated persons. These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning.
The Essential GE Student Learning Outcomes

Upon completion of the GE requirements, CSU students should show mastery in each of the following:

Knowledge of Human Cultures and the Physical and Natural World

Achieved through study in the Sciences and Mathematics, Social Sciences, Humanities, Histories, Languages, and the Arts

Intellectual and Practical Skills, including:

- Written Communication
- Oral Communication
- Critical Thinking
- Quantitative Reasoning
- Information Literacy and Technology Literacy
- Teamwork
- Creativity, Inquiry, and Discovery

Personal and Civic Responsibility, including:

- Global Competencies
- Intercultural Competence (cultural values/traditions-U.S.)
- Ethical Reasoning and Social Responsibility
- Self-Understanding
- Foundation and Skills for Lifelong Learning

Integrative Learning, Including:

- Synthesis and Interdisciplinary Methods of Inquiry

General Education Requirements (48 units*)

The General Education curriculum is organized as three sequential phases. The first is the Foundation, a group of courses designed to provide fundamental learning skills. The second is Explorations, courses distributed across the curriculum that are intended to provide an opportunity to explore the various way of acquiring and examining knowledge while continuing to develop learning skills. The third is the Capstone, designed to integrate knowledge and skills developed earlier in the curriculum. (*Students majoring in departments within the College of Engineering are required to take only 45 units of GE).

All students must complete a distribution pattern described below.

**English Language Communication and Critical Thinking (Category A, 9 units):** Includes three Foundation 3 unit Courses: Written Communication in English (A1), Oral Communication in English (A2), and Critical Thinking (A3).

**Science, Technology & Mathematics/Quantitative Reasoning (Category B, 9 units):** Includes 3 units in life sciences (B1a) and 3 units in physical sciences (B1b) with one lab course associated with either the life sciences or the physical sciences. This requirement also includes the fourth Foundation 3 unit course in Mathematics/Quantitative Reasoning (B2).

**The Arts & Humanities (Category C, 9 units):** Includes 3 units in the arts (C1), 3 units in humanities (C2), and an additional 3 units in either the arts or the humanities.

**Social Sciences & Citizenship (Category D, 9 units):** Includes 3 units in US history (D1a) and 3 units covering the US Constitution, including CA State & local government (D1b). This requirement also includes 3 additional units in social sciences & citizenship (D2).

**Lifelong Learning and Self-Development (Category E, 3 units):** Includes 3 unit course that deals with the human being as a psychological, physiological, and social organism.

**Capstone (Category F, 9 units):** Includes at least nine (9) units chosen from approved Capstone courses (three courses). All students must fulfill 3 units (1 course) of their 9 units of capstone (three courses) by completing an approved Writing Intensive Capstone course. (Note: At this time, students will not be required to complete a Writing Intensive capstone until such time that the campus determines that it can offer enough courses to meet student demand. Students must complete any 9 units of capstone.)

**Additional GE Requirements:** The 48 units above must include courses that also fulfill the following requirements:

- Global Issues (GI, 3 units): Requires a course designed to introduce students to cultures and places outside of the US.
- Human Diversity (HD, 3 units): Requires a course designed to introduce students to diverse populations and cultures within the US.

General Education Policies

- Only courses on the General Education Master Course List at the time the student takes the course shall count for General Education.
- Because the program is intended to provide breadth, a minimum of thirty-five (35) units of the student's General Education courses must be outside the student's major department. “Courses in the major department” include all courses housed in the department offering the major, regardless of prefix. (For example, courses in French and in Italian are in the same department.)
- A cross-categorized course may be counted (at the student's option) in any one of the approved categories A-F, but not in more than one.
- Where appropriate exams exist, Foundation and Explorations requirements may be met by external examinations, such as Advanced Placement or International Baccalaureate exams.

Students are expected to complete the Capstone requirement at CSULB. An exception will be made for students who transfer from another CSU campus after completing some of the upper-division GE requirement at that campus. To be accepted toward the Capstone requirement at CSULB, the transfer course must be approved for upper-division general education credit at the campus offering the course. Other courses may be used, on an individual basis, to meet the requirement if they are approved for General Education at the campus offering the course and if the purpose of the course meets the criteria for a CSULB Capstone course.

Students who transfer from baccalaureate institutions other than the CSU after completing upper-division General Education courses may petition to have one or more such courses accepted toward the Capstone requirement. Such petitions will be evaluated on the basis of the criteria above.

GE Requirements for Returning and Transfer Students

Students who have not maintained continuous attendance status shall be subject to the General Education requirements in effect at the time of their reentry to the university, with the following exceptions.
Previous CSULB students who were under earlier General Education requirements and who before breaking continuous attendance needed no more than three additional courses to complete the entire General Education requirement shall be allowed to complete the General Education requirement in effect at the time of the previous attendance. However, all students must complete at least 9 units of upper division General Education courses, of which a minimum of 6 units must be Capstone courses.

Previous CSULB students who were under the earlier General Education requirements and who before breaking continuous attendance completed one or more upper-division GE courses shall be required to complete additional Capstone courses as needed to complete the total of 9 upper-division units. At least two of the courses in the overall program must be Capstone courses.

Transfer students who enter CSULB with full GE certification from a California Community College must complete both the Human Diversity in the U.S. and the Global Issues requirements if these requirements were not met through transfer, but these students need not complete any other GE courses except the Capstone, which cannot be met through transfer from a community college. Transfer students who enter CSULB without full GE certification or subject-area (partial) certification from a California Community College must either complete the CSULB GE requirements, or complete and obtain a GE certification from a California Community College which will be honored as meeting CSULB’s lower-division GE requirements.

Majors

Choosing a major is one of the most important, and sometimes most difficult, academic decision students will make during their college careers. There may be many possible choices of major that would provide preparation for a given career. The section on Degrees, Options, Minors, and Certificates in this Catalog shows the many choices available and where to find information on each. Many departments have additional information posted on their web pages, accessible from the university’s home page. Students are encouraged to interview faculty in possible majors and to seek the help of student services professionals to assist them in making this important decision.

Declaration of a Major

To help ensure timely completion of graduation requirements, students who have a total of 60 units completed must have declared a major before they may register for the next term. Upper-division transfer students are required to declare their intended major on their application for admission. (PS 06-04)

Change of Major or Other Objective

Undergraduate students declaring a major for the first time or changing from one degree program or degree option program to another must meet with the new major’s academic advisor who will submit a change of major to the Office of Enrollment Services electronically.

Students who are candidates for a certificate or credential program must also file a Request to Graduate. (Please see Graduation section of the Catalog.)

The evaluation of credits transferred to the University is based in part upon the objective indicated on the application for admission. Students should be aware, therefore, that under some circumstances transfer courses accepted for one purpose may not be acceptable for other purposes.

Double Major

Students may complete the requirements for two baccalaureate programs concurrently in accordance with the Timely Graduation Policy. One diploma will be issued reflecting both majors. A course, or courses, may be used to satisfy the individual requirements of both majors, without limit, as long as the required pattern of course work is completed for each major.

Minors

A minor is a structured selection of courses by which a student can enrich his or her academic preparation through concentrated study of a discipline that is different from, but may be related to, the student’s declared major. A minor is a means to augment or complement the major by broadening the student’s academic experience or serving as preparation for a specific career. Usually a minor is not required for the baccalaureate; however, students may elect to complete a minor and have that fact noted on their records. Students should consult with an advisor in their major department for recommendations on suitable minor fields of study.

A minor consists of a minimum of 18 units, as specified by the department or program, at least nine of which must be upper-division. The minor may be in a single subject or interdisciplinary. Students may not declare or receive a minor in the same subject as the major, and the major and minor may not have the same title. The description of each minor shall have a statement listing all majors, if any, that may not be combined with that particular minor. The minimum overall GPA in courses toward the minor is 2.0. A minimum of six units of course work toward the minor must be taken at CSULB.

Students should refer to the requirements of the department and college of their major to see whether a minor is required for that major. Even if a minor is not required, students may elect to complete one or more minors from those available and have that so noted on their transcripts. Unlike certificates, minors are awarded only as part of a baccalaureate degree. Students may not finish a minor after they have graduated, except in conjunction with a second baccalaureate degree.

Certificate Programs

California State University, Long Beach offers 40 baccalaureate-level programs leading to the award of a Certificate. Certificate programs differ from baccalaureate majors and minors in their emphasis on practical and applied uses of knowledge in a specific area of human enterprise. Certificates may only be earned concurrently with or following the award of the baccalaureate degree. Certificate programs must require at least 18 units of course work, of which at least 15 units must be at the upper-division level. Many certificates require 24 to 27 units. Courses taken to fulfill the requirements for the baccalaureate may also be applied to certificate requirements. A maximum of two 500-level courses, taken by eligible students in their senior year, may be applied to a baccalaureate certificate program. Extension and/or transfer credit may comprise no more than one-fourth of the course work used to meet baccalaureate certificate requirements. A
grade-point average of at least 2.0 must be maintained in the certificate program’s course work.

Students wishing to pursue a baccalaureate certificate program should consult the relevant department as early as possible to receive early advisement on the program. Students wishing to receive a certificate must so indicate on the Request to Graduate form filed with the Office of Enrollment Services.

Additional Baccalaureate Degrees

A graduated student who wishes to pursue an additional baccalaureate degree may do so by completing a minimum of 30 units in residence after graduation, of which 24 units must be upper-division courses and 12 units must be in the major. (See the Catalog section on admissions for restrictions on the admission of candidates for a second baccalaureate degree.)

A senior, with advance approval of the Academic Appeals Committee, may earn a maximum of twelve units toward the additional degree while in residence for the first degree. Any courses to be applied to the additional degree must be specified and taken in addition to those needed to satisfy the requirements of the first degree.

Students applying for and accepted to a second baccalaureate degree program who have received their first baccalaureate degree or equivalent from an institution outside of the U.S. will be required to complete any deficiencies in the General Education pattern and will be evaluated for General Education on the same basis as undergraduates.

Enrollment of Seniors in Graduate Courses

Undergraduates may enroll in graduate courses only under the conditions specified below:

Graduate Credit Earned as a Senior

Graduate credit usually may not be earned in advance of the baccalaureate degree. Seniors may, however, be granted approval to earn a maximum of 12 units of course work in the 400 and 500 levels designated as acceptable for graduate credit and taken at this university towards their prospective graduate programs (based upon faculty recommendation, academic performance (in general a grade-point average of 3.0 (B) in the major), and promise of academic achievement in post-graduate study). Approval is subject to the following conditions: (a) the course work must be in addition to that required for the undergraduate major; and (b) the undergraduate student must have an approval from the departmental graduate advisor and the department chair prior to enrollment. (PS-92-08)

In those areas in which graduate credit is for a credential only, approval must be obtained from the appropriate department in the College of Education. Requests submitted after completion of course(s) will not be approved.

Senior Enrollment in Graduate Courses for Undergraduate Credit

Under special conditions, seniors who have a 3.0 grade-point average or better in their major and who have adequate undergraduate preparation in the subject may enroll in up to 12 units in the 500-599 series to fulfill the elective requirements of the bachelor’s degree. The course work may not be applied to the units of 500-600 level course work required by the department or college for the master’s degree. The student must have an approval from the instructor and department chair before registration in the class(es) is permitted. (PS 92-09)

Graduation Writing Assessment Requirement (GWAR)

In order to obtain a degree or certificate from CSULB, all students must demonstrate upper-division competence in academic writing in English. Continuing students who have earned 65 units and transfer students in their first semester of residency are required to take the Writing Proficiency Exam (WPE). All students must attempt to fulfill the GWAR before filing a request to graduate.

Undergraduate students fulfill the GWAR by one of the following:

1. Receiving a score of 11 or higher on the WPE;
2. Enrolling in a GWAR course and submitting a portfolio for assessment after attempting the WPE once;
3. Passing another approved CSULB assessment of writing competence;
4. Having already fulfilled the GWAR at another CSU campus prior to transfer to CSULB;
5. Earning a CSULB-approved passing score on the writing portion of an approved standardized writing assessment, such as the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).

Information about GWAR courses and alternative GWAR assessments is available at www.csulb.edu/gwar. Effective Fall 2010, students who are taking the WPE for the first time will be required to satisfy the GWAR within two semesters of enrollment following their first WPE attempt. To ensure that the GWAR is satisfied within the specified time, students in this group must comply with the following requirements determined by their WPE score:

1. Students receiving scores of 11 or higher have satisfied the GWAR and may proceed with completion of other degree requirements.
2. Students receiving scores of 9 or 10 must enroll in a GWAR course and submit a portfolio at the end of the course. Students are expected to fulfill the GWAR within two semesters of enrollment following their first WPE attempt. Students are not generally permitted to attempt the WPE more than one time but in rare cases may be given permission for a second attempt by a GWAR advisor. Students who have questions about their next step or need help selecting an appropriate GWAR course should schedule an appointment with a GWAR advisor in the University Center for Undergraduate Advising, Horn Center, 103.
3. Students receiving scores of 8 or lower must complete English 301A in the following semester of enrollment, must complete a GWAR course in the subsequent semester of enrollment, and must satisfy the GWAR within two semesters of enrollment following their initial WPE attempt.

Students who attempted the WPE once prior to Fall 2010 may attempt the WPE a second time or may enroll...
in a GWAR course and submit a portfolio for assessment. Students are not permitted to take the WPE more than two times.

Students with degrees from non-CSU campuses must either provide evidence of fulfilling a comparable non-CSU writing assessment or fulfill the CSULB GWAR. Assessments of writing competence from non-CSU campuses are evaluated by the GWAR Coordinator for their equivalence before they are accepted to fulfill the GWAR. The form for requesting approval of a non-CSU writing assessment is available at www.csulb.edu/testing.

Students can register for the WPE at Testing, Evaluation & Assessment, BH-216 (562)985-4007 or online at www.csulb.edu/testing. Students must pay a fee each time they take the test to cover the costs of test administration and scoring. Testing, Evaluation & Assessment offers three-hour workshops one to two weeks prior to each WPE date. Information about these workshops, the WPE workbook, and related services is available at BH-216 or at www.csulb.edu/testing.

The GWAR, Registration Holds, and Application to Graduate

If undergraduate students neglect to attempt the WPE by the time they earn 65 units or, if they are upper-division transfer students, in their first semester of residency, CSULB will place a hold on their privilege to register for classes. Students must register for and take the WPE to release these registration holds.

Students with compelling reasons can request deferrals at Testing, Evaluation & Assessment. In certain circumstances, students, with help from their faculty or staff advisors, may submit an appeal or contract to release a registration hold temporarily.

If students fail to comply with requirements to enroll in a GWAR course or to meet with an advisor, CSULB will place a hold on their privilege to register for classes. Students must meet with a GWAR advisor to release these registration holds.

Graduation

Dates and Requests to Graduate

The University awards degrees at the end of each of four terms in a year: January (work completed at the end of Winter session); May or June (end of the Spring semester); August (end of Summer Session); and December (end of the Fall semester.)

Seniors and graduate students who expect to receive degrees or Certificates at the end of any semester, winter or summer session must complete the Request to Graduate form and/or Certificate form well in advance. The appropriate request for Spring or Summer candidates must be filed by the preceding October 15, and for Fall or Winter candidates by the preceding March 1, at the Office of Enrollment Services. The names of candidates who file within these deadlines will appear in the Commencement Program published each Spring. Publication of names in the program does not constitute graduation from the university. Credential students should apply in the Credential Processing Office, located in the Graduate School of Education by February 1 for December completion and by October 1 for Spring and Summer sessions.

Requests to graduate submitted later than the deadline will be processed after those submitted on time. The degree will be granted once all requirements have been completed, but the student’s name will not be printed in the Commencement Program.

Completion of Records and Requirements

Prior to receiving a degree, students are responsible for the following:

- Insuring that the university has received official transcripts of all work completed at other institutions. If graduation depends on any classes taken outside CSULB during the final semester or session, the transcript must be submitted by the announced date, approximately one month after the official graduation date.
- Completing all requirements for the degree, including the minimum number of units. Units will not be counted toward the minimum if they are above the acceptable total in certain categories, as listed in the degree requirements, or if they are a repetition of a course for which credit has already been earned. Any substitutions or waivers of course requirements must be submitted by the advisor.
- Completing all “In Progress” and “Incomplete” courses that are to be completed. No additional work may be completed after the degree is awarded. No grade can be changed after the degree is awarded, except for a change resulting from a grade appeal. Any Incomplete remaining on the record as of the graduation date will be counted as if it were an “F,” with units attempted but no grade points earned, unless the instructor has specified on the Incomplete form that some other grade be recorded.

Degree Clearing

Final review of records begins three weeks after final exams in the student’s last term. If all degree requirements are complete, the degree and any honors are added to the transcript. The transcript is the official verification of the degree.

It is the student’s responsibility to submit records of all changes in the record no later than the last day of the final semester or session. Such materials include transcripts from other institutions and amendments, substitutions, waivers, and grade changes.

Honors for Undergraduate Students

I. Graduation with Honors

A. Latin Honors

The following grade-point average (GPA) criteria are used to identify undergraduate students eligible for the honors specified:

1. equal to or greater than 3.950 graduated summa cum laude,
2. equal to or greater than 3.750 but less than 3.950 graduated magna cum laude, and
3. equal to or greater than 3.500 but less than 3.750 graduated cum laude.

An undergraduate student may be considered eligible for honors at graduation provided that a minimum of 45 units are earned at California State University, Long Beach. For the first baccalaureate degree, the GPA shall be determined from units
earned at CSULB plus transferred units. For the second baccalaureate degree, the GPA shall be determined only by courses taken after the first degree was awarded that are also required by the second major.

B. Departmental Honors
With the approval of the dean of the college, departments may elect to award departmental honors to their graduates based on GPA and/or other criteria determined by the department. The number of honors awarded by a department shall be limited to three students or five percent of graduates, whichever is larger.

C. Notification
Honors will be noted on the diploma and transcript.

II. Honor Lists
Undergraduate students exhibiting outstanding scholastic achievement are honored by being included on the President's or Dean's List. A certificate will be issued for each semester in which the student receives this honor.

A. President's List
Students will be placed on the President's List to honor them for academic achievement each semester in which they complete 12 or more graded course units with a semester GPA equal to or greater than 3.750. Students earning fewer than 12 graded course units per semester will be placed on the President's List in the spring semester of the academic year in which they accumulate 12 or more graded course units with an academic year GPA equal to or greater than 3.750.

B. Dean's List
Students will be placed on the dean's list to honor them for academic achievement each semester in which they complete 12 or more graded course units with a semester GPA equal to or greater than 3.500 but less than 3.750. Students earning fewer than 12 graded course units per semester will be placed on the Dean's List in the spring semester of the academic year in which they accumulate 12 or more graded course units with an academic year GPA equal to or greater than 3.750.

Timely Graduation for Undergraduate Students
In order to provide access to the university's undergraduate major and minor programs for as many qualified students as possible, this policy is established to ensure timely graduation of undergraduate students.

Students may earn up to 120% of the number of units required for the degree in their declared primary major. Any additional degree objectives (e.g., majors, minors, certificates) must be able to be completed within the additional units allowed. For the purpose of defining unit limits in this policy:
- Units transferred from other institutions in excess of 60 units will be excluded from the unit limits.
- Units earned by Advanced Placement, International Baccalaureate, and other external exams, military credit, pre-baccalaureate unit credit, as well as unit credit by examination are excluded.
- After earning 90 units, students may change degree objectives only if they submit a plan demonstrating that all degree objectives can be completed within the 120% unit limit applicable to the higher unit major.

Students who have not already filed to graduate by the time they have earned 100% of the units required for the degree in their declared primary major must file to graduate and submit a plan to graduate within the unit limits defined in this policy.

Students requesting an exception to the limits in this policy should file a Timely Graduation appeal. The appeal must include a rationale and an advisor-approved plan to graduate.

If an exception is not approved, students whose plan to graduate exceeds 120% of the number of units required for the degree in their declared primary major may be subject to restrictions on enrollment. If the student has earned any major regardless of whether he or she has declared that major, a degree will be conferred in that major. If the student has not earned a major, enrollment will be restricted to courses required to graduate in the major for which graduation is most likely to occur in a reasonable time.

Honor Societies
- Phi Beta Kappa – Founded at the College of William and Mary in 1776, it is the oldest and most prestigious honor society for students of the liberal arts and sciences. A chapter was established at California State University, Long Beach in 1977.

Graduating seniors are elected to membership in Phi Beta Kappa on the basis of extraordinary scholarly performance at this University, after study of their records by faculty members who are themselves members of Phi Beta Kappa. No action on the part of the student is necessary to initiate consideration. Inquiries should be directed to the President of the University chapter of Phi Beta Kappa, Dr. Harold Schefski, Department of Romance, German, and Russian Languages and Literatures.

Two additional societies which may elect students from all academic areas are:
- Mortar Board – Founded in 1918 as an honor society focusing on scholarship, leadership, and service. Mortar Board was the first national honor society founded by and for college senior women, and the membership expanded to include men in 1975. The California State University, Long Beach Cap and Gown Chapter was founded in 1972, and grew out of an honor club established here by seven women in 1963. The Cap and Gown Chapter is one of over 200 Mortar Board Chapters, with a total national membership of over 250,000 dedicated, active scholars. Mortar Board's focus is on collaboration and balancing positive ideology with practical leadership building experiences. Mortar Board holds that both community service and dedication to academic excellence must remain constant in order to provide a full college career. Membership is extended to service-oriented CSULB seniors who maintain a minimum 3.0 cumulative GPA.
- Phi Kappa Phi – Founded in 1897 at the University of Maine, it is the oldest and largest national honor society which recognizes and encourages superior scholarship in all academic disciplines. Chapter 86 was established at California State University, Long Beach, in 1963.

Admission to Phi Kappa Phi is by invitation only and requires nomination and approval by the chapter and national society. Membership for juniors, seniors, and graduate students is based on integrity of character, one
year residence in the University, and outstanding scholarship. Inquiries should be directed to the President of the University chapter of Phi Kappa Phi, Dr. C. J. Walter, c/o College of Business Administration.

Other societies may limit membership to particular academic areas. Among these organizations at California State University, Long Beach are the following:

- Beta Alpha Psi (Accounting) — National scholastic fraternity to give recognition to excellence in the field of accounting.
- Beta Gamma Sigma (Business Administration) — National honorary business society to recognize superior academic performance.
- Chi Epsilon (Civil Engineering) — National honor society open to Civil Engineering majors with a 2.9 GPA.
- Chi Sigma Iota (Counseling) — International honor society open to graduate students with a GPA of 3.5, scholars, and practitioners in the counseling profession.
- Eta Kappa Nu (Electrical Engineering) — National honor society furthering area interests and promoting scholarship. GPA requirement for seniors is 2.8, for juniors 3.0.
- Kappa Delta Pi (National honor society for teachers) — encourages high professional, intellectual, and personal standards. Recognizes outstanding contributions to education.
- Kappa Tau Alpha — National honor society that recognizes academic excellence and promotes scholarship in journalism and mass communication.
- Omicron Nu (Family and Consumer Sciences) — National honor society recognizing superior scholarship and promoting leadership and research in the field of Family and Consumer Sciences.
- Phi Alpha (Social Work) — National honor society to improve the goals of social work on campus. GPA requirement 3.0.
- Phi Alpha Theta (History) — National honor society in history, founded to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.
- Phi Beta Delta (International Education) — National society, founded at CSULB, recognizes students from all disciplines with high GPAs and extensive involvement in international education or international studies.
- Phi Delta Gamma (Scholarship) — National honor society which fosters academic achievement and professional preparation.
- Phi Delta Kappa (Education) — National organization which promotes service, research, and leadership in education. Members include both students and faculty.
- Phi Epsilon Kappa (Physical Education) — National society for recognition in sports and physical education. 3.0 GPA requirement and faculty recommendation.
- Phi Mu Alpha-Sinfonia (Music) — National organization for students in music. Promotes music in America, especially contemporary American music.
- Phi Alpha Alpha (Public Administration) — National society to encourage scholarship among students of public administration.
- Phi Sigma Tau (Philosophy) — National honor society for students with a strong undergraduate concentration in philosophy.
- Pi Lambda Theta (Education) — National organization for undergraduate and graduate students. Purpose is to maintain high standards of scholarship and preparation for teaching.
- Pi Mu Epsilon (Mathematics) — National honor society recognizing distinction in mathematics.
- Pi Sigma Alpha (Political Science) — National honor society for political scientists. Open by invitation to upper-division and graduate students with a 3.0 GPA.
- Pi Tau Sigma (Mechanical Engineering) — National honorary fraternity encouraging and recognizing outstanding scholastic achievement of students in the field.
- Psi Chi (Psychology) — National honor society recognizing distinction in Psychology. Sponsors research and other participation in psychology.
- Sigma Alpha Iota (Music) — National organization for women in music. Aims to further the development of music in America through performance, study, and participation in both campus and community projects.
- Sigma Delta Pi – Capitulo Pi Chi — One of the purposes of this society is to honor those who attain excellence in the study of the Spanish language and in the study of the literatures and cultures of the Hispanic World.
- Sigma Theta Tau (Nursing) — International honor society recognizing superior scholastic achievement, leadership, and community service in nursing.

CSULB Alumni Association

The CSULB Alumni Association is the link between the University and its more than 230,000 graduates to garner their support for The Beach.

It sponsors various alumni programs, communication vehicles to inform alumni about their alma mater, and supports the University with departmental grants and student scholarships including the prestigious President’s Scholars Program.

The Association is governed by a volunteer board of directors who serve as alumni ambassadors for the university, promote its mission, and reconnect alumni with the institution. Other volunteers assist with its other programs such as Homecoming, commencement hospitality, Concerts in the Grove, and other events.

Membership dues for CSULB graduates and credential holders is a one-time $49 fee. For non-graduates, including alumni who took CSULB classes but did not graduate, the fees is $49 for the first year and $25 annually thereafter.

The main benefit for members is to keep informed about their alma mater through its magazine "Beach Connection" and e-communiques. In addition, members have access at all CSU libraries (check with campus library for alumni restrictions), discounts at the Carpenter Performing Arts Center events and home 49er athletic games, discount on rental of the Earl Burns Miller Japanese Garden, access to various group insurance policies (medical, home, auto, life, etc.), the CSULB Alumni Association Credit Card through Bank of America, etc. Alumni also can access the CSULB Career Development Center for an annual fee.

For more information about the CSULB Alumni Association, check the website at www.csulb.edu/alumni or call 562.985.5252.
Giving at the Beach

Beach Fund

Though CSULB is a publicly supported institution, generous contributions to the Beach Fund are critical to keeping the University thriving. Supporting the Beach Fund allows the President and Deans to address the ongoing, immediate needs of the University. Contributions to all areas enhance state support and student fees to provide all students with access to a quality education. Such areas most impacted by your support are:

- Student Success and Access
- Teaching and Discovery
- Creativity and Innovation
- Science and Technology
- Global and Community Engagement

None of these successes can be accomplished with state funding alone. More than 20,000 alumni, parents and friends of the University contribute to the Beach Fund each year. Gifts to the Beach Fund make it possible for our gifted students to earn the lifelong benefits of a quality CSULB education and protect the value of degrees already earned. Please feel free to contact the Office of Annual and Special Giving by phone at (562) 985-5294 or via email at annualgiving@csulb.edu.

Senior Gift Campaign

Every graduating senior is contacted near graduation to initiate a pledge in support of the campus. Seniors are asked to donate $125 to purchase a brick to be permanently placed in the Alumni Brick Plaza. Gifts of $124 or less are designated to the Annual Fund to be used for essential campus needs. Seniors have proven to be generous and loyal donors to the University.
GRADUATE DEGREES AND OTHER POST BACCALAUREATE STUDIES

Vice Provost for Academic Affairs and Dean of Graduate Studies
Cecile Lindsay

Graduate Studies
A student who plans to become a candidate for a master’s degree must hold a bachelor’s degree from a regionally accredited institution or have completed equivalent academic preparation at a foreign university as determined by the appropriate campus authority. The student must have completed undergraduate course work substantially equivalent to that required at California State University, Long Beach in the discipline of intended graduate study, or must be prepared to undertake additional work to make up any deficiency. Most graduate degree programs are based upon preparation in the discipline at the undergraduate level. Undergraduate preparation is considered adequate if a candidate has met the upper-division requirements of this University for a bachelor’s degree in the subject matter area of the master’s degree program. Refer to specific departments for detailed requirements of each degree program. The following graduate degrees are offered:

Master of Arts Degree in:
- Anthropology
- Applied Sociology
- Art
- Asian Studies
- Communication Studies
- Communicative Disorders
- Dance
- Economics
- Education
- English
- Family and Consumer Sciences
- French and Francophone Studies
- Geography
- German
- Global Logistics
- History
- Kinesiology
- Linguistics
- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Spanish

Master of Business Administration

Master of Business Administration / Master of Fine Arts in Theatre Management

Master of Fine Arts Degree in:
- Art
- Creative Writing
- Dance
- Theatre Arts

Master of Music

Master of Physical Therapy

Master of Public Administration

Master of Public Health

Master of Social Work

Master of Science in Nursing/Master of Public Health

Master of Science Degree in:
- Aerospace Engineering
- Applied Statistics
- Biochemistry
- Biology
- Chemistry
- Civil Engineering
- Computer Science
- Counseling
- Criminal Justice
- Electrical Engineering
- Emergency Services Administration
- Engineering
- Geology
- Gerontology
- Health Science
- Health Care Administration
- Kinesiology
- Mathematics
- Mechanical Engineering
- Microbiology
- Nursing
- Nursing/Health Care Administration
- Nutritional Science
- Physics
- Psychology
- Recreation Administration
- Science Education
- Special Education

Ed.D. in Educational Leadership

Ph.D. in Engineering and Industrial Applied Mathematics
(awarded jointly with Claremont Graduate University)

DPT in Physical Therapy
Certificate Programs and Graduate Study

Students, whether graduates of CSULB or of another accredited institution, may complete the requirements for and be awarded certificates while in graduate standing. Certificate programs are of two types: baccalaureate certificates which may be taken concurrently with or following the award of the baccalaureate degree, and graduate certificates which require post-baccalaureate standing. The graduate certificates are listed below, with the department responsible for each certificate indicated in parentheses.

Graduate certificate programs require at least 18 units of course work, of which at least 12 units must be at the 500 or 600 level. Courses taken to fulfill the requirements for the master's degree may also be applied to certificate requirements, if the certificate program permits, but such overlap may not exceed 15 units. Courses in directed research, directed reading, internship, and independent study may comprise no more than 3 units of a graduate certificate program. Thesis and student teaching may not be used on the program. Extension and/or transfer credit may comprise no more than one-sixth of the course work used to meet graduate certificate requirements. A grade-point average of at least 3.0 must be maintained in the graduate certificate program's course work. All courses used to complete the requirements of a graduate certificate must be completed within a five-year period from the date of the initial course work.

If you wish to pursue a graduate certificate program, you should review the course requirements given in the department course listings of this catalog. You should notify the relevant department of your intention to pursue a certificate program as early as possible so as to receive early advisement on the program.

Certificates

Career Guidance Specialist  
(Advanced Studies in Education and Counseling)
Community College  
(Advanced Studies in Education and Counseling)
Health Care Administration  
(Health Care Administration)
Leisure Counseling  
(Recreation and Leisure Studies)
Museum Studies  
(Art)
Nurse Practitioner  
(Nursing)
Public Management Analyst  
(Public Policy and Administration)
Public Sector Employer-Employee Relations and Personnel Management  
(Public Policy and Administration)
Public Sector Financial Management  
(Public Policy and Administration)
Reading Certificate  
(Teacher Education)
Systems Engineering  
(College of Engineering)
Teaching English to Speakers of Other Languages  
(Linguistics)
Transportation Policy and Planning  
(Public Policy and Administration)
Urban Executive Management  
(Public Policy and Administration)
Waste Engineering and Management  
(Civil Engineering)

Graduate and Post-Baccalaureate Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective. Students who meet both the minimum requirements established by the CSU system and the specific professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the academic program will be admitted as Classified Post-Baccalaureate or Credential candidates. Applicants may be admitted as Conditionally Classified if, in the opinion of appropriate campus authorities, deficiencies may be remedied by additional preparation. In unusual circumstances, a campus may make exceptions to these criteria.

To meet the minimum requirements for admission to graduate and postbaccalaureate studies at CSULB, a student shall at the time of enrollment: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; and (3) have attained an acceptable grade-point average in any of the following ways: (a) hold an advanced degree; (b) hold a baccalaureate degree with a cumulative GPA of at least 2.5 (A = 4.0); (c) hold a baccalaureate degree with a GPA of at least 2.5 in the last 60 semester (90 quarter) units attempted lower-division courses or courses taken in extension (except in adjunct enrollment at CSULB in the upper-division level) after obtaining the bachelor's degree will be excluded from the calculation.

Students in the process of completing a baccalaureate degree may be admitted on a provisional basis, subject to proof of degree completion by the established deadline, if their cumulative GPA is at least 2.7 or if the GPA in their last 60 semester or 90 quarter units are calculated at 2.5 or higher.

For information on the specific requirements for admission to a given program, see the catalog section for that program. These and other CSU admissions requirements are subject to change as policies are revised and laws are amended. The CSU website, www.calstate.edu and the CSU admissions portal www.csumentor.edu are good sources of the most up-to-date information.

Graduate Standing — Conditionally Classified

To qualify for admission in conditionally classified graduate standing, a student must:

1. Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed equivalent academic preparation in a foreign university as determined by an appropriate campus authority;
2. Have attained a grade-point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted;
3. Have been in good standing at the last college attended; and
4. Be accepted into a graduate degree curriculum on a conditional basis, subject to the requirement that any deficiencies must be remedied by additional preparation.
Graduate Standing — Classified
A student who meets the minimum requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted as a fully classified graduate student pursuing an authorized degree curriculum if the appropriate program authorities determine that he or she satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations that the appropriate program authorities may prescribe. Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to proceed in such curricula.

Post-Baccalaureate Standing — Classified
In this status a student is eligible to enroll in a credential or certificate program, provided that such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular credential or certificate program by the appropriate campus authority, are satisfied.

Admission to the University
For admission requirements, see the Admission section of the catalog.

Admission to a Department as a Graduate Student
In order to pursue a credential or master's degree, students must be accepted by the department or college offering the degree program. In some instances (see specific department listing) this process may require supplemental application to the department or college. Following review, the department or college will determine whether or not a student meets its requirements for admission to its degree program. Departments or colleges that receive more applications from qualified students than the number of graduate spaces they have available will admit students in priority order based on the strength of candidates' qualifications.

If space is available, a student who is admissible to the University but who does not meet program requirements for admission may nevertheless be accepted as a conditionally classified graduate student by the department or college offering the program, subject to the provision that all remaining admission requirements of the program must then be fulfilled after enrollment.

Special Action
In rare and compelling circumstances, an applicant who doesn't qualify for admission under the previous provisions may be admitted by special action if on recommendation of the appropriate faculty of the department/college concerned and in the judgment of the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee there exists acceptable evidence that the applicant possesses sufficient academic, professional, and other potential pertinent to her/his educational objectives to merit such action, as shown through aptitude scores, recent academic performance, and experiential background.

Graduation Writing Assessment Requirement (GWAR)
As a requirement for advancement to candidacy, all graduate students must demonstrate upper-division competency in academic writing in English. Students must either submit evidence of having fulfilled this requirement elsewhere or attempt to fulfill it no later than the end of their first semester of matriculation at CSULB. All graduate students must fulfill the GWAR by one of the following:

1. Receiving a score of 11 or higher on the Writing Proficiency Exam (WPE);
2. Enrolling in a GWAR course and submitting a portfolio for assessment after attempting the WPE once.
3. Passing another approved assessment of writing competence.
4. Having fulfilled the GWAR as part of their baccalaureate degree(s) while matriculated at CSULB or at another CSU campus.
5. Earning a CSULB-approved passing score on the writing portion of an approved standardized writing assessment, such as the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).

Information about GWAR courses and alternative GWAR assessments is available at www.csulb.edu/gwar.

Effective Fall 2010, graduate students in their first semester of residency who are taking the WPE for the first time will be required to satisfy the GWAR within two semesters of enrollment following their first WPE attempt. To ensure that the GWAR is satisfied within the specified time, students in this group must comply with the following requirements determined by their WPE score:

1. Students receiving scores of 11 or higher have satisfied the GWAR and may proceed with completion of other degree requirements.
2. Students receiving scores of 9 or 10 must enroll in a GWAR course and submit a portfolio at the end of the course. Students are expected to fulfill the GWAR within two semesters of enrollment following their first WPE attempt. Students are not generally permitted to attempt the WPE more than one time but in rare cases may be given permission for a second attempt by a GWAR advisor. Students who have questions about their next step or need help selecting an appropriate GWAR course should schedule an appointment with a GWAR advisor in the University Center for Undergraduate Advising, Horn Center, 103.
3. Students receiving scores of 8 or lower must complete English 301A in the following semester of enrollment, must complete a GWAR course in the subsequent semester of enrollment, and must satisfy the GWAR within two semester of enrollment following their initial WPE attempt.

Graduate students must satisfy the GWAR before they will be advanced to candidacy. (Advancement to candidacy requires satisfying the GWAR and satisfactorily completing six or more semester units in residence while earning a 3.0 GPA or greater.) Graduate students must also visit their graduate faculty advisors in their first semester to determine if additional departmental or program writing requirements apply to their advancement to candidacy.
Students who attempted the WPE once prior to Fall 2010 may attempt the WPE a second time or may enroll in a GWAR course and submit a portfolio for assessment. Students are not permitted to take the WPE more than two times.

Students with degrees from non-CSU campuses must either provide evidence of fulfilling a comparable non-CSU writing assessment or fulfill the CSULB GWAR. Assessments of writing competence from non-CSU campuses are evaluated by the GWAR Coordinator for their equivalence before they are accepted to fulfill the GWAR. The form for requesting approval of a non-CSU writing assessment is available at www.csulb.edu/testing.

Students can register for the WPE at Testing, Evaluation & Assessment, BH-216 (562)985-4007 or online at www.csulb.edu/testing. Students must pay a fee each time they take the test to cover the costs of test administration and scoring. Testing, Evaluation & Assessment offers three-hour workshops one to two weeks prior to each WPE date. Information about these workshops, the WPE workbook, and related services is available at BH-216 or at www.csulb.edu/testing.

The GWAR, Registration Holds, and Application to Graduate

If graduate students neglect to attempt the WPE in their first semester of residency, CSULB will place a hold on their privilege to register for classes. Students must register for and take the WPE to release these registration holds.

Students with compelling reasons can request deferrals at Testing, Evaluation & Assessment. In certain circumstances, students, with help from their faculty or staff advisors, may submit an appeal or contract to release a registration hold temporarily.

If students fail to comply with requirements to enroll in a GWAR course or to meet with an advisor, CSULB will place a hold on their privilege to register for classes. Students must meet with a GWAR advisor to release these registration holds.

Graduate Research Fellowship

The Graduate Research Fellowship is awarded by CSULB faculty to students who show potential for success in scholarly and creative activity and an interest in advanced study. Interested students should contact the office of their college dean for information on the nomination process.

Graduate Study in the International Programs

Students planning to participate and receive unit credit toward a master’s degree in an International Program should consult with the graduate advisor in the department of their major and college dean or director of graduate studies before entering the degree program.

Graduate students who have not been admitted to candidacy for a master’s degree and who participate in the International Programs may, upon their return to California State University, Long Beach, petition to have six units earned as resident credit in the International Programs included on their official student program for the master’s degree. In no case may excess grade points earned in the International Programs be used to bring a grade-point deficiency at California State University, Long Beach to the required 3.0 (B) average.

Students admitted to candidacy for a master’s degree who plan to participate in the International Program of Studies must obtain permission, prior to beginning their study abroad, to have units earned abroad applied toward satisfaction of their degree requirements. A candidate’s petition to apply units earned abroad must be reviewed and recommended by the department offering the degree. The specific courses to be taken on the foreign campus, thesis research which is to be done abroad, or any other requirements such as examinations to be taken upon the student’s return must be listed on the official student program. Usually no more than six units of credit may be transferred to apply toward the minimum 30 units for an advanced degree as a result of participation in the International Program of Studies, but a maximum of 12 units may be allowed by the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee in consultation with the University Graduate Council in a special case. A copy of the candidate’s graduate student program must be forwarded to the Resident Director for the foreign area, who must certify that any credit earned abroad is appropriate to meet graduate degree requirements.

Pending the faculty’s evaluation of the student’s work, a Report Delayed (RD) grade will be assigned in all courses in which work was completed abroad and which are offered to satisfy requirements toward an advanced degree.

Change of Objective

Evaluation of credits transferred to the University is based in part upon the objective indicated on the application for admission. Candidates desiring a change in graduate objective to a discipline different from that indicated on the original application must reapply to the University. Reapplication requires the submission to the Office of Enrollment Services of a newly completed Graduate and Postbaccalaureate Admission form and payment of the associated fee. The proposed new graduate department or program will review the application and notify Enrollment Services of its decision. Students who are admitted to a new discipline must then seek approval of their official student program and advancement to candidacy, using the procedures indicated below under "The Program" and "Advancement to Candidacy." Students who are not admitted to a new discipline have the option of continuing to pursue their original objective.

The only exception to the procedures described in the preceding paragraph is for students seeking to change from one degree program to another degree program within the same discipline (for purposes of this regulation, all options offered by the College of Education are considered to be part of a single discipline). In such cases, candidates must obtain department approval, asking the department to request the program change from Enrollment Services. Requests are considered on a case-by-case basis. If granted permission, candidates must then seek approval of their official student program and advancement to candidacy, using the procedures indicated below under "The Program" and "Advancement to Candidacy."
Withdrawal from the Degree Program

If a student wishes to resume graduate study after withdrawal, the student must reapply to the University and to the graduate program. If admitted, the student must be readvanced to candidacy and the department or college may determine that the student's graduate program should be changed.

University Regulations Governing the Master's Degree

General

The following regulations apply to all graduate degree programs. Specific academic and curricular requirements of individual degree programs are given in the departmental listings of this catalog.

All regulations involving a calculation of grade-point average subsequent to admission to the University as a graduate student shall be based on the following common practices and standards.

"Cumulative Graduate Grade-Point Average" shall be calculated on all upper-division and graduate-level coursework attempted by a student at this University after completion of a baccalaureate degree.

Grade-point average standards calculated on the basis of a smaller range, grouping, or set of upper-division and graduate-level courses, for example, "courses in the major" or "courses taken since admission to the degree program," presuppose that the student has met the minimum standard for any larger range, group, or set, including the Overall Graduate Grade-Point Average.

1. A student pursuing the master's degree must maintain a Cumulative Graduate Grade-Point Average of 3.0 (B). Exceptions to the 3.0 (B) Cumulative Graduate Grade-Point Average may be made only on the recommendation of the departmental faculty offering the degree, the college dean or designee, and approval by the Dean of Graduate Studies or designee.

2. At least a 3.0 (B) average must be maintained in the degree program.

3. No course with a grade lower than "C" may be applied toward the fulfillment of degree requirements.

4. Graduate students cannot repeat and delete courses either for credit or to improve their grade-point average, but may repeat and average courses and grades for courses required for the degree.

5. The individual course of studies (student program) for the master's degree must contain a minimum of 30 units in upper-division and graduate courses.

Some degree programs require additional units. Please consult individual degree program requirements.

A minimum of sixty percent of the units required for the degree shall be in the 500- and 600-level series and these shall be completed at this University, consistent with departmental requirements. Student teaching cannot be included in any master's degree program.

6. A thesis, project, or final comprehensive examination must be completed. A minimum of four and a maximum of six semester units shall be allowed for a thesis or project. Failure of the comprehensive examination or thesis requirement is failure of both options. Thus, a student failing the comprehensive examination may not proceed to the thesis/project option or vice versa. Once a student has completed a semester of enrollment towards fulfillment of either the comprehensive examination or thesis/project option, the student may not change from one option to the other without the approval of the faculty concerned, the department chair, and the appropriate dean or designee.

7. No fewer than 24 semester units shall be completed in residence at the University. The Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee may authorize department/college approved substitution of credit earned by alternate means for a part of the residence requirement. Units, including continuing education or extension units, accepted by transfer for application toward the minimum units required for a master's degree cannot be used to fulfill the minimum unit requirements in the 500/600 series. This 500/600 unit requirement must be completed in the major discipline and in residence at this University.

8. All requirements of the degree program must be completed within seven years of the date the student program was initiated, i.e., the date (semester) when the earliest course appearing on the student program was completed. An extension of time beyond the limit may be granted by the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee if warranted by individual circumstances and if the outdated work is validated by comprehensive examination in the relevant course or subject field work, or such other demonstration of competence as may be prescribed by the department and/ or college.

9. A graduate student who expects to receive a degree at the end of any semester or summer session must be enrolled during that semester or session and must complete the Request to Graduate Form well in advance. The appropriate request for Spring or Summer candidates must be filed by the preceding October 15; for Fall candidates, by the preceding March 1 at the Office of Enrollment Services. The names of candidates who file within these deadlines will appear in the Commencement Program published each Spring.

Note: Graduate Studies 700 may only be used to fulfill the enrollment requirement if the applicant has completed all degree program courses prior to the semester of graduation. An incomplete grade not otherwise resolved prior to graduation will automatically revert to the letter grade indicated on the "Requirements for Assigning an Incomplete Grade" form. A course with an unresolved grade of RP (Report in Progress) will remain on the transcript but will be removed from the student's program of study. Incomplete grades cannot be resolved after graduation.

10. Proficiency of a student in all parts of a curriculum is determined by the faculty of the University. A favorable vote of the faculty is required for a student to receive the degree.

Second Master's Degree

A graduate student who is currently enrolled in a master's program at CSULB must complete that master's program before enrolling in courses for another degree. A graduate student who already holds a master's degree from this or any other accredited institution but desires to become a candidate for a second master's degree in a different field is subject to the following regulations:
1. All admission requirements of the University and college or department must be met (all general regulations listed in the catalog apply to the second master’s degree);
2. Enrollment and approval of candidacy for the second degree will be granted only after the first degree has been completed and awarded;
3. All requirements for the new degree must be completed;
4. After awarding of the first master’s degree, a minimum of 24 units of graduate residence credit must be earned at this University including the minimum of 500/600-series units mandated by the major department in which the student is earning the second master’s degree;
5. No more than six units earned on the first degree may be applied to a second master’s degree;
6. Prerequisites for an advanced course must be completed prior to enrollment in the advanced course. An instructor may disenroll a student who does not provide evidence of adequate preparation;
7. All prerequisites must be completed prior to application for candidacy;
8. Two master’s degrees cannot be awarded concurrently;
9. The area or discipline in which the second degree is earned shall be designated on the transcript and a second diploma awarded.

The Program

A student must consult with the graduate advisor of the department or college to prepare a tentative degree program. After completing prerequisites and other requirements, the student must formulate an official student program and apply for advancement to candidacy. The department will assign the student a faculty advisor who must be consulted about preparing a degree program. The advisor should have an official evaluation of the student’s previous work from the Office of Enrollment Services, although transcripts provided by the student may be used to develop a tentative student program and discuss degree requirements. When the Office of Enrollment Services’ evaluation and the results of tests are available, the faculty advisor can assist the student in drawing up a student program. This student program must be approved by the student’s faculty advisor, the departmental graduate advisor, and college dean or director of graduate studies or, for Interdisciplinary Studies, the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee. The student program must list the following:

- Courses required for removal of undergraduate deficiencies;
- All courses taken prior to advancement to candidacy which are to apply toward the 30-unit minimum;
- Required courses;
- Elective courses.

The official student program, when approved, serves as the basis for the Office of Enrollment Services’ graduation audit which is required before the degree can be granted. Students who have not been advanced to candidacy are subject to all changes as published in the CSULB Catalog, Policy Statements, and certifications.

Graduate student programs may be revised as the student advances toward the degree. Such revisions must be recommended by the faculty advisor and approved by the departmental graduate advisor and the college dean or director of graduate studies.

Advancement to Candidacy

Advancement to candidacy is the next step after achieving classified status and confers the equivalent of catalog rights on graduate students. Advancement to candidacy also signifies approval of a plan of study by the student’s major department and college or, in the case of an Interdisciplinary Studies graduate student, approval by the Director of the Interdisciplinary Studies Program. The prerequisites to advancement to candidacy are:

- Classified status;
- Fulfillment of the CSULB Graduation Writing Assessment Requirement (GWAR). Information is available in Testing and Evaluation Services (Brotman Hall 216);
- A minimum 3.0 overall grade-point average and a 3.0 grade-point average in all units undertaken for the student program (at least 6 units);
- Enrollment.

All graduate students are required to advance to candidacy when the above prerequisites have been successfully completed. Advancement to candidacy is to occur at least one semester or summer session prior to the semester (session) in which the student expects to graduate. It must occur prior to a student filing the Request to Graduate form with the Office of Enrollment Services. Filing deadlines are the same as for baccalaureate degree candidates. A student must be enrolled in the semester or summer session in which advancement to candidacy takes place. All students must consult with their graduate advisor regarding advancement to candidacy and to determine any departmental requirements to graduate from the University.

An approved graduate student program remains in effect as long as a candidate is making satisfactory progress. To ensure minimum satisfactory progress toward the degree objective, the student must enroll every fall and spring semester and complete all degree requirements within seven years after completion of the first course on the student program. See also information about Graduate Studies 700 later in this section. The student may not change the graduate major without filing a new application for admission. If admitted to the new discipline, the student must then follow the steps indicated above for obtaining approval of a new student program and advancement to candidacy.

A student entering military service after having been advanced to candidacy will not be considered as having withdrawn from candidacy, provided that the student is inducted, enlisted, or called to active duty during a semester in which enrolled or not more than one semester thereafter, and provided that the student enrolls for work toward a degree within one calendar year of the date of release from service.

Students who have been advanced to candidacy and absent themselves from the University on educational leave will be considered as not having withdrawn from candidacy for an advanced degree, provided the terms of the educational leave are fulfilled. A department or college recommends a student for advancement to candidacy by forwarding a graduate student program for approval to the college dean or director of graduate studies. After the student’s program has been processed and approved, a copy of the
completed student program and a letter advancing the student to candidacy will be mailed to the candidate, with copies filed with the department or college and the Office of Enrollment Services.

A student must be enrolled in the semester or summer session in which advancement to candidacy takes place, and this must occur no later than one semester or summer session prior to completion of course requirements. Normally, a student is eligible and should file for advancement to candidacy after completing six units of graduate coursework for the graduate degree program with a 3.0 grade-point average.

**Election of Regulations**

Graduate students advanced to candidacy will be held responsible for the regulations governing master’s degrees in effect at the time of advancement or at the time the last requirement for the degree is met. A change in master’s degree objective or readmission to a graduate degree program following withdrawal requires that a new student program be filed under the current graduate policies as published in the latest edition of the catalog.

**Teaching Associateships and Graduate Assistantships**

Many CSULB departments have Teaching Associate (TA) and/or Graduate Assistant (GA) positions available for qualified graduate students. Students should check in department offices or on the campus web site for more information.

**Comprehensive Examination**

Each department or college requiring a final comprehensive examination determines the content of the examination. Such examinations may be written or oral or both. A faculty committee shall represent the department in preparing questions, administering, and reading the examination. Through the comprehensive examination, the faculty provides an opportunity for the master’s degree candidate to demonstrate analytic ability and knowledge of the discipline. Working with the department chair or dean of the college and the appropriate committee, the departmental graduate advisor usually assumes responsibility for scheduling the examinations and for selecting the other faculty members to participate.

Students may not enroll for courses in preparation for the comprehensive examination or take the comprehensive examination unless they have been advanced to candidacy for the master’s degree or unless advancement to candidacy will occur in the semester in which the enrollment takes place.

During the first semester of residence, the graduate student should ascertain from the faculty advisor what preparation will be expected. Early in the final semester of study for the degree, the candidate should contact the departmental graduate advisor to make arrangements for taking the examination. The department or college will notify the Office of Enrollment Services whether the student has passed or failed the final comprehensive examination. A candidate who has failed will usually be allowed to take the final comprehensive examination a second time, and the departmental graduate advisor should be contacted for specific procedures for the second attempt. To award a candidate the master’s degree for a particular semester, the results of the comprehensive examination must be reported to the Office of Enrollment Services prior to the end of the semester.

**Theses and Projects**

A student may enroll for Thesis (course 698 or 699) only when that student has been advanced to candidacy for the degree or when advancement to candidacy will occur in the semester of initial enrollment in Thesis.

Theses and projects submitted in partial fulfillment of the requirements for a graduate degree at this University shall meet the following definitions established by the Trustees of the CSU.

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

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

Students are responsible for understanding the definition of a graduate thesis as outlined above and must follow the format guidelines prescribed by the University and department in which the thesis is completed.

**Thesis Committees**

A student’s thesis committee shall consist of at least three members qualified in the areas relating to the thesis. At least two shall be full-time faculty members at CSULB, one of whom must be tenured or tenure-track. The chair of the thesis committee must be a tenured or tenure-track faculty member from a department authorized to offer a graduate degree. The thesis committee must be approved by the department chair and the graduate or thesis advisor. Normally the chair of the committee also serves as thesis director, but this is not necessarily so. The thesis director must be a person qualified in the specific area of the thesis, but need not be a tenured or tenure-track faculty member. The committee shall be responsible for the guidance of the student throughout the thesis effort. Any change in the composition of the committee requires justification and must be approved by the appropriate department graduate advisor and college associate dean or director of graduate studies.

Thesis committee members will advise and direct students in their thesis work and ensure that the thesis meets the standards and definition of a thesis specified above.

Thesis committee members will determine the grade to be awarded for completion of the thesis; and by signing the thesis signature page, thesis committee members certify that they have determined that the thesis meets the required standards of scholarship, format, and style of the discipline.

When the thesis committee includes a thesis director who is not the chair of the committee, this person may be identified on the thesis approval page as “Thesis Director.”
Thesis Committee Chairs

Thesis committee chairs will determine that the student has the proper preparation in terms of course work and research skills to pursue the proposed thesis. In departments where this function is not carried out by graduate advisors, thesis committee chairs will advise the student in the selection of other members for the thesis committee, ensuring that the other members are appropriate to the proposed thesis effort.

Thesis committee chairs will be the major contact point with the student and will oversee the other committee members’ work with the student.

Thesis committee chairs will assure that the editorial and format standards appropriate to the mechanical preparation of a thesis are followed.

Thesis committee chairs will establish guidelines for the student and timetables to be followed to ensure completion of the thesis in a reasonable time.

Thesis committee chairs will arrange for the oral defense of the thesis when required.

The thesis committee chair is responsible for canvassing the committee and reporting the grade agreed upon by its members. After the completed thesis has been reviewed by the University Thesis and Dissertation Office for conformance with prescribed format criteria and the approval page has been signed by the committee and by the dean or department chair, as appropriate, the final grade will be submitted.

Thesis and Dissertation Office

All theses must be acceptable for deposit in the University Library. The Thesis and Dissertation Office in University Library will verify that each thesis meets the format criteria prescribed by the department or degree program and by the University and that it meets all University procedural requirements for theses. Students should consult the University Thesis and Dissertation Office for information, advice, and assistance on the mechanics of preparing a completed thesis and should purchase a copy of Master’s Theses and Projects: Guide to Style and Format (copies of this guide can also be checked out from the reserve desk in University Library). The Thesis and Dissertation Office also conducts periodic workshops on how to prepare a thesis or dissertation at CSULB.

Academic Probation and Disqualification

Graduate Students

For purposes of determining eligibility to remain at the University, both quality of performance and progress toward the student's objective will be considered. Eligibility will be determined by use of grade points and grade-point average.

Students who are enrolled in a graduate degree program in conditionally classified or classified standing will be subject to academic probation if they fail to maintain a cumulative grade-point average of 2.5 on all units attempted at the University will be placed on probation.

A student who is disqualified because of scholastic deficiency may petition the appropriate program authority for readmission only after an absence of two semesters or upon successful completion of summer session courses which remove the grade-point deficiency.

Petitions for readmission must indicate the reason for requesting readmission and must include a statement of any academic work successfully completed since disqualification or of any other activity which gives evidence in support of the petitioner’s belief that readmittance is warranted. An application for admission and required transcripts, as well as the petition, must be submitted to the Office of Enrollment Services before the dates established by the University for filing applications.

Academic Credit

Credit/No Credit Grading

A graduate student may take courses at the 100/200/300/400 levels under the Credit/No Credit grading policy; however, no course in which a grade of “CR” has been assigned may be used to fulfill the requirements for a master's degree, except that the grade of “CR” may be permitted for master's theses or projects to a maximum of six units when the individual department has specifically designated Credit/No Credit grading for the thesis/project course in the department and for field work, practicum, and/or internship courses.

For graduate students, courses at the 300/400/500/600/700 levels require “B” level proficiency to merit award of the “CR” grade; at the 100/200 levels “C” level proficiency or better is required for award of the “CR” grade.

The option of Credit/No Credit grading for graduate students on 100/200/300/400-level courses is subject to specific regulations of the individual departments regarding their graduate students and regarding the authorization for this option intrinsic to the approved course. Otherwise, no limitation exists as to the number of courses taken under this policy.

Waiver of Course Requirement and Credit by Examination

No waiver of course requirements or credit by examination may be used to satisfy master’s degree requirements. However, the following rules govern course waivers or credit
by examination in satisfying prerequisites for admission to candidacy in any master’s degree program.

Any candidate for a master’s degree who believes that previous training has provided adequate preparation in a certain area may request a waiver from the department concerned.

A candidate may also apply for course credit by examination, but only for prerequisite courses and not to satisfy any of the requirements for the master’s degree. Requests for such examinations must be made to the department concerned and approved by the department chair. Credit by examination is restricted to courses published in the current CSULB Catalog. Please see Credit by Examination in the General Regulations section of this catalog.

All course credit by examination will be recorded as CR (Credit) and will not be included in calculation of grade-point averages; such credit may not be used to remove a grade of "D" or "F" in a course already attempted, nor may course credit by examination be granted for any course which is a prerequisite to one for which credit has already been received.

**Graduate Transfer Units by Extension**

At the option of the college or department offering an advanced degree requiring a total of 30 units, up to 6 units of approved extension/continuing education or transfer credit is acceptable on graduate student programs. At the option of the college or department offering a graduate degree requiring a total of 30 units, this limit may be raised to 9 units of extension/continuing education credit if taken at CSULB. These limits may be increased further for graduate degrees requiring more than 30 units provided that (1) no graduate degree may be awarded by CSULB unless at least 24 units are taken in residence, and (2) no graduate student program may use either extension/continuing education or transfer credit to satisfy the requirement that at least 60 percent of the total units be taken at the 500 and 600 levels. Extension courses completed at campuses including California State University, Long Beach shall be acceptable within the six-unit transfer limit, provided the work can be properly evaluated and the course is acceptable as graduate work for an equivalent graduate degree on the campus where taught. Extension/continuing education and transfer course material shall be evaluated and approved by CSULB faculty teaching in the topic area in conjunction with the department graduate advisor and college associate dean or director of graduate studies. Final approval/disapproval shall be the responsibility of the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee.

Extension/continuing education credit may not be used to reduce the minimum units required in a discipline for a master’s degree, that is, extension credit may be used to complete coursework required outside the discipline. Excess grade points earned in extension classes may not be used to offset a grade-point deficiency in the total graduate record.

Grades earned at another institution may not be used to offset grade-point deficiencies in courses taken at this University. However, grades of "C" earned at another institution in courses transferred to satisfy subject matter requirements for an advanced degree at this institution must be balanced by grades of "A" at this University to meet the required 3.0 ("B") overall average.

Credit earned by correspondence or by examination cannot be used to satisfy master’s degree requirements.

**Graduate Studies 700**

Every semester, graduate students must be registered in a course or in GS 700 or must have an approved educational leave. Registration in GS 700 is restricted to graduate students who have completed all course work, have been advanced to candidacy, and have departmental approval. Registration in a course or in GS 700 also is required in winter or summer session if that is when a student plans to graduate. Although no unit credit is added to the student’s program or transcript, GS 700 is considered as one unit of concurrent enrollment credit for fee payment purposes, payable at the College of Continuing and Professional Education (CCPE) located at 6300 State University Dr., Ste. 104. Application forms are available from CCPE and must be approved by department graduate advisors. Registration in GS 700 is CR/NC only.

**Academic Load**

Nine units per semester is a normal academic load for a full-time graduate student engaged in study toward a master’s degree. If a candidate wishes to exceed this limit, it should be discussed with the departmental graduate advisor. The maximum load for graduate students working toward a master’s degree is 16 units per semester. Students who are employed full-time should not exceed six units per semester.

Graduate students who wish to register for more than one unit of credit per week of attendance during the summer session must secure advance approval from the college associate dean or director of graduate studies. Petition forms and information may be obtained in the college offices.

**Honors for Graduate Students**

**Graduate Dean’s List**

The Graduate Dean’s List provides for university recognition of its most outstanding graduate students. Candidates for this honor will normally have completed all the coursework applicable to their graduate student programs at this university. The annual list is limited to one percent of the university’s graduate enrollment. Those honored will be named in the Commencement Program and will receive a certificate from the administrator in charge of graduate programs or designee.

**Departmental Graduate Student Honors**

In recognition of outstanding graduate student achievements, departments may honor graduating master’s and doctoral degree candidates by special recognition in the annual commencement ceremonies. The number of honors awarded by a department shall be limited to three students or five percent of graduates, whichever is larger. Departmental honors are usually restricted to students not otherwise recognized by university or college awards. These honors are normally conferred for excellence in and contributions to the discipline, including outstanding seminar papers, artistic exhibitions, special achievements in field work, and in university committees and functions, as well as participation in scholarly and professional organizations resulting from student research.
GENERAL POLICIES AND REGULATIONS

Election of Regulations for Degree Requirements (Catalog Rights)

Undergraduate students acquire “catalog rights” with respect to the requirements for a degree program by maintaining “attendance” continuously. This means that, if continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect 1) at the time they began the study in a California community college or another campus of The California State University, 2) at the time they entered CSULB, or 3) at the time of graduation from CSULB. Substitutions for discontinued courses may be authorized or required by the Dean of the College. Students who change their major, including changing from “undeclared” status to a defined degree objective or from one option to another option under the same degree, are governed by the degree major requirements in effect at the time of the change or declaration of major. Students who change majors are advised that some courses counted for General Education or double counted for General Education and a major may become unacceptable for General Education in connection with a new major. These students should check with the University Center for Undergraduate Advising.

The term “attendance” means, literally, attendance in a course for at least one semester (or quarter) unit credit in at least one semester (or two quarters) in a calendar year, culminating in a record of enrollment on the student’s official transcript. For the purpose of establishing catalog rights, the course must be at the baccalaureate or graduate level in a California community college, a California State University, or a University of California campus. Enrollment resulting in a withdrawal (the grading symbols W, WE or WU) does not count as attendance in a course, and so does not preserve “catalog rights.”

Once “catalog rights” are established, absence related to an approved medical, military or academic leave or for attendance at another accredited institution of higher education will not be considered an interruption of attendance, provided that the absence does not exceed two years (see Educational Leave).

Failure to remain in continuous attendance will mean that the student must meet the regulations current at the time of resuming the degree program or those applicable at the time of graduation. In addition, for graduate students, failure to maintain continuous attendance means the automatic revocation of “candidacy” for the degree (advancement to candidacy) and of “catalog rights.”

Changes in Rules and Policies

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

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

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

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

Information concerning the academic programs of CSULB may be obtained from the Office of the Provost, BH 303, at (562) 985-4128 and may include:
1. the current degree programs and other educational and training programs;
2. the instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. the faculty and other instructional personnel;
4. data regarding student retention at CSULB and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest; and
5. the names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any
current or prospective student may obtain or review upon request a copy of the documents describing the institution’s accreditation, approval, or licensing.

Graduation Rates

Over two-thirds of students who begin CSULB as freshmen eventually earn baccalaureate degrees and just over 53% do so within six years. Nearly 80% of CSULB transfer students eventually earn baccalaureate degrees and almost 70% do so within four years of transferring. CSULB’s current graduation rates are higher than most other public, comprehensive universities of similar large size, funding and student mix. CSULB graduation rates have been improving and the campus continues to work toward still more gains.

### Graduation Rates for All Freshmen

<table>
<thead>
<tr>
<th>Starting Fall Cohort Term</th>
<th>6-Year Graduation Percentage</th>
<th>Estimated Eventual Graduation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>53.3</td>
<td>64.7</td>
</tr>
<tr>
<td>2004</td>
<td>53.2</td>
<td>64.0</td>
</tr>
<tr>
<td>2003</td>
<td>53.5</td>
<td>64.0</td>
</tr>
<tr>
<td>2002</td>
<td>54.3</td>
<td>66.4</td>
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<tr>
<td>2001</td>
<td>46.0</td>
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<table>
<thead>
<tr>
<th>Starting Fall Cohort Term</th>
<th>4-Year Graduation Percentage</th>
<th>Estimated Eventual Graduation Percentage</th>
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<tbody>
<tr>
<td>2007</td>
<td>69.1</td>
<td>78.9</td>
</tr>
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<td>2006</td>
<td>67.7</td>
<td>77.7</td>
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<tr>
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<tr>
<td>2003</td>
<td>59.7</td>
<td>70.4</td>
</tr>
</tbody>
</table>

Recent graduates who began as freshmen took an average of 5.05 years to complete baccalaureate degrees (for graduates whose degrees were awarded in the college year 2009-10). Among freshmen, time to degree is quicker for students who arrive well prepared academically, especially in math and English.

Recent graduates who began as junior transfers graduated in an average of 3.07 years (for graduates whose degrees were awarded in the college year 2009-10). Average time to degree is significantly longer for engineering. Among transfers, time to degree is quicker for students who have received good advising in a community college and who have completed proper major preparation courses. Some transfers at CSULB having taken more units than the transfer minimum and with courses that cannot be credited toward degrees.

### College of Major: Average years to degree completion for students coming as freshmen and as transfers

<table>
<thead>
<tr>
<th>College of Major</th>
<th>Average years to degree completion for students coming as freshmen</th>
<th>Average years to degree completion for students coming as transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>5.13</td>
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<tr>
<td>Liberal Arts</td>
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<td>2.71</td>
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<td>Business Administration</td>
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<td>2.94</td>
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<td>Education</td>
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<td>Engineering</td>
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<td>5.43</td>
</tr>
<tr>
<td>The Arts</td>
<td>5.22</td>
<td>3.39</td>
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<tr>
<td>Natural Sciences and Mathematics</td>
<td>5.20</td>
<td>3.29</td>
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</tbody>
</table>

Completing a baccalaureate degree in a reasonable period of time is an important goal for students and parents. Baccalaureate degrees typically require 120-132 units (about 40-44 courses). Earning a 120-unit degree within four years requires full time attendance (15 or more units per semester) and is a “full-time job” that requires about 45 hours per week attending class and studying. Degrees in engineering, sciences and the arts generally require more courses and timely completion requires attending winter session, summer session and/or attending longer than four years. CSULB continues to work to reduce time to degree for freshmen and for transfer students.

CSULB has an obligation, under the federal Student Right-To-Know law, to provide information regarding graduation rates to prospective and current students. The "six-year freshman cohort graduation rate" describes the percentage of students who began as freshmen and completed degrees within six years at the same campus. Although important, this measure does not provide complete information, because some students take longer than six years to graduate, some come as transfer students, and some attend several undergraduate institutions before receiving baccalaureate degrees. The tables here show 6-year freshman and 4-year transfer cohort rates and estimated total eventual graduation rates for both freshmen and transfer students. Estimated eventual graduation rates are based on a methodology developed by the California State University system that takes into consideration the number of students still enrolled in good academic standing at the six-year point in time.

Accreditation

The University is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510-748-9001), the agency responsible for granting regional accreditation to colleges and universities in California, Hawaii, and Guam. It is
accredited by the California State Board of Education and is on the list of approved institutions of the American Association of University Women. Additional information concerning University accreditation may be obtained from the Office of the Provost. Additional information concerning departmental accreditation may be obtained from the department concerned or the Office of the Provost.

- American Language Institute, CCPE – Commission on English Language Program Accreditation, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, phone: 703-519-2070
- Art – National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, Telephone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org
- Business Administration – ACSB International – The Association to Advance Collegiate Schools of Business (AACSB), 777 South Harbour Island Boulevard, Tampa, FL 33602, Phone: 813-769-6500, Fax: 813-769-6559, E-mail: jerryt@aacsb.edu, Web: www.aacsb.edu
- Chemistry (undergraduate) – American Chemical Society, Committee on Professional Training, 1155 16th Street, NW, Washington, DC 20036, Phone: 202-872-4589
- Communicative Disorders (graduate) – American Speech-Language-Hearing Association, ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology, 10801 Rockville Pike, Rockville, MD 20852, Phone: 301-897-0140, Fax: 301-571-0481, E-mail: ptice@asha.org, Web: www.asha.org/about/academia/accreditation/
- Dance – National Association of Schools of Dance (NASD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Phone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org, Web: www.arts-accredit.org
- Design – National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, Telephone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org
- Dietetics (didactic program) – Accreditation for Dietetics Education (CADE-ADA), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, Phone: 312-899-4872, Fax: 312-899-4817, E-mail: bmitchell@eatright.org, Web: www.eatright.org/cade
- Education – National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036, Phone: 202-466-7496, Fax: 202-296-6620, E-mail: ncate@ncate.org, Web: www.ncate.org
- Engineering (undergraduate: Aerospace, Chemical, Civil, Computer, Electrical, Engineering Technology, Mechanical) – Accreditation Board for Engineering and Technology, Inc. (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202, Phone: 410-347-7700, Fax: 410-625-2238, E-mail: info@abet.org, Web: www.abet.org
- Family and Consumer Sciences – American Association of Family and Consumer Sciences (AAFCS), Council for Accreditation (CFA), 400 North Columbus Street, Suite 202, Alexandria, VA 22314, Phone: 703-706-4600, 800-424-0808, Fax: 703-706-4663, E-mail: gmcmdinis@AAFCS.org, Web: www.aafcs.org
- Health Care Administration – Association of University Programs in Health Administration (AUPHA), 2000 14th Street North Suite 780, Arlington, VA 22201, Phone: 703-894-0960, Fax: 703-894-0941, Web: www.aupha.org; Commission on Accreditation of Healthcare Management Education (CAHME), 2111 Wilson Blvd., Arlington, VA 22201, Phone: 703-351-5010, Fax: 703-991-5989, E-mail: info@cahme.org, Web: www.cahme.org; Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791, Fax: 202-887-8476, E-mail: jbutlin@aacn.nche.edu, Web: www.aacn.nche.edu/accreditation
- Health Science (graduate) – Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791, Fax: 202-887-8476, E-mail: jbutlin@aacn.nche.edu, Web: www.aacn.nche.edu/accreditation; Council on Education for Public Health (CEPH), 1015 15th Street, NW, Washington, DC 20005, (202) 789-1050
- Kinesiotherapy – Commission on Accreditation on Allied Health Education Programs, 35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208, phone: 7312-553-9355
- Music – National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Phone: 703-437-0700, Fax: 703-437-6312, E-mail: info@arts-accredit.org, Web: www.arts-accredit.org
- Nursing – Commission on Accreditation of Healthcare Management Education (CAHME), 2111 Wilson Blvd., Arlington, VA 22201, Phone: 703-351-5010, Fax: 703-991-5989, E-mail: info@cahme.org, Web: www.cahme.org; Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, Phone: 202-887-6791, Fax: 202-887-8476, E-mail: jbutlin@aacn.nche.edu, Web: www.aacn.nche.edu/accreditation; Council on Education for Public Health (CEPH), 1015 15th Street, NW, Washington, DC 20005, (202) 789-1050
- Physical Therapy – American Physical Therapy Association (APTA), Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314, Phone: 703-706-3245, Fax: 703-838-8910, E-mail: accreditation@apta.org, Web: www.capteonline.org
- Public Policy and Administration – National Association of Schools of Public Affairs and Administration (NASPAA), Commission on Peer Review and Accreditation (COPRA), 1120 G Street NW, Suite 730, Washington, DC 20005, Phone: 202-628-4978, Fax: 202-626-4978, E-mail: byrne@naspaa.org, Web: www.naspaa.org
- Recreation and Leisure Studies – National Recreation and Park Association/American, ssociation for Physical Activity and Recreation, (NRPA/AAPAR) Council on Accreditation, 22377 Belmont Ridge Road, Ashburn, VA 20148, Phone: 703-858-2150, Fax: 703-858-0794, E-mail: dtimmerman@nrpa.org, Web: www.nrpa.org
- Social Work – Council on Social Work Education (CSWE), Office of Social Work Accreditation and Educational Excellence, 725 Duke Street, Suite 500, Alexandria, VA 22314, phone: 703-683-8080,Fax: 703-739-9048, E-mail:
CSULB Principles of Shared Community

CSULB affirms the importance of democratic and transparent decision-making processes as a shared community. The University believes that all members of the University community have not only a right, but also a responsibility, to participate in the governance of this community. Therefore, the University is committed to providing an opportunity for all its members – faculty, students, staff, and administrators – to join in the decision making process either through direct participation or representative governance.

CSULB is committed to creating a community in which a diverse population of students and employees can learn and work while they share in creating an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual. (Policy 07-09)

CSULB Statement on Civility and Acts of Violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University’s ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Nondiscrimination Policy

Race, Color, Ethnicity, National Origin, Age and Religion

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, or religion in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, the Director of campus Equity and Diversity, has been designated to coordinate the efforts of California State University, Long Beach, to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-5471.

Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Larisa E. Hamada, the Director of campus Equity and Diversity, has been designated to coordinate the efforts of California State University, Long Beach, to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-5471.

Sex/Gender/Gender Identity/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Larisa E. Hamada, the Director of campus Equity and Diversity, has been designated to coordinate the efforts of California State University, Long Beach, to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-5471.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Inquiries Concerning Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of California State University, Long Beach, may be referred to the specific campus officer(s) identified above or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.
Equal Access and Opportunity, Non-discrimination/Non-harassment

California State University, Long Beach is a comprehensive, urban university. The University has a professional, cultural and ethnical commitment to provide a climate that enables each individual to realize his/her potential for excellence and that nurtures academic growth and professional development.

Diversity is both an ideal and an imperative. California State University, Long Beach takes pride in its student body and employees, and affirms that this diversity enriches the work and learning environment of the campus. For this reason, the recognition of diversity in our University community extends beyond the limits established by federal or state laws or regulations.

In addition to fully meeting its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to professional rank, employment status, economic status, ethnic background, political views, or other personal characteristics or beliefs.

CSULB takes seriously its tradition of maintaining civility and mutual respect toward all members of the University community. These qualities are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a productive workplace and an overall positive campus climate. Civility and mutual respect thrive only when equal opportunity and access exist, and when retaliation for exercising rights, privileges and obligations is not feared. (Policy 03-09)

The Director of Equity and Diversity, is the designated campus coordinator for equal employment opportunity, affirmative action, and civil rights.

Policy Promoting Equal Employment and Educational Opportunity

California State University, Long Beach affirms the equal worth of every individual and of distinctive groups of people, and fosters fair and equal treatment and access for all members of the university community. Therefore, the University is committed to the principles of equal opportunity in education and employment, to policies and practices that ensure equal opportunity and consideration, and to the protection of civil rights.

It is the policy of California State University, Long Beach to provide programs, services, and benefits, including employment, without regard to race, religion, color, ancestry, ethnicity, gender/gender identity, marital status, pregnancy, national origin, age, mental or physical disability, sexual orientation, disabled veterans other protected veterans’ status. (PS 03-09)

Reasonable accommodation to disability is considered a means of establishing equal opportunity.

Policy Prohibiting Discrimination and Harassment

California State University, Long Beach affirms that students, employees, volunteers, members of the public, and recipients of services, and/or benefits provided by CSULB have the right to a University free from discrimination and harassment, including hostile environment, on the basis of race, color, ancestry, national origin, ethnicity, gender/gender identity, religion, sexual orientation, marital status, disability, age, pregnancy, veteran status (Vietnam-Era, special disabled and other protected—http://www.opm.gov/veterans/html/vgmedal2.htm.) These protected categories are identified in the state statute, the Fair Employment and Housing Act, and, to a large extent, in a number of federal statutes.

Retaliation for exercising one’s right to protection from discrimination and/or harassment or for participating in the investigation of a complaint is prohibited by law, and will not be tolerated.

The policy applies to all CSULB programs and activities, including, but not limited to, Educational, cultural, recreational, and social and/or athletics programs and activities provided, sponsored, administered, or assisted by CSULB; CSULB academic programs and/or activities; CSULB-sponsored off-campus programs; housing supplied or regulated by CSULB; the administration of educational policies, admission policies, and employment policies and actions, including but limited to, recruitment, hiring, education, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeships; choice of contractors and suppliers of goods and services; provision of services and benefits to CSULB students, employment, volunteers, or the public; receipt of CSULB services and benefits provided by CSULB contractors or vendors.

Federally-required affirmative action plans are available for inspection in the University Library, Reserve Book Room during normal business hours.

Confidentiality

The University is committed to maintaining a safe environment in which individuals can be unafraid to discuss concerns. Any member of the University community may seek general information and guidance about discrimination, harassment, and retaliation issues in confidence and anonymously.

However, the University’s obligation is to take appropriate action to stop prohibited behavior and to prevent retaliation. This may preempt any request for anonymity or confidentiality.

Complaint Resolution Procedures

Resolution of discrimination, harassment and retaliation complaints is available to all members of the University community. The procedures vary, but are all intended to resolve complaints in a timely and responsive manner at the earliest possible stage.

For employees represented by a collective bargaining agreement, the collective bargaining agreement outlines procedures, process and timelines. Information is available from your campus union representative, or online at http://www.calstate.edu/LaborRel/Contracts_HTML/contracts.shtml

For employees not eligible to file a complaint or
grievance under a collective bargaining agreement or whose collective bargaining agreement incorporates CSU system-wide complaint procedure, the complaint procedure is outlined in CSU Executive Order 928. It is available online at: http://www.calstate.edu/LaborRel/Contracts_HTM/contracts.shtml

For students or other members of the campus community, guests, visitors, affiliates and associates, the Campus Complaint Resolution Procedure will apply. Forms are available in the Office of Equity and Diversity, USU 301. Please note: for students, these complaint procedures are applicable if the alleged offender is an employee, vendor, contractor, or visitor. Alternatively, if the alleged offender is a student, complaints should be filed in the Office of Judicial Affairs.

**Campus Complaint Procedure – Informal**

This procedure is initiated by speaking with one of the following persons of your choice: Immediate supervisor, program/office director, department chairperson/director, dean/associate dean, designated resource person (list available from the Office of Equity and Diversity or online at http://www.csulb.edu/depts/oed/policies/complaints.html), Director of Equity and Diversity.

These individuals are expected to: provide information about University policy and procedures, ensure the safety and security of the complainant in the immediate environment, ensure the due process of the individual(s) charged, ensure confidentiality to the extent possible by and with all parties, report the complaint to the Director of Equity and Diversity within five (5) working days from receipt of the complaint, consult with the Director of Equity and Diversity at least once per week until the complaint is resolved, an outcome is reached, or the complaint is referred to the Director of Equity and Diversity for review and consideration, maintain notes of the complaint and log of all contacts made, report monthly to the Director of Equity and Diversity of the number, nature, and outcome of the complaints. The outcome of all informal complaints must be reported to the Director of Equity and Diversity. If the proposed remedy is unsatisfactory to the complainant, or if the complaint is not resolved in the informal process, the complaint may proceed to the formal level.

**Campus Complaint Procedure – Formal**

An allegation becomes a formal complaint only when it is filed in writing on an official University discrimination complaint resolution form and is signed, or when the Director of Equity and Diversity files the complaint. The form is available from the Office of Equity and Diversity.

The alleged offender will be notified of the complaint by the Director of Equity and Diversity. The alleged offender is required to respond in writing.

If agreement is reached, the Director of Equity and Diversity shall provide all concerned parties with a written statement of the resolution.

If agreement is not reached, the Director of Equity and Diversity will proceed to evaluate the applicability of University policy prohibiting discrimination, harassment, and retaliation to the alleged behavior.

The Director of Equity and Diversity is authorized to interview anyone deemed necessary to the investigation. The investigation will normally be completed within thirty (30) working days.

Time limits may be extended or waived by the President or upon request of the Director of Equity and Diversity.

At the conclusion of the investigation, the Director of Equity and Diversity will submit a report of the complaint, investigation and findings and recommendations to all concerned parties, and the appropriate division executive. The division executive will notify the Director of Equity and Diversity of resulting action.

**Campus Complaint Timeline**

Pursuant to Executive Order 1045 a student/applicant for admission (applicant) on any one of the 23 campuses of the California State University may file a complaint related to discrimination, harassment, or retaliation.

Immediately following a discriminatory, harassing, or retaliatory act/action, or as soon as possible thereafter, students/applicants who believe they are or may have been victims of discrimination, harassment or retaliation, may initiate the Informal Resolution process to receive information and advice about the procedures that exist for resolving such matters.

For the purpose of this executive order, day is defined as work day which means Monday through Friday, excluding all official holidays or campus closures at the campus where the complaint originated.

Within twenty (20) work days after the end of the academic term (semester/quarter), in which the most recent alleged discriminatory/harassing/retaliatory act occurred, a student/applicant may file a formal discrimination/harassment/retaliatory complaint.

Within ten (10) work days of receipt of a formal complaint, an intake interview shall be conducted with the student/applicant.

Within thirty (30) work days of the initial intake interview of a formal complaint, the investigator shall complete his/her investigation, write and submit the investigative report to the campus designated Management Personnel Plan (MPP) employee responsible for the implementation of, and compliance with, Executive Order 1045. The timeline for the investigation shall not be extended pursuant to Article VIII, Sections E or F of Executive Order 1045 for a period longer than an additional forty (40) days.

Within ten (10) work days of the receipt of the investigative report, the campus designated Management Personnel Plan employee shall review the investigative report and notify the student/applicant in writing of the outcome of the campus investigation. If the same Management Personnel Plan employee is the person who investigated the complaint, he/she shall provide the student/applicant with notification of the outcome of the campus investigation within ten (10) work days of completing the report. A separate notification shall be provided to the accused(s), indicating whether or not the allegations at Formal Level I were substantiated.

Within ten (10) work days of receipt of the Formal Level I decision, the student/applicant may file a written
appeal with the Office of the Chancellor.

Within thirty (30) work days of receipt of a written appeal to the Office of the Chancellor (CO), the CO designee shall respond to the complainant. A separate notification shall be provided to the accused(s), indicating whether or not the allegations at Formal Level II were substantiated.

The CSU review of a written complaint filed by a student/applicant under this executive order shall end following a final decision by the CO designee.

The timelines noted above may be extended for the following reasons:

If the student/applicant, the accused, a witness, the campus investigator/CO designee, or other necessary person involved in the complaint process is unavailable because of any reason deemed to be legitimate by the campus investigator/CO designee, the timelines in this executive order will be automatically adjusted according to the period of absence. The student/applicant will receive written notification of the period of extension.

Timelines set forth herein may also be extended by mutual agreement. If the student/applicant does not agree or does not respond to the CSU’s request for a timeline extension, the CSU will respond to the complaint/appeal within the timelines set forth in this executive order. In that event, the response will be interim in nature as it will be based upon the information available at the time. The interim response will note that the investigation/review is continuing until the CSU is satisfied its duty to respond appropriately to the allegation(s) has been discharged.

The interim response should include a summary of the allegations, a description of the investigative/review process, and should also provide the student/applicant with an anticipated date of completion of the investigation/review, whereupon the final response will be issued.

Student Complaint Procedure

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

1. If your complaint concerns CSU’s compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at http://www.wascsenior.org/comments. WASC is the agency that accredits the CSU’s academic program.

2. If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or designee at [name, title and e-mail address]. The president or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

Campus Standards of Conduct

Both productivity at work and the learning process are significantly impaired by alcohol abuse and the use of illicit drugs. Substance abuse among college students inhibits their educational development and is of serious nationwide concern.

California State University, Long Beach is dedicated to the elimination of the use of illicit drugs and alcohol abuse. The University is making every effort to create an environment that promotes and reinforces good health. This includes responsible living, respect for community and campus standards and regulations, individual responsibility within the community, and the intellectual, social, emotional, ethical, and physical well-being of all members of the campus community.

On campus property, the solicitation, sale, use or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics, as those terms are used in California statutes, are prohibited.

Consumption of alcohol is prohibited in individual offices, classrooms, laboratories, or generally accessible public or open areas, such as the quad and athletic fields.

Information regarding campus policies on the consumption of alcohol may be obtained by calling the Office of Student Life and Development at 985-8668.

Pursuant to Title 5 of the California Code of Regulations, violations by students of the above regulations, when campus related, may, after due process, result in the student being placed on probation, being suspended, or being expelled. Additionally, violations of laws committed on campus property, or at a campus event, will also be subject to referral and prosecution through off-campus authorities. Penalties by enforcement agencies for violations of the law may include imprisonment, fines, or both; these are in addition to administrative sanctions imposed by the University.

More detailed descriptions of student regulations concerning drugs, or alcohol, may be found elsewhere in the CSULB Catalog, or in the Residence Hall Calendar and Handbook, or the Regulations for Campus Activities, Organizations and the University Community.

Pursuant to Education Code Section 89535, employees may be disciplined, up to and including termination, for the following causes:
1. Conviction of criminal offenses involving the illegal use of drugs.
2. Appearing for work impaired by the use of alcohol and/or controlled substances.
3. Addiction to the use of controlled substances.

More detailed descriptions of employee regulations concerning drugs, or alcohol, may be found in the Administrative Policies and Procedures Handbook and the Faculty and Staff Handbooks.

Don’t Put Your Health at Risk

To become dependent upon chemicals such as illicit drugs and/or alcohol is to put your health at risk. Chemical dependency is a condition in which the use of mood altering substances such as drugs or alcohol is associated with problems in any area of life on a more or less continuing basis.
One does not, however, have to be addicted or chemically dependent to suffer health risks from the use of illicit drugs or alcohol.

Alcohol and illicit drugs (in all the many forms) may, and often do, impair physical coordination and judgment, diminish control over impulsive behavior, and cause many short- and long-term health consequences.

Alcohol-related illnesses now represent the third leading cause of death in the United States exceeded only by cancer and heart disease, and medical research has established very strong evidence that alcohol abuse contributes significantly to cancer and heart disease. There is clear evidence of serious negative effects on babies due to use of illicit drugs and alcohol by the mother during pregnancy.

**If You Have an Alcohol/Drug-Related Problem, We Want to Help**

The California State University, Long Beach Student Health Services (SHS) offers substance abuse counseling and resources for students, faculty, and staff. This includes an Athletic Assistance Program for student athletes (offered as a separate program due to NCAA testing and eligibility requirements and conference affiliation rules for competition).

An experienced and specially trained counselor/educator under the supervision of the Medical Director, serve as the coordinator and counselor of this program and is available for consultation. All contacts with the Student Health Services personnel are strictly confidential.

Information concerning the prevention of drug and alcohol abuse and rehabilitation may be obtained through Linda Pena at the Alcohol, Tobacco & Other Drugs (ATOD) Program in the Student Health Services at (562) 985-1732.

The California State University, Long Beach Student Health Services is located at the corner of Beach Drive and Merriam Way. The telephone number is (562)985-4771.

**Security on Campus**

**Campus Security Act**

California State University, Long Beach University Police, obtains its powers to arrest from the California Penal Code and the California Education Code.

**Reporting Emergencies on Campus**

The on-campus emergency phone number is 9-1-1. The non-emergency phone number is (562) 985-4101. Any problems concerning behavior of members of the campus community, thefts, vandalism, fire, and all related matters should immediately be brought to the attention of the University Police.

**Procedures for Reporting Crimes on Campus**

Whenever students or employees become victims of a crime while on the campus of CSULB, or whenever they have witnessed a crime or feel that there is a possibility that a crime is about to occur, they should notify University Police as soon as possible. There are numerous emergency phones located throughout the campus and parking lots, which are direct lines to the University Police dispatcher. Contact University Police by simply locating the nearest emergency phone or by using the emergency phone that is located in all elevators. Individuals may also contact the mobile police units that patrol the campus on a 24-hour schedule. Parking enforcement officers also patrol the parking lots and have direct radio contact with the police dispatcher and the mobile police units. The University Police is located at the far east end of campus, between parking lot “11” and parking lot “9” on Palo Verde Avenue. The Department is open 24 hours a day to respond to any call for service or to any emergency.

**Opening Classrooms**

Custodians are responsible for unlocking all outside doors and classrooms which do not contain equipment (audiovisual, computers, etc.) at 7:00 am. University Police personnel are responsible for opening buildings on weekends and holidays. Persons requesting a door opened must have proper authorization. Questions of interpretation and special access matters should be directed to University Police.

**Security of Buildings**

Personnel who require regular access to specific buildings and rooms may request keys. Requests must be approved by the appropriate department and, for some facilities, by the appropriate administrator. Individuals granted special access to rooms and buildings must assume personal responsibility for facilities and equipment during the time they are using these facilities and equipment and must ensure that the door is locked at the conclusion of work.

University Police will ensure that all buildings are secured every night. An individual desiring to remain in a building after normal closing hours is required to notify University Police.

A faculty or staff member who does not have a key but who requires access to a particular building or room after normal instructional or working hours must present proper identification to University Police before being given access to the building. Graduate Assistants and other students who require entrance to a building during other than normal hours must have proper identification and prior approval in writing from the appropriate administrator. This authorization must be on file with University Police.

Anyone who has difficulty in gaining authorized access to an area or who needs assistance in securing a building or room should contact University Police.

**Policy Concerning Law Enforcement on Campus**

California State University Police Officers are sworn Law Enforcement Officers under California Penal Code, Section 830.2, and in compliance with State Statute meet the peace officer standards and training requirements mandatory for all California law enforcement officers. In addition, California State University Police Officers undergo training specially designed to meet the needs and problems of a contemporary university community.

The primary responsibility of the University Police is the preservation of the public peace and the protection of life and property against all unlawful acts. The department will take all possible measures to prevent crime and accidents, investigate thoroughly all suspicious and criminal activity, and apprehend offenders quickly in all cases where crimes are committed.

**Type and Frequency of Programs to Inform Campus Personnel About Security Procedures and Practices**

University Police actively invites fraternities and sororities, as well as sports groups and clubs on campus, to participate in the “Acquaintance/Date Rape” lectures. These classes are
scheduled flexibly at no charge to meet the group's needs. The University Police also conducts new employee, new student, and special groups orientations. Officers routinely address residence hall students on a variety of topics, such as drug and alcohol abuse, and the problem of sexual assaults.

Programs Designed to Prevent Crime

University Police offers an evening escort service for all students and employees. They are picked up and escorted to their vehicles or to the residence halls.

University Police provides employees with information about California law and how to avoid being a victim. Advice is also provided about securing valuables and protecting vehicles.

Statistics on Major Crimes

University Police reports statistics on major crimes monthly to the Office of the President, to the Chancellor’s Office, and to the Department of Justice.

Information concerning CSULB policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from University Police, (562) 985-4101.

Information concerning the CSULB annual crime statistics reports may be obtained online at the University Police website http://daf.csulb.edu/offices/ppfm/police/ or by contacting University Police directly at (562) 985-4101.

Firearms on Campus

Any person who brings or possesses a firearm on the grounds of the University, without the prior written permission of the Chief of University Police, or as otherwise provided by law, is in violation of State law (California Penal Code, Section 626.9), and University Regulations, and is punishable by imprisonment. Any person who brings or possesses a device that expels a metallic projectile, such as a B-B or pellet, through the force of air pressure, CO2 pressure, or spring action, or a spot-marker gun, on the grounds of the University, without the permission of the University Police, is in violation of University Regulations; such action may result in University or legal sanctions.

Off-Campus Monitoring of Criminal Activity at Campus Events

The University Police Department has a close working relationship with the City of Long Beach Police Department and other local law enforcement agencies. Reports and information are routinely exchanged and reviewed as needed.

Policy for the Use of Alcohol and Drugs on Campus

Alcoholic beverages generally may not be consumed on campus except at sponsored events and with specific approval of the Director of Student Life and Development.

Alcoholic beverages may only be consumed on University premises that have been licensed by the Department of Alcoholic Beverage Control or on other University premises at “approved group sponsored events.” Sponsors of such events must obtain prior written approval from the office of Student Life and Development. Approval normally will be limited to events in such areas as the University Student Union, the Soroptimist House, or the Chart Room.

The solicitation, sale, use or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics, as those terms are used in California statutes, is prohibited on campus property. Excepted are drugs which are lawfully prescribed or lawfully permitted for the purpose of bona fide research, instruction or analysis.

CSULB is dedicated to the elimination of the use of illicit drugs and alcohol abuse. The CSULB Student Health Services offers substance-abuse consultation programs for students, faculty and staff who may need assistance in overcoming the personal problems associated with alcohol or drug abuse. These programs include a Student Assistance Program for students, an Employee Assistance Program for faculty and staff, and an Athletic Assistance Program for student athletes (offered as a separate program due to NCAA requirements). All contacts with the Health Center and its personnel are confidential.

More detailed descriptions of campus regulations concerning alcohol and drugs may be found in the current editions of the CSULB Catalog, the CSULB Schedule of Classes, Regulations for Campus Activities, Organizations, and the University Community, and the Faculty, Staff and Student Handbooks.

Policy on Sexual Assault

Students, faculty, and staff who are victims of sexual assault committed at or upon the grounds of the University, or upon off-campus grounds or facilities maintained by affiliated student organizations, are required by law to be advised of specified information, to include treatment, related campus procedures, referral options, and other assistance which may be available [California Education Code, Section 67385]. This policy is designed to provide the written procedures and information required.

Rape, including acquaintance rape, or any other form of sexual assault, will not be tolerated by California State University, Long Beach. Where there is evidence that campus-related sexual assault has been committed, severe campus disciplinary action will be initiated. Such campus disciplinary action may include, after due process, the possibility of dismissal, suspension or disenrollment. Additionally, where the victim initiates criminal action, the perpetrator is subject to criminal penalties which may include fines and imprisonment.

Sexual Assault

The term “sexual assault” includes, but is not limited to, rape, acquaintance rape, sexual battery, forced sodomy, forced oral copulation, rape by a foreign object, or threat of sexual assault [California Education Code, Section 67385(d)]. Rape is a criminal offense. “Rape” is generally defined as an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under specified circumstances. For example, it may involve the use or threat of force, violence, retaliation, or fear of or actual immediate and unlawful bodily injury. Rape also occurs when the victim is incapable of giving legal consent, for example, when: a) the victim has a mental disorder, or is developmentally or physically disabled; or b) the victim is prevented from
resisting the assault due to intoxicating substances (e.g. alcohol or drugs); or c) the victim is unconscious of the nature of the act, and such condition was known or reasonably should have been known to the accused (Reference: California Penal Code, Section 261, and the following sections). Spousal rape is also prohibited under the "Spousal Rape" provisions of the California Penal Code, Section 262.

"Acquaintance Rape" is forced sexual intercourse undertaken by someone the victim knows, against the will of the victim or as a result of threats, force or fear.

"Sexual Battery" is defined as the touching of an intimate part of another person, if the person is unlawfully restrained and if the touching is against the will of the person touched, for the purpose of sexual arousal, sexual gratification, or sexual abuse [Reference: California Penal Code, Section 243.4 (e) (i)].

"Assault with intent to commit a sexual battery" is defined as an unlawful attempt, coupled with the present ability, to commit a violent injury (e.g., rape) or sexual battery on the person of another. (Reference: California Penal Code, Section 220; 240; 261; and following sections).

"Consent" is defined as positive cooperation in an act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating or marital relationship is not sufficient to constitute consent where, under specified conditions, consent is at issue [Reference: California Penal Code, Section 261.6; 266(c)].

"Unlawful Sexual Intercourse with a minor" is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, where the person is under the age of 18 years (California Penal Code, Section 261.5).

Any person who willfully and lewdly commits any lewd or lascivious act upon or with the body or any part of a child under the age of 14 years with the intent of arousing, appealing to, or gratifying the sexual desires or passions of either the child or defendant is guilty of a felony. Any person who commits any act in the previous sentence with a person 14 or 15 years old, and the defendant is at least 10 years older than the child is guilty of a public offense (California Penal Code, Section 288). Any person who intentionally gives, transports, provides, persuades or makes available to another a child under age 16 for lewd or lascivious acts is guilty of a felony, punishable by fine and imprisonment [California Penal Code, Section 266(j)]. Every person who annoys or molests any child under the age of 18 is punishable by fine and imprisonment, or both fine and imprisonment (California Penal Code, Section 647.6).

University Jurisdiction

California State University, Long Beach views seriously its obligation to uphold the laws of the larger community of which it is a part. An association with the University does not exempt a person from local, state, or federal laws, but rather imposes the additional obligation to abide by all of the rules and regulations of the California State University.

A student charged with a sexual abuse or sexual assault or sexual battery violation which is campus-related may be subject to prosecution under appropriate California criminal statutes, as well as being subject to student discipline under the Student Conduct Procedures (Reference: Chancellor’s Executive Order 1043, “Student Conduct Procedures”; and Title V, California Code of Regulations, Section 41301-41302, “Student Discipline”).

Employees charged with a sexual abuse violation which is campus-related may be subject to prosecution under appropriate California criminal statutes, as well as being subject to discipline under the California Education Code, Sections 89535-89540. Such campus disciplinary action for employees may include demotion, suspension, or dismissal.

Campus Reporting Procedures

Persons involved in, or possessing knowledge of, a campus-related abuse violation are strongly encouraged to notify University Police immediately. University Police may be contacted by:

- using any of the blue lighted telephones
- by dialing (562) 985-4101 or 9-1-1
- anonymous tips can be made by calling (562) 986-5131

An officer will be dispatched and will assist the victim to a medical facility for medical care and collection of evidence. An officer will assist the victim with a police report should the victim desire to make one. An officer will remain available to the victim until a friend or relative can be located.

The University Police Department cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other CSU campus security authorities identified as the following:

- Associate Vice President/Dean of Students
- Associate Vice President, Faculty Affairs
- Assistant Dean of Students
- Director, Athletic
- Director, Counseling and Psychological Services
- Director, Equity and Diversity
- Director, Housing and Residential Life
- Director, Judicial Affairs
- Director, Staff Human Resources
- Director, Student Health Services

Alternatively, one may anonymously report a crime to the above listed campus authorities. Each respective unit or person contacted will be responsible for reports, as may require by law, to be filed for their respective unit, e.g. violations under the Child Abuse Reporting Law, Jeanne Clery Act or Meagan’s law.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Access crime statistics for CSULB: These are mandated statistics known as the Jeanne Clery Disclosure of Campus
3. University Disciplinary Process, where accused is:

2. Civil Action: Consult an attorney.

1. Criminal Prosecution: University Police - (562) 985-4101
   Emergency: 9-1-1

3. University Disciplinary Process, where accused is:
   A. Faculty: Academic Employee Relations
      (562) 985-5208; BH-300
   B. Staff: Staff Human Resources
      (562) 985-4128; BH-303

4. Informal Mediation: Office of the University Ombuds
   (562) 985-5983; FND-140.

5. Alternative Campus Housing Assignments: Director,
   Housing (562) 985-4187; Housing Office

6. Academic Assistance:
   A. Counseling and Psychological Services
      (562) 985-4001; BH 226
   B. Women's Resource Center (562) 985-5466; LA3-105
   C. Academic Advising Center (562) 985-4837; Horn
      Center, Room 103

In the event there are requests for information from the
press, concerned students, parents, and others, prudence
will be exercised, and when required by law, confidentiality
will be maintained. When appropriate, only the Department
Director (for matters strictly within the Director's purview), or
the University Director of Public Affairs (for inquiries by the
media), will respond.

Victims are advised that there could likely be a need
to identify both the victim and the assailant in the course
of investigation and hearings under University student
disciplinary proceedings, as well as under employee
disciplinary proceedings, or criminal prosecutions. In the
case of student disciplinary actions against an assailant,
the victim is required to be promptly notified by the Director,
Judicial Affairs of the status of the proceedings, and the
general terms of the disposition.

Persons are reminded of the importance of preserving
such evidence as may be necessary to the proof of criminal
sexual assault. With respect to sexual assault involving
student discipline, both the accused and the accuser
are entitled to have an advisor present during a campus
disciplinary proceeding, and to be informed of the outcome
of the campus student disciplinary proceeding. Student
victims of sexual assault may request changes in academic
and living arrangements precipitated by the offense where
such changes are reasonably available.

Support Services

Sexual assault violations often result in physical harm,
psychological harm, or both. Even if the victim decides
not to report the incident to authorities, it is urged that the
victim seek medical and counseling assistance for potential
emotional trauma and the possibility of sexually transmitted
diseases.

- The University Counseling and Psychological
  Services provides crisis counseling as well as ongoing
  assistance to students who have experienced sexual
- The University Student Health Center offers routine
  medical examinations, including pregnancy tests
  and tests for sexually transmitted diseases; (562)
  985-4771.
- The University Women’s Resource Center provides
  support, resource materials, and referrals to
  community services women and men, LA3-105, (562)
- S.A.R.T (Sexual Assault Response Team) The
  University Police is an active participant of the Long
  Beach S.A.R.T. process. This process offers individual
  forensic exams to victims of sexual assault and child
  molestation. Coordination is with University Police,
  Long Beach Police Department, District Attorney's
  office, a forensic nurse and a rape crisis counselor.
  The police dispatcher activates the S.A.R.T process
  after the officers have connected with the victim. The
  University Police may be reached by calling (562)
  985-4101 or 9-1-1. S.A.R.T. is located at Long Beach
  Community Hospital. A victim may be driven to Long
  Beach Community Hospital, 1720 Termino Ave., Long
  Beach, for the S.A.R.T. services. The emergency room
  staff will contact S.A.R.T. directly.

Additionally, referrals are available through the following
non-university agencies:

- YWCA GLA Sexual Assault Crisis Program
  (877) 943-5778
- East LA Rape and Battery Hotline
  (800) 585-6231
- Rape Crisis Hotlines – Orange County
  (949) 831-9110 and (714) 957-2737
- The Rape Treatment Center – Santa Monica Hospital,
  (310) 319-4000
- Safe At Home Confidential Address Program
  (877)322-5227, www.ss.ca.gov/safeathome/
  Also, Counseling and Psychological Services office
  maintain lists of referrals within the community which deal
  with the issues of rape and sexual assault crisis, including
  legal, medical, and therapeutic support services. The phone
  number for the Counseling and Psychological Services
  office is (562) 985-4001.

Victims of Violent Crime Statute

A person who has sustained physical injury as a direct
result of a crime of violence, or is legally dependent for
support upon a person who has sustained physical injury
or death as a direct result of a crime of violence (or, in
the event of a death caused by a crime of violence, has
legally assumed or voluntarily paid the medical or burial
expenses incurred as a direct result thereof) may qualify for indemnification by the State of California for the out-of-pocket wages, medical and/or burial expenses incurred as a result of the crime (California Government Code, Section 13900, et seq.). Claims must be filed with the State Board of Control for the State of California. The statute provides that, absent certain extenuating circumstances, a claimant has one year from the date of the crime to file his or her claim with the State Board of Control. For further information regarding this program, contact:

University Police - CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, Telephone: (562) 985-4101
Los Angeles District Attorney - Telephone: (800) 380-3811
Website: da.co.la.ca.us/wrap/roster.htm
State of California - Victim Compensation Program, P.O. Box 3036, Sacramento, CA 95812-3036, Telephone: (800) 777-9229, Hearing impaired, please call the California Relay Service at (800) 735-2929, Email: info@vcgcb.ca.gov

**Student Educational Records and Privacy Rights**

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232 g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students’ privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student’s written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statutes and the regulations. Copies of these policies and procedures may be obtained on the Enrollment Services website. Copies can also be obtained at the Office of Enrollment Services or the Office of Judicial Affairs. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5920. The campus is authorized under the Act to release “directory information” concerning students. CSULB designates the following items authorized by FERPA as Directory Information: student’s name, address (see below for conditions), telephone number (see below for conditions), email address (see below for conditions), major field of study, dates of attendance, grade level, enrollment status, and degrees, honors, and awards received. Addresses, telephone numbers, and email addresses for currently enrolled students will be released to CSULB personnel and units solely for the purpose of conducting legitimate University business. They may not be shared with individuals or organizations outside the University except in accordance with the following provisions. Addresses, telephone numbers, and email addresses may be released for non-commercial use by individuals or organizations outside the University provided the requests for such information have been reviewed and approved by the appropriate University personnel. Requests from the academic offices of accredited educational institutions shall be reviewed by the Provost and Senior Vice President for Academic Affairs or designee. All other requests shall be reviewed by the Vice President for Student Services or designee. Otherwise, the University may disclose any of the items designated as “directory information” above without prior written consent, unless the student provides a request that certain information not be released (non-disclosure). Requests for non-disclosure may be made directly by the student utilizing their self-service account in the student system via the Internet. If the student does not have access to the Internet, their request for non-disclosure must be requested on the “Authorization to Withhold Student Information” form, available in the Office of Enrollment Services. Specifying items as directory information allows the University to disclose this information without prior written consent. It does not require that the University release the information except under court direction. In addition to the above, the Director of Athletics may provide information concerning participation of students in athletic events, including the height and weight of athletes. The University will also respond to requests for information regarding the employment status of students serving as Teaching Associates (TAs), Graduate Assistants (GAs), or Instructional Student Assistants (ISAs) and the departments that employ them. The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in campus’ academic, administrative, or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; for specified health or safety matters; or to other institutions in which the student has enrolled or seeks to enroll).
Career Placement Information
The Career Development Center office may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Any such data provided must be in a form that does not allow for the identification of any individual student. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Use of Social Security Number
Pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109), the University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student’s social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. That information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Taxpayers who claim Hope Scholarship or Lifetime Learning tax credit will be required to provide the campus with their name, address, and Social Security Number.

Student Grievance Policy
The CSULB grievance policy and procedure are designed to provide the campus community with a protocol to accommodate circumstances for which no other policy or procedure exists. This policy does not cover grade appeals, prohibited discrimination, or any other issues that are covered by existing policies. Students are advised to consult appropriate additional campus resources (e.g., the Undergraduate and Graduate Catalog, “The Regs”). The Office of the Dean of Students has staff to help students understand the details of the grievance procedure and may be called upon for assistance.

Student Grievance Procedure
The student grievance procedure at CSULB is intended to provide a formal, standardized means for students to seek redress concerning the actions of faculty members, administrators, or staff members of the university-actions that are unauthorized or unjustified and that adversely affect the status, rights, or privileges of the students. Further, the purpose is to establish due process and safeguards that will be followed by the university in the adjudication of grievances.

A grievance filed under this policy must be initiated within one year of the alleged violation. A grievance may not be filed on the basis of a student’s judgment of an instructor’s or administrator’s competence; such judgments are solely the province of the academic department involved or of the administrator’s supervisor.

The grievance procedure is not designed to replace open communication and understanding, which are vital to the academic process. The student may withdraw the grievance at any stage, at which point the process will immediately terminate. During all stages of the grievance, the burden of proof will be on the student.

The person or entity against whom the complaint is made is referred to in this document as the respondent. The initiator of the grievance is referred to as the grievant. For nonacademic matters, the term dean is also construed to refer to the responsible individual of comparable level—typically an associate vice president or vice president.

In the event that the respondent is at the level of dean or higher, the complaint should be directed to the responsible person at the next higher administrative level. If the chair or program director was directly involved in the original decision or denied the student an opportunity for due-process review at the local level, the student should seek informal resolution through the dean of the college (or designee).

If after ten instructional days beyond the initial informal meeting a satisfactory resolution is not reached, the department chair or program director will meet with the student grievant and the respondent. Within fifteen instructional days of that meeting, the chair or program director will complete an investigation of the allegations and will reach conclusion. The chair or program director shall promptly communicate the decision to the student and the respondent. If the grievant is not satisfied with the results of the informal process, he or she may initiate a formal grievance procedure by contacting the appropriate college dean (or designee) or the responsible person at the next nonacademic level within fifteen instructional days of the decision. (P.S. 07-01)

Formal Grievance Procedure
To initiate the formal grievance procedure, the student is required to submit a written “statement of grievance” – a clear, concise, signed, and dated statement of events from the student’s perspective. The statement should provide enough information to present a complete understanding of the situation and of the remedy sought by the student.

A student initiates the formal procedures by submitting the statement of grievance to the appropriate department chair or program director. The chair or director will then submit a copy of the statement of grievance to the appropriate college dean or next appropriate higher administrative level and to the respondent. The respondent is required to submit a written response to the chair or program director with ten instructional days. The chair or program director will then provide a copy of the respondent’s reply to the grievant and to the college dean or next appropriate higher administrative level.

The dean or appropriate administrator has a period of ten instructional days to review the case, during which he or she may opt to seek additional information from the parties involved or from witnesses. By the end of that ten-day period, the dean or administrator will either (1) render a decision or (2) convene a College Hearing Committee to investigate further. The student shall have the right to request that a College Hearing Committee be convened.

College Hearing Committee
If required, a College Hearing Committee will consist of an administrator representing the dean, two faculty members
elected from the Faculty Council of the appropriate College, a student representative elected from the Student Council of the appropriate College, a designee of the vice president for student services, and faculty adviser elected by the Academic Advising Council appropriate to the grievance. All meetings of the College Hearing Committee will be closed to the public, and no transcripts will be prepared. If the college hearing committee seeks evidence by means of personal testimony, the meeting at which such evidence is presented shall be conducted in the manner of any other academic committee meeting and is not considered a formal hearing. Both the grievant and respondent shall be given opportunities to present their views. There shall be no cross-examination.

The charge of a College Hearing Committee is to investigate and then to recommend to the dean a proposed resolution. The College Hearing Committee will review the grievance and, if necessary, forward supplemental queries to the respondent and to the department chair and program director involved — along with direction to submit written responses with twenty instructional days. Once the College Hearing Committee has received the written responses, it will review all available evidence, conduct deliberations, and then choose one of the three courses of action:

- Remand the grievance to the dean with a recommendation of immediate corrective action in favor of the grievant — based on sufficient evidence of a violation of (1) university regulation or policy or (2) principle of due process or (3) both.
- Defer a decision to allow for further investigation and gathering of evidence. In the case of such a continuation, both the grievant and the respondent will be notified in writing of the additional evidence required and whether that evidence should be provided in writing or in personal testimony.
- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.

The College Hearing Committee will forward the recommendation to the dean. The dean will then make a decision and forward that decision to the respondent and grievant. If neither the respondent nor the grievant requests further review, then the grievance process ends.

If either party wishes to appeal the decision of the Dean, the appeal, in writing, may be made to the Provost (academic) or appropriate Vice President (non-academic). The appeal must be made within 10 instructional days of the dean’s decision. The Provost or Vice President will notify both parties of the appeal and convene a University Hearing Committee to investigate further.

**University Hearing Committee**

If required, a University Hearing Committee will consist of an administrator representing the Provost, three faculty members selected from the Panel on Professional Responsibility according to the procedures of that policy, and a student elected from the Associated Students, Inc. All meetings of the University Hearing Committee will be closed to the public, and no transcripts will be prepared. If the University Hearing Committee seeks evidence by means of personal testimony, the meeting at which such evidence is presented shall be conducted in the manner of any other academic committee meeting and is not considered a formal hearing. Both the grievant and respondent shall be given opportunities to present their views. There shall be no cross-examination.

The charge of a University Hearing Committee is to investigate and then to recommend to the Provost a proposed resolution. The University Hearing Committee will review the grievance and, if necessary, forward supplemental queries to the respondent and to the Provost — along with direction to submit written responses within 20 instructional days. Once the University Hearing Committee has received the written responses, it will review all available evidence, conduct deliberations, and then choose one of the three courses of action:

- Remand the grievance to the Provost with a recommendation of immediate corrective action in favor of the grievant — based on sufficient evidence of a violation of (1) university regulation or policy or (2) principle of due process or (3) both.
- Defer a decision to allow for further investigation and gathering of evidence. In the case of such a continuation, both the grievant and the respondent will be notified in writing of the additional evidence required and whether that evidence should be provided in writing or in personal testimony.
- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.

The University Hearing Committee will forward the recommendation to the Provost. The Provost will then make a decision and forward that decision to the respondent and grievant. The University Hearing Committee shall function as the final level of this grievance process.

**41301. Standards for Student Conduct**

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

(a) Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

(b) Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

1. Dishonesty, including:
   (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   (B) Furnishing false information to a University official, faculty member, or campus office.
   (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
   (D) Misrepresenting one’s self to be an authorized agent of
Misuse of computer facilities or resources, including:

(A) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

(B) Unauthorized entry into a file, for any purpose.

(C) Use of another's identification or password.

(D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.

(E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal University operations.

(G) Use of computing facilities and resources in violation of copyright laws.

(H) Violation of a campus computer use policy.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in a student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

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

(e) Summary of Civil and Criminal Penalties for Violation of
Federal Copyright Laws
As referenced earlier in Section XXI, Student Conduct (15) (G) the penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

41302. Disposition of Fees; Campus Emergency; Interim Suspension
The President of the campus may place on probation, suspend or expel students for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such students for the semester, quarter, or summer session in which they are suspended or expelled will be refunded. If the students are readmitted before the close of the quarter, or summer session in which they are suspended, no additional tuition or fees will be required on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, or measures deemed necessary or appropriate to meet the emergency, to safeguard persons and property, and to maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension will be given prompt notice of charges and the opportunity for a hearing within ten days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of The California State University other than to attend the hearing. Violation of any condition of interim suspension will be grounds for expulsion.

41303. Conduct by Applicants for Admission
Notwithstanding any provision to the contrary, admission or readmission may be qualified or denied to any persons who, while not enrolled as students, commit acts which, were they enrolled as students, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any persons who, while students, commit acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases will be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for The California State University
The Chancellor will prescribe, and may from time to time revise, a code of student disciplinary procedures for The California State University. Subject to other applicable law, this code will provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admissions or denial of admission under Section 41303; the authority of the campus President in such matters; conduct-related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor will report to the Board actions taken under this section.

The current University regulation on alcoholic beverages is stated in the CSULB Policies, Information and Regulations Handbook published by the Office of Student Affairs.

Additional detailed information relating to student discipline is available in the Office of Student Affairs, and from the Office of the Vice President for Student Services.

Administrative Action
Procedures and sanctions of the Office of Judicial Affairs are under the administration of the Vice President for Student Services and are conducted pursuant to the authority provided in Section 41301 of Title 5 of the California Code of Regulations. Copies of Section 41301 of Title 5 may be found in the University Catalog and the Campus Regulations available in the Office of Judicial Affairs. Copies of Chancellor's Executive Order 970, "Student Conduct Procedures" are also available upon request.

The Vice President for Student Services will report annually to the President and the Chair of the Academic Senate a summary of the charges concerning cheating and plagiarism brought before the Office of Judicial Affairs.

Judicial Affairs
The Office of Judicial Affairs (Brotman Hall - 377) provides assistance with the interpretation and enforcement of campus regulations. Complete copies of the CSULB "Campus Regs," including a listing of infractions which may result in student disciplinary action under Title 5, Section 41301, of the California Code of Regulations, "Probation, Suspension and Expulsion of Students," are available in this office; also available are copies of Executive Order 970, "Student Conduct Procedures." General assistance and aid in directing individuals to the proper procedures, departments and personnel may be obtained in this office.

Alleged violations are investigated primarily through informal office conferences with the involved students. The conferences which are held as a result of impending disciplinary action are:
1. To clarify the referral, the charges, or the circumstances involved;
2. To prevent the incidence of, or further occurrences of, violations; and
3. To educate as a preventive experience and to indicate the possible consequences as a result of committing a violation. Discussion is centered on the cause-and-effect relationship of various courses of action and, when possible, alternate paths or solutions are explored.

Fee Establishment and Policies

Average Support Cost per Full-Time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2011-12 budget amounts were $2,141,273,000 from state General Fund (GF) appropriations (not including capital outlay funding) and before minus $38.5 million CalPERS retirement adjustment, $1,530,946,000 from tuition fee revenue net of financial aid (forgone revenue), and $340,440,000 from other fee revenues for a total of $4,012,659,000. The number of 2011-12 budgeted FTES is 331,716 resident and 13,572 non-resident students. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student’s academic load).

The 2011-12 average support cost per FTES based on GF appropriation and net tuition fee revenue only is $10,889 and when including all sources as indicated below is $11,875. Of this amount, the average net tuition fee revenue and other income per FTES is $5,420, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, and other campus mandatory fees).

<table>
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<tr>
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<th>2011-12</th>
<th>Avg Cost per FTES Student</th>
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<tr>
<td>Total Support Cost</td>
<td>$4,012,659,000</td>
<td>$11,875 100%</td>
</tr>
<tr>
<td>• State Appropriation¹</td>
<td>2,141,273,000</td>
<td>6,455 55%</td>
</tr>
<tr>
<td>• Net Basic Tuition Fee Revenue²</td>
<td>1,530,946,000</td>
<td>4,434 37%</td>
</tr>
<tr>
<td>• Other Income and Reimbursements²</td>
<td>340,440,000</td>
<td>986 8%</td>
</tr>
</tbody>
</table>

¹Represents state GF appropriation in the Budget Act of 2011-12; GF is divisible by resident students only (331,317 FTES).
²Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of foregone revenue) submitted in campus 2011-12 final budgets. Revenues are divisible by resident and nonresident students (345,288 FTES).

The average CSU 2011-12 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the university is $6,519 ($5,472 tuition fee plus $1,047 average campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Procedure for the Establishment or Abolishment of Campus-Based Fees

The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose. The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students of the University. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs. A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068.

A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The student body fee was established at CSULB by student referendum in April 7, 2000. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code sections 90012, 90027, and 90068.

Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs. The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees, but must request the Chancellor establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor’s Office at (562) 951-4560.
Tax Credits for Higher Education

The Taxpayer Relief Act of 1997 encourages postsecondary and continuing education by providing tax benefits to students and their families. Taxpayers can claim one, or in some cases, two of these new tax credits for expenses they pay for postsecondary education for themselves and their dependent children. These tax credits can directly reduce the amount of federal income tax for returns filed.

The Hope Scholarship Credit is available on a per-student basis for the first two years of postsecondary education. The maximum credit is $1,500 per student. It will be offered to students or parents who pay tuition and related expenses for attendance at least half-time in a degree-granting program.

The Lifetime Learning Credit provides a tax credit to parents and/or students of up to $2,000 of total annual educational expenses, per return.

Education expenses that are paid with tax-free grants, scholarships, are not eligible for either tax credit. Education expenses paid with loans are eligible for these tax credits. Interest paid on qualified student loans may also be deductible from taxpayer income. Interest can be taken as a deduction during the first 60 months (5 years) of repayment on student loan.

To assist you in taking advantage of these tax credits, the University will provide you with the following information:
• Form 1098T (Tuition Payments Statement) - This form must be submitted along with your federal tax return to claim these credits.
• Form W-9S (Request for Student’s or Borrower’s Social Security Number and Certification). This form should be completed and returned to the University, if your social security number is incorrect.
• Telephone inquiries at (562)985-4169
• Online at MyCSULB.edu
• In-person inquiries at Brotman Hall 155
• IRS Publication 970, Tax Benefits for Education www.irs.gov

Either your lender or loan servicer will provide interest deduction information to you. Those eligible will be provided with a 1098E form, which must be submitted along with your federal tax return to claim this deduction.

NOTE: The information described above, and the information available via mysculb or phone regarding the new tax benefits, is in general terms. Your ability to claim these tax benefits depends on your individual circumstances. We recommend that you consult a tax advisor to determine your personal eligibility.
Emeriti Faculty

(Number in parentheses indicates year of appointment)

Art

Herbert L. Aarons (1965) Associate Professor Emeritus, 1991
Sociology

Social Work

Rifaat Ali Abou-El-Haj (1964) Professor Emerita, 1995
History

Dorothy Z. Abraham (1967) Professor Emeritus, 2007
History

Eugene Albert (1967) Associate Professor Emeritus, 1992
Mathematics

Occupational Studies

Civil Engineering

Civil Engineering

Frank J. Alfieri (1967) Professor Emeritus, 1994
Biological Sciences

Mathematics

Music

Dance

Biological Sciences

Academic Affairs

Music

Roy C. Anderson (1965) Professor Emeritus, 1996
Economics

Philosophy

Chemistry and Biochemistry

Carl R. Anselmo (1964) Professor Emeritus, 1994
Biological Sciences

Mohammad Z. Arwar (1965) Professor Emeritus 2010
Physics and Astronomy

Alfonso L. Archuleta (1965) Associate Professor Emeritus, 1983
Spanish/Portuguese

Teacher Education/Linguistics

Mathematics

Arthur M. Axelrad (1964) Professor Emeritus, 1996
English

Physics and Astronomy

Mathematics

Patricia A. Bachelor (1985) Professor Emerita, 2005
Psychology

Jerry Bailor (1968) Associate Professor Emeritus, 1990
Theatre Arts

Peter Baine (1968) Professor Emeritus, 2001
Chemistry and Biochemistry

Radio, Television, and Film

Dorothy W. Baker (1961) Assistant Professor Emeritus, 1983
Home Economics

Biological Sciences

Daniel M. Barber (1975) Professor Emeritus, 2000
Public Policy and Administration

Comparative World Literature and Classics

Irving F. Bartenbach (1964) Professor Emeritus, 1988
German, Russians and Classics

Anthropology

Management and Human Resources Management

Religious Studies

Alwin L. Baum (1989) Professor Emeritus, 2010
Comparative World Literature and Classics

Randall C. Beatle (1972) Professor Emeritus, 2010
Communicative Disorders

Marion S. Beaumont (1967) Professor Emerita, 1996
Economics

Teacher Education

Criminal Justice

Psychology

Mathematics

Finance, Real Estate and Law

Donald A. Beegle (1963) Professor Emeritus, 1988
Health Science

Virginia M. Belf (1963) Professor Emerita, 1983
Finance

Educational Psychology, Administration, and Counseling

Marilyn J. Bergin (1971) Senior Assistant Librarian Emerita, 1997

History

Stewart Berkshire (1974) Associate Professor Emeritus, 1988
Accountancy

Educational Psychology, Administration, and Counseling

Public Policy and Administration

David A. Bernstein (1967) Professor Emeritus, 1999
History

Arnold J. Berry (1973) Professor Emeritus, 1992
Chemistry and Biochemistry

George V. Betar (1963) Professor Emeritus, 1981
English

Romance, German, Russian Languages and Literatures

Mark C. Biedebach (1967) Professor Emeritus, 1996
Biological Sciences

Finance

Virginia L. Binder (1967) Professor Emerita, 2004
Psychology

Albert G. Black (1962) Associate Professor Emeritus, 1988
English

Social Work

Paul V. Black (1969) Professor Emeritus, 2005
History

Stuart E. Black (1962) Associate Professor Emeritus, 1991
Computer Engineering and Computer Science

Enid V. Blaylock (1966) Professor Emeritus, 1983
Educational Psychology and Administration

Public Policy and Administration

Philosophy

David C. Borders (1962) Professor Emeritus, 1990
Art

Edward J. Borowiec (1968) Professor Emeritus, 2000
English

Archie Boston (1977) Professor Emeritus, 2005
Art

James A. Bourret (1968) Professor Emeritus, 1992
Biological Sciences

Angela Bowen (1996) Assistant Professor Emerita, 2008
Women's Studies

English

Nancy E. Briggs (1970) Professor Emerita, 2004
Communication Studies

Alexander L. Britton (1965) Professor Emeritus, 1980
Educational Psychology


Robert J. Brophy (1968) Professor Emeritus, 1993
English

Journalism

Steven M. Buck (1961) Professor Emeritus, 1990
Speech Communication

Home Economics and Geography

Howard V. Burman (1988) Professor Emeritus, 2004
Theatre Arts

Teacher Education

Roland E. Bush (1969) Professor Emeritus, 2005
Comparative World Literature and Classics

Recreation and Leisure Studies

Electrical Engineering

College of Business Administration

School of Nursing

Daniel A. Campbell (1962) Professor Emeritus, 1990
Physical Education

Janet Campbell (1965) Senior Assistant Librarian, Emerita, 1998

Herbert L. Camburn (1960) Professor Emeritus, 1996
Theatre Arts

Filemon C. Campo-Flores (1972) Professor Emeritus, 1996
Management/Human Resources Management

Harold L. Cannon (1968) Professor Emeritus, 2002
Romance, German, Russian Languages and Literatures

Counseling and Psychological Services

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<td>Richard Danay (1985)</td>
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<td>2006</td>
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Dorothy L. Fornia (1965) Professor Emerita, 1992
Physical Education and Gerontology
L. Sheila Foster (1967) Professor Emerita, 2001
Computer Engineering and Computer Science
Barbara Franklin (1967) Professor Emerita, 2000
Kinesiology and Physical Education
Health Care Administration
Elliot Fried (1970) Emeritus, 2004
English
Health Science
History
Alice A. Gabrielson (1961) Senior Assistant Librarian Emerita, 1987

Charles P. Galt (1973) Professor Emeritus, 2004
Biological Sciences
John J. Garhammer (1985) Professor Emeritus, 2005
Kinesiology
Journalism
Barbara C. George (1961) Professor Emerita, 2001
Finance, Real Estate and Law
Physics and Astronomy
Information Systems
Norma B. Gibbs (1966) Associate Professor Emerita, 1992
Educational Psychology and Administration
Information Systems
Mechanical and Aerospace Engineering
Jeanette W. Gildsorf (1989) Professor Emerita, 2004
Information Systems
Computer Engineering and Computer Science
Constance W. Glenn (1973) Professor Emerita, 2004
Art
Constantine Gleazkos (1968) Professor Emeritus, 2003
Economics
Kathryn E. Goddard (1969) Director Emeritus, 2004
Center for Collaboration in Education
Information Systems
Yvonne V. Gold (1972) Professor Emerita, 1998
Teacher Education
Dorothy M. Goldish (1958) Professor Emerita, 2003
Chemistry and Biochemistry
Kinesiology and Physical Education
Catherine C. Goodman (1985) Professor Emerita, 2011
School of Social Work
Leo Goodman-Malnuth (1956) Professor Emeritus, 1993
Speech Communication
History
Franklin E. Gossette (1987) Professor Emeritus, 2005
Geography
Jean M. Granger (1972) Professor Emerita, 2002
Social Work
History
Anthropology
Biological Sciences
Art
Women's Studies
Betty Rose Griffin (1968) Professor Emerita, 1988
Physical Education
Diee A. Grimmel (1965) Professor Emerita, 2006
Kinesiology
Calvin D. Gross (1962) Professor Emeritus, 1992
Art
Physics and Astronomy
Mechanical and Aerospace Engineering
Philosophy
Nezih Gunal (1989) Assistant Professor Emeritus, 2005
Civil Engineering and Construction Engineering Management
Information Systems
Albert F. Guns (1967) Professor Emeritus, 2001
History
Serafina Q. Gunter (1964) Professor Emerita, 1980
Accounting
David A. Hadlock (1985) Professor Emeritus, 2010
Art
Elaine J. Haglund (1972) Professor Emerita, 2004
Educational Psychology, Administration, and Counseling
Criminal Justice
Kathleen J. Halberg (1988) Associate Professor Emerita, 2001
Recreation and Leisure Studies
Darwin C. Hall (1985) Professor Emeritus, 2010
Economics
Thomas E. Hall (1981) Professor Emeritus, 2005
Art
Michael J. Halliwell (1968) Professor Emeritus, 2004
Sociology
Arlene D. Hamilton (1966) Associate Professor Emerita, 1983
Home Economics
Management/Human Resources Management
Forrest E. Harding (1971) Professor Emeritus, 2000
Marketing
Charles V. Harlow (1968) Professor Emeritus, 1994
Finance, Real Estate and Law
Sociology
Anthropology
Alice M. Harris (1969) Professor Emerita, 1998
Educational Psychology, Administration, and Counseling
Edwin R. Harris (1959) Professor Emeritus, 1997
Chemistry and Biochemistry
Psychology
Art
Computer Engineering and Computer Science
Luster E. Hauth (1964) Professor Emeritus, 1992
Speech Communication
Political Science
Engineering Technology
Health Science
Management/Human Resources Management
Linguistics/English
Truman O. Hickerson, Jr. (1965) Professor Emeritus, 1992
Accountancy
William J. Hickman (1989) Associate Professor Emeritus, 2011
Theatre Arts
John E. Higgins (1964) Professor Emeritus, 1980
History
Lloyd R. Hile (1968) Professor Emeritus, 2004
Chemical Engineering
English
Howard G. Hitchcock (1958) Professor Emeritus, 1990
Art
Jo-Shey Ho (1970) Professor Emeritus, 1999
Biological Sciences
Joan C. Hoff-Templeton (1957) Professor Emerita, 1994
Design and Gerontology
Rose Marie Hoffman (1997) Professor Emerita, 2010
Advanced Studies in Education and Counseling
Marketing
Advanced Studies in Education and Counseling
Adelore L. Houde (1965) Professor Emeritus, 1985
Electrical Engineering
Chi-yu Yang Hu (1963) Professor Emeritus, 2005
Physics and Astronomy
Economics
Electrical Engineering
Educational Psychology and Administration
Health Care Administration
Ralph B. Hupka (1969) Professor Emeritus, 2005
Psychology
Lloyd T. Inui (1965) Professor Emeritus, 1992
Asian and Asian American Studies
Tomokazu Ishimine (1967) Professor Emeritus, 2006
Economics
Cathern M. Irwin (1961) Associate Professor Emerita, 1983
Health Science
Carol A. Itatani (1975) Professor Emerita, 2006
Biological Sciences
Hazel O. Jackson (1994) Professor Emerita, 2004
Family and Consumer Sciences
Mary Jacob (1980) Professor Emerita, 2004
Family and Consumer Sciences
Min-Ten Jahn (1986) Professor Emeritus, 2010
Mechanical and Aerospace Engineering
Mathematics and Computer Science
Emanuel Jarasunas (1976) Professor Emeritus, 2002
Engineering Technology
Biological Sciences
Marilyn Jensen (1965) Associate Vice President, Dean of University Academic
Programs and Professor Emerita, 2000
Recreation and Leisure Studies
Owen O. Jenson (1966) Professor Emeritus, 1994
Speech Communication
Comparative World Literature and Classics
Patricia E. Jersin (1965) Emeritus Professor, 1991
Teacher Education
Alan W. Johnson (1968) Associate Director Emeritus, 1980
International Education Center
University Library and Learning Resources
Leyan Johnson (1981) Professor Emerita, 2005
Nursing
Richard J. Johnson (1959) Professor Emeritus, 1992
Instructional Systems Technology
William M. Johnson (1965) Associate Professor Emeritus, 2004
Philosophy
Irene Jones (1990) Professor Emerita, 2004
Romance, German, Russian Language and Literatures
Kristi S. Jones (1968) Professor Emerita, 2001
Art
Rita H. Jones (1964) Professor Emerita, 1996
Teacher Education
Thimosis J. Jordanides (1964) Professor Emeritus, 2004
Electrical Engineering
Dale O. Jorgenson (1972) Professor Emeritus, 2009
Psychology
John R. Jung (1968) Professor Emeritus, 2002
Psychology
George V. Kacwicz (1966) Professor Emeritus, 1986
Political Science
Stanley Kahan (1961) Professor Emeritus, 1994
Theatre Arts
Gene E. Kalus (1957) Professor Emeritus, 1994
Chemistry and Biochemistry
Thomas J. Kampwirth (1971) Professor Emeritus, 1999
Educational Psychology, Administration, and Counseling
Asian and Asian American Studies
Geography
Elizabeth S. Kaufman (1963) Professor Emerita, 1989
Nursing
Chemical Engineering
Finance, Real Estate and Law
Home Economics
Kathleen L. Keller (1983) Professor Emerita, 2000
Nursing
Nursing
Journalism
Electrical Engineering
Harvey L. Kendall (1966) Professor Emeritus, 1990
German, Russian and Classics
Physics and Astronomy/Science Education
Art
Celeste K. Kennedy (1970) Associate Professor Emerita, 1992
Dance
Student Life and Development
French-Italian
Information Systems
Farideh Khoiny (1990) Associate Professor Emerita, 2008
Nursing
Biological Sciences
Geography
Ronald L. King (1964) Professor Emeritus, 1991
Information Systems
James J. Kirkpatrick (1967) Professor Emeritus, 1986
Management/Human Resources Management
Biological Sciences and Geology
Stephen R. Knafel (1962) Professor Emeritus, 1999
English
Teacher Education
Margaret L. Koehler (1970) Professor Emerita, 1988
Nursing
Educational Psychology, Administration, and Counseling
Teacher Education
Marilyn Korostoff (1996) Professor Emerita, 2010
Advanced Studies in Education and Counseling
Lloyd Kramer (1973) Associate Director Library Emeritus, 1986
Art
Henry J. Krauser (1970) Associate Professor Emeritus, 1992
Engineering Technology
Biological Sciences
Linguistics
Art
Hans Lampl (1965) Professor Emeritus, 1983
Music
H. John Lane (1963) Professor Emeritus, 1999
Computer Engineering and Computer Science
Mary J. Lass (1966) Professor Emerita, 1994
Teacher Education
Educational Psychology, Administration, and Counseling
Beth Lau (1990) Professor Emerita, 2010
English
Donald P. Lauda (1983) Dean, Professor Emeritus, 2002
College of Health and Human Services, Occupational Studies
Joseph A. Lea (1968) Associate Professor Emeritus, 1997
College of Education
Dorothy Leach (1968) Counselor Emerita, 1987
Mary Ellen Leach (1968) Associate Professor Emerita, 2002
Kinesiology and Physical Education
Isaiah C. Lee (1972) Professor Emeritus, 1997
Social Work
Design
Sociology
Political Science
Physics and Astronomy
Chemical Engineering
Lawrence S. Lerner (1969) Professor Emeritus, 1999
Physics and Astronomy
College of Business Administration
San Pak Li (1976) Professor Emeritus, 2001
Asian and Asian American Studies
Dorothy Libby (1967) Associate Professor Emerita, 1988
Anthropology
Art
Van T. Lieu (1967) Professor Emeritus, 1996
Chemistry and Biochemistry
English
John R. Lincoln (1968) Professor Emeritus, 1994
Art
Psychology
Psychology
English
Dar-Biau Liu (1986) Professor Emeritus, 2009
Computer Engineering and Computer Science
Electrical Engineering
Chemistry and Biochemistry
Donna Longstreet (1968) Senior Assistant Librarian Emerita, 1991
College of Business Administration
College of Business Administration
San Pak Li (1976) Professor Emeritus, 2001
Asian and Asian American Studies
Dorothy Libby (1967) Associate Professor Emerita, 1988
Anthropology
Art
Van T. Lieu (1967) Professor Emeritus, 1996
Chemistry and Biochemistry
Paulino M. Lim, Jr. (1967) Professor Emeritus, 2000
English
John R. Lincoln (1968) Professor Emeritus, 1994
Art
Psychology
Psychology
English
Dar-Biau Liu (1986) Professor Emeritus, 2009
Computer Engineering and Computer Science
Electrical Engineering
Chemistry and Biochemistry
Donna Longstreet (1968) Senior Assistant Librarian Emerita, 1991
Chicana Latino Studies
Carol Lord (1999) Professor Emerita, 2010
Teacher Education / Linguistics
Alan S. Lowenthal (1969) Professor Emeritus, 2004
Psychology
Kau Un Lu (1968) Professor Emeritus, 2000
Mathematics
Physics and Astronomy
M. Joan Lyon (1958) Professor Emerita, 1992
Physical Education
Kevin B. MacDonald (1985) Professor Emeritus, 2010
Psychology
Dan L. Madison (1983) Associate Professor Emeritus, 2000
Management/Human Resources Management
Joseph P. Magaddino (1973) Professor Emeritus, 2010
Economics
Stikantha Maharaptra (1983) Professor Emeritus, 2009
Accountancy
Mechanical and Aerospace Engineering
Carl Maltz (1986) Professor Emeritus, 2002
Computer Engineering and Computer Science
Athletics

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Trends in Social Thought and Practice

Shirley Mangini (1987) Professor Emerita, 2004

Romance, German, Russian Languages and Literatures


Biological Sciences

Tom J. Marini (1975) Professor Emeritus, 2006

Chemistry and Biochemistry

Richard F. Marrs (1968) Associate Professor Emeritus, 2000

Teacher Education


Political Science

Howard S. Martin (1965) Professor Emeritus, 1991

Radio, Television and Film

Frederic J. Massback (1964) Professor Emeritus, 1989

English

Phyllis F. Maslow (1975 Professor Emerita, 1990

Educational Psychology and Administration

Charles F. Mason (1964) Professor Emeritus, 1979

Psychology

Joseph A. Mastropolo (1968) Professor Emeritus, 1994

Physical Education


Advanced Studies in Education and Counseling


Music


Biological Sciences

Robert C. Maxis (1994) President Emeritus, 2005

Educational Psychology, Administration, and Counseling


English/Literary Studies

Kenneth E. Maxwell (1963) Professor Emeritus, 1973

Biological Sciences


English

M. Adrienne Mayberry (1975) Professor Emerita, 1998

Nursing


Chemistry


Finance, Real Estate and Law

Glória McCullough May (1969) Professor Emerita, 1992

English

Saundra McMillan (1972) Professor Emerita, 2001

Film and Electronic Arts

R. Clyde McCone (1961) Professor Emeritus, 1980

Anthropology

Thomas A. McCullough (1969) Professor Emeritus, 2001

Mathematics

Patrick McDonough (1997) Professor Emeritus, 2005

Theatre Arts

John M. McCaul (1963) Professor Emeritus, 1988

History


Philosophy

Edward B. McLeod, Jr. (1965) Professor Emeritus, 1986

Mathematics and Computer Science


Economics

Flora Meisenheimer (1973) Associate Professor Emerita, 1991

Nursing

Peter J. Mendez (1976) Associate Professor Emeritus, 2001

Art

Larry L. Meyer (1978) Professor Emeritus, 1992

Journalism

Alan C. Miller (1974) Professor Emeritus, 2005

Biological Sciences


Mechanical Engineering

John Minar (1968) Professor Emeritus, 1989

Recreation and Leisure Studies


Art

Leslie B. Mittleman (1957) Professor Emeritus, 1998

Psychology


Mechanical and Aerospace Engineering


Teacher Education

Hazel A. Oliver (1960) Senior Assistant Librarian Emerita, 1980

Social Work


Social Work

Nancy Rainville Oliver (1988) Associate Professor Emerita, 2006

Nursing

R. Warner Olsen, Jr. (1960) Senior Assistant Librarian Emerita, 1992

Russell E. Orpet (1959) Professor Emeritus, 1992

Educational Psychology and Administration

Elizabeth T. Ortiz (1983) Professor Emerita, 2001

Social Work

Cynthia A. Osborne (1975) Professor Emerita, 2004

Art


Geography

Carolyn M. Owen (1970) Professor Emerita, 1986

Educational Psychology and Administration

Frank F. Paal (1968) Professor Emeritus, 1992

Electric and Engineering

Feliksas Palubinskas (1965) Professor Emeritus, 1988

Marketing


Electrical Engineering

Douglas A. Parker (1968) Professor Emeritus, 2005

Sociology

Anna M. Parnie (1969) Associate Professor Emerita, 1988

Biological Sciences

David E. Pastrana (1973) Professor Emeritus, 2004

Finance and Law

Carl Payne (1968) Professor Emeritus, 1990

Information Systems

David R. Peck (1967) Professor Emeritus, 1999

English


Sociology

Wanda L. Pentecost (1963) Professor Emerita, 1987

Nursing and Gerontology

Leland M. Perry (1956) Professor Emeritus, 1990

Teacher Education


Psychology


Kinesiology

Kenneth L. Pickard (1971) Associate Professor Emerita, 2002

Information Systems

Alvin A. Pine (1962) Professor Emeritus, 1996

Art


Civil Engineering and Construction Engineering Management

Ferndand J. Plourde, Jr. (1966) Associate Professor Emeritus, 1994

English

Henry N. Po (1968) Professor Emeritus, 2003

Chemistry and Biochemistry

Keith Ian Polakoff (1969) Associate Vice President for Academic Affairs and Professor Emeritus, 2004

History

Dora Beale Polk (1968) Professor Emerita, 1987

English

Charles W. Pomery (1970) Associate Professor Emeritus, 2000

English


Speech Communication
Richard C. Potter (1967) Dean, Professor Emeritus, 1983
School of Engineering, Mechanical Engineering
Speech Communication
Melchior D. Powell (1973) Professor Emeritus, 1992
Public Policy and Administration
Yoko S. Pusavat (1972) Professor Emerita, 2002
Asian and Asian American Studies
Philosophy
Elisabeth M. Quillen (1964) Professor Emerita, 1985
French-Italian
Management/Human Resources Management
Louis E. Quinones (1965) Associate Professor Emeritus, 1992
Technology Education
Home Economics
Amen Rah (1970) Associate Professor Emeritus, 2004
Black Studies
Walter J. Raine (1968) Professor Emeritus, 1983
Psychology
J. David Rieiz (1993) Professor Emeritus, 2004
Educational Psychology, Administration, and Counseling/Teacher Education
Art
Communication Studies
Electrical Engineering
Jo A. Redmon (1964) Professor Emerita, 1997
Kinesiology and Physical Education
Gary Reichard (1994) Professor Emeritus, 2009
History
Occupational Studies
Thomas J. Rhoads (1976) Professor Emeritus, 2010
College of Business Administration
Fen Rhodes (1967) Professor Emeritus, 2000
Psychology
Susan Rice-Quint (1987) Professor Emerita, 2005
Social Work
Hans P. Ridder (1964) Associate Professor Emeritus, 1991
Political Science
Science Education
Sharon L. Roberts (1974) Professor Emerita, 2005
Nursing
Black Studies
Thomas L. Robinson (1989) Professor Emeritus, 2005
Mechanical and Aerospace Engineering
German and Russian
Home Economics
Fred Rogers (1959) Associate Professor Emeritus, 1992
Speech Communication
Economics
Music
Ruth A. Ross (1980) Associate Professor Emerita, 1998
Public Policy and Administration
Stephen B. Ross (1968) Professor Emeritus, 1999
Linguistics
Robert D. Rothe (1967) Professor Emeritus, 1983
Industrial Education
Patricia D. Rozea (1987) Professor Emerita, 2010
Psychology/Women’s, Gender, and Sexuality Studies
Alfonso Rueda (1989) Professor Emeritus, 2010
Electrical Engineering
Kenneth W. Rugg (1964) Professor Emeritus, 1989
Theatre Arts
Finance
George E. Rush (1973) Professor Emeritus, 2002
Criminal Justice
Ruth L. Russell (1963) Professor Emerita, 1994
Biological Sciences
Anthropology
Bruce Ryan (1978) Professor Emeritus, 1997
Communicative Disorders
Eva Sakamoto (1967) Assistant Professor Emerita, 1982
Nursing
David N. Samuelson (1966) Professor Emeritus, 2002
English
Federico A. Sanchez (1969) Professor Emeritus, 1999
Chicano Latino Studies
Charles R. Sandefur (1964) Professor Emeritus, 2000
Kinesiology and Physical Education
History
Paul C. Schmidt (1968) Associate Professor Emeritus, 2004
Political Science
Ronald J. Schmidt (1972) Professor Emeritus, 2006
Political Science
Division of Student Services
Spanish/Portuguese
Teacher Education
James W. Schultz (1963) Associate Professor Emeritus, 1980
Physical Education
English
Donald Schwartz (1978) Professor Emeritus, 2005
History
Howard J. Schwartz (1968) Professor Emeritus, 2001
Mathematics
Computer Engineering and Computer Science
Bruce L. Scott (1965) Professor Emeritus, 1996
Physics and Astronomy
George M. Scott (1990) Associate Professor Emeritus, 2011
Anthropology
Joseph F. Seewerker (1967) Professor Emeritus, 1992
Computer Engineering and Computer Science
Elbert W. Selgelhorst (1964) Professor Emeritus, 1992
Economics
Nail M. Senozan (1968) Professor Emeritus, 2002
Chemistry and Biochemistry
Thomas M. Serrett (1963) Assistant Librarian Emeritus, 1980
Accountancy
Theatre Arts
Martha A. Siegel (1975) Professor Emerita, 1994
Nursing
Economics
Sidney B. Sims, Jr. (1960) Senior Assistant Librarian Emeritus, 1994
University Library
Lorelei P. Sinclair (1966) Assistant Librarian Emerita, 1991
University Library
Kinesiology and Physical Education
Davinder Singh (1983) Professor Emeritus, 2009
Economics
Theatre Arts
Iva L. Skov (1972) Professor Emerita, 1998
Economics
Sociology
Elbert L. Sleeper (1957) Professor Emeritus, 1992
Biological Sciences
University Library
Alton H. Smith (1957) Professor Emeritus, 1992
Mathematics
Communication Studies/Film and Electronic Arts
Judy E. Smith (1980) Professor Emerita, 2010
School of Nursing
Donald H. Smith (1960) Professor Emeritus, 1986
Industrial Education
Earl M. Smith (1968) Professor Emeritus, 1991
Technology Education
Peggy J. Smith (1968) Professor Emerita, 1992
Psychology/Linguistics
University Library
John C. Snidewor (1969) Professor Emeritus, 2005
Arts
Communicative Disorders
Political Science
Lydia Sonithi (1985) Associate Professor Emerita, 2009
Family and Consumer Sciences
George A. Spangler (1971) Professor Emeritus, 2004
Philosophy
Colleen Sparks (1978) Professor Emerita, 1997
Nursing

Richard D. Spiese (1967) Associate Professor Emeritus, 1997
English

Marketing

Geography

History

Bede Seensalo (1977) Professor Emeritus, 2010
African Studies

Management and Human Resources Management

Raymond T. Stefani (1971) Professor Emeritus, 2004
Electrical Engineering

Mathematics and Statistics

Journalism

A. Jay Stevens (1968) Professor Emeritus, 2002
Political Science

Thomas G. Stevens (1973) Psychologist Emeritus, 2004
Counseling and Psychological Services

Information Systems

Harry E. Stiver, Jr. (1964) Professor Emeritus, 1983
Theatre Arts

Herbert Stone (1958) Professor Emeritus, 1995
Management/Human Resources Management

History

Roy A. Sugimoto (1969) Associate Professor Emeritus, 1988
Teacher Education

English

Dee Bruce Sun (1990) Professor Emeritus, 2007
Information Systems

Sabri Sungu (1961) Professor Emeritus, 1983
Mechanical Engineering

Robert J. Swan (1964) Professor Emeritus, 1986
Educational Psychology and Administration

Frank E. Swatek (1956) Professor Emeritus, 1992
Biological Sciences

Frederick M. Swensen (1961) Professor Emeritus, 1990
French/Italian

Mary Christine Talmadge (1993) Professor Emerita, 2001
Nursing

Philosophy

Norma Bernstein Tarrow (1968) Professor Emeritus, 1997
Teacher Education

Management/Human Resources Management

Finance, Real Estate and Law

Psychology


Lindsay Thomas, Jr. (1961) Professor Emeritus, 1992
French and Italian

Accountancy

Biological Sciences

Kinesiology and Physical Education

Bruce J. Torby (1965) Professor Emeritus, 2000
Mechanical Engineering

Criminal Justice

William J. Traynor (1973) Professor Emeritus, 1992
Management/Human Resources Management

Thomas Trombetas (1961) Professor Emeritus, 1989
Political Science

Technology Education

Chan-Feng Tsai (1982) Professor Emeritus, 2009
Civil Engineering and Construction Engineering Management

Chemical Engineering

Ching H. Tsao (1965) Professor Emeritus, 1986
Mechanical Engineering

Mathematics

Geography

Paul S. Ullman (1958) Professor Emeritus, 1994
Sociology

Julie Van Camp (1990) Professor Emerita, 2010
Philosophy

Mechanical Engineering

James M. Van Eimeren (1961) Professor Emeritus, 1994
Art

Katherine Van Giffen (1987) Associate Professor Emerita, 2010
Human Development/Advanced Studies in Education and Counseling

Maria L. Viera (1989) Professor Emerita, 2010
Theatre Arts

Mary Ellen Vogt (1989) Professor Emerita, 2004
Teacher Education

Geological Sciences

(Milton) Glenn Walker (1964) Professor Emeritus, 1988
Sociology

William J. Wallace (1963) Professor Emeritus, 1970
Anthropology

Eugene C. Wallin (1956) Professor Emeritus, 1990
Art

Communicative Disorders/Linguistics

Mathematics

Stuart L. Warter (1965) Professor Emeritus, 1997
Biological Sciences

Arthur K. Wayman (1976) Professor Emeritus, 2005
Mathematics and Statistics

History

Donald J. Weinstock (1969) Professor Emeritus, 2000
English

Robert G. Wells (1963) Professor Emeritus, 1985
Journalism

Kay E. West (1989) Associate Professor Emerita, 2000
Teacher Education

Geography

Paul M. Whisenand (1965) Professor Emeritus, 2000
Criminal Justice

Counseling and Psychological Services

Susanne Whitcomb (1973) Professor Emerita, 1987
School of Business Administration

Elaine E. White (1974) Professor Emerita, 2002
Nursing

Sociology

Betsy Williams (1989) Professor Emerita, 1996
Nursing

R. Ora Williams (1968) Professor Emeritus, 1988
English

Computer Engineering and Computer Science/Mathematics

Geological Sciences

Electrical Engineering

Occupational Studies

Electrical Engineering

Information Systems

Marjorie E. Wood (1968) Professor Emerita, 1991
Biological Sciences

Physics and Astronomy

Claudia R. Wright (1988) Professor Emerita, 2004
Educational Psychology, Administration, and Counseling

David J. Wurzer (1972) Professor Emeritus, 2001
Kinesiology and Physical Education

Journalism

Chemistry and Biochemistry

Alva F. Yano (1963) Professor Emeritus, 1992
Philosophy

Design

Communicative Disorders

Mechanical and Aerospace Engineering

Bing C. Yen (1964) Professor Emeritus, 1992
Civil Engineering

Civil Engineering

Fathi S. Yousef (1972) Professor Emeritus, 1997
Speech Communication

Pierre Yperman (1963) Associate Professor Emeritus, 1992
French and Italian

George J. Zebot (2005) Professor Emeritus, 2010
Art
Abarca, Cesar G. (2011) ........................................................... Assistant Professor
School of Social Work
B.S.W., M.S.W., San Francisco State University; Ph.D., Boston University, Massachusetts.

Abate, Yohannes (2009) ........................................................... Assistant Professor
Physics and Astronomy
B.S., Addis Ababa University, Ethiopia; M.S., University of the Philippines, Quezon City, Philippines; Ph.D., University of Iowa.

Abbuhi, Rebekah (2005) ........................................................... Assistant Professor
Linguistics
B.A., Beloit College, Wisconsin; M.A., Ohio State University; Ph.D., Georgetown University.

Abrams, David J. (1985) ........................................................... Professor
Management/Human Resources Management
B.A., University of California, Santa Cruz; M.A., Ph.D. University of Michigan.

Abrams, Jessica (2006) ........................................................... Associate Professor
Communication Studies
B.A., M.A., California State University, Long Beach; Ph.D., University of California, Santa Barbara.

Acey, Roger A. (1983) ........................................................... Professor
Chemistry and Biochemistry
B.S., Ph.D., Wayne State University.

Acosta-Deprez, Veronica M. (1996) ........................................................... Professor
Health Science
B.S., St. Louis University, Philippines; M.S., Ph.D., University of Wisconsin, Madison.

Adams, Stephen T. (2000) ........................................................... Assistant Professor
Advanced Studies in Education and Counseling
B.A., Grinnell College; M.A., Ph.D., University of California, Berkeley.

Aghekyan, Marine (2009) ........................................................... Assistant Professor
Family and Consumer Sciences
B.S., Yerevan State Engineering University, Armenia; M.A., Ph.D., Auburn University.

Ahrens, Courtney E. (2002) ........................................................... Associate Professor
Psychology
B.A., Smith College; M.A., Ph.D., University of Illinois at Chicago.

Al, Ruixi (2009) ........................................................... Assistant Professor
Asian and Asian American Studies
B.A., M.A., Guangzhou Institute of Foreign Languages, Guangzhou, China; Ph.D., Harvard University.

Alexander, F. King (2006) ........................................................... President
California State University, Long Beach

Advanced Studies in Education and Counseling
B.A., St. Lawrence University; M.S., University of Oxford; Ph.D. University of Wisconsin-Madison.

Allen, Bengt (2007) ........................................................... Assistant Professor
Biological Sciences
B.A., Pomona College; M.S, San Diego State University; Ph.D., Stony Brook University.

Allen, Terre (1990) ........................................................... Director
Faculty Center for Professional Development

Communication Studies
B.A., Louisiana Technical University; M.A., Ph.D., Louisiana State University, Baton Rouge.

Amirkhan, James H. (1988) ........................................................... Professor
Psychology
B.A., Reed College; M.A., California State University, Northridge; Ph.D., University of California, Los Angeles.

Ammermann, Peter A. (1999) ........................................................... Associate Professor
Finance
B.B.A., Roanoke College; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Virginia Polytechnic Institute and State University.

An, Shuhua (2000) ........................................................... Professor
Teacher Education
B.A., Nanjing Normal University, Nanjing, China; M.B.A., Texas A&M International University; Ph.D., Texas A&M University.

University Library
B.M., University of Southern California; M.M., M.L.S., Florida State University, Tallahassee.

Anderson, John (2006) ........................................................... Associate Professor
Film and Electronic Arts
B.A., M.A., Cornell University.

Anglin, David I. (2003) ........................................................... Associate Professor
Music - Bob Cole Conservatory of Music
B.A., San Francisco Conservatory of Music; M.A., University of California, Los Angeles; Ph.D., University of Southern California.

Anglin, Judith C. (2008) ........................................................... Assistant Professor
Family and Consumer Sciences
B.S., M.S., Ph.D., Howard University.

Anjo, Dennis M. (1984) ........................................................... Professor
Chemistry and Biochemistry
B.A., M.S., San Francisco State University; Ph.D., Arizona State University, Tempe. Emeritus, 2011.

Anwar, Mohammad Z. (1965) ........................................................... Professor
Physics and Astronomy
B.S., M.S., Daaca University, Pakistan; Ph.D., University of British Columbia. Emeritus, 2010.

Archie, James W. (1989) ........................................................... Professor
Biological Sciences
B.S., Michigan State; Ph.D., State University of New York, Stony Brook.

Arciniege, Ferndand A. (2005) ........................................................... Professor
Psychology
Counseling and Psychological Services
B.A., Georgetown University; M.A., New York University; Ph.D., University of Southern California.

Armesto, Greg (1988) ........................................................... Librarian
B.A., M.A., California State University, Chico; M.A.L.S., University of Wisconsin.

Arnold, J. (2006) ........................................................... Professor
Management and Human Resources Management
B.A., Point Loma Nazarene College; M.A., Ph.D., University of Illinois at Urbana-Champaign.

Arora, Tina (2008) ........................................................... Assistant Professor
Advanced Studies in Education and Counseling
B.S., M.S., University of Madras; M.Ed., Kent State University; Ph.D., University of California, Los Angeles.

Arroyo, Luis L. (1995) ........................................................... Professor
Chicanos and Latinos Studies
B.A., University of California, Santa Barbara; Ph.D., University of California, Los Angeles.

Arroyo, Sarah J. (2003) ........................................................... Associate Professor
English
B.S., New Mexico State University, Las Cruces; M.A., California State University, Long Beach; Ph.D., University of Texas at Arlington.

Ary, James P. (1983) ........................................................... Professor
Electrical Engineering
B.S., M.A., State's College, California; Ph.D., Ohio State University.

Asenas, Jennifer N. (2008) ........................................................... Assistant Professor
Communication Studies
B.A., California State University, Long Beach; Ph.D., University of Texas, Austin.

Ashe, Abraham (2003) ........................................................... Assistant Professor
Information Systems
B.A., California State University, Fullerton; M.S., University of Southern California; Ph.D., Claremont Graduate School.

Ashe, Pamela E. (1994) ........................................................... Psychologist
Counseling and Psychological Services
B.A., California State University, Long Beach; M.A., California State University, Dominguez Hills; Ph.D., Howard University.

Aslanian, Sebouh D. (2010) ........................................................... Assistant Professor
History
B.A., McGill University, Canada; M.A., New School for Social Research; Ph.D., Columbia University.

Atherton, Jeffrey D. (2011) ........................................................... Assistant Professor
A.S., M.A., Art Center College of Design, Pasadena.

Baber, Walter F. (2001) ........................................................... Professor
Public Policy and Administration
B.A., California State University, Long Beach; M.A., Ph.D., University of North Carolina, Chapel Hill.

Bachman, Guy F. (2002) ........................................................... Associate Professor
Communication Studies
B.A., University of Hawaii, Manoa; M.A., New Mexico State University, Las Cruces; Ph.D., Arizona State University, Tempe.

Bahr, Behnam (2009) ........................................................... Professor
Mechanical and Aerospace Engineering
B.S., M.S., Ph.D., University of Wisconsin.

Ban, Hyowon (2009) ........................................................... Assistant Professor
Geography
B.A., M.A., Ewha Woman's University, Seoul, Korea; Ph.D., Ohio State University.

Bandopadhyay, Paramita (2006) ........................................................... Assistant Professor
Finance
B.S., University of Calcutta; M.A., Institute of Business Management & Research, India; Ph.D., University of Texas, San Antonio.

Barrett, Flora (2003) ........................................................... Professor
Biological Sciences
B.A., Ph.D., University of Oregon.
Brusslan, Judith A. (1994) .................................................................Professor
B.A., Middlebury College, Vermont; Ph.D., University of Chicago.

Bu, Xianhui (2003) ...........................................................................Associate Professor
Chemistry and Biochemistry
B.S., Fudan University, Shanghai, P.R. China; Ph.D., State University of New York, Buffalo.

Byrom, Andrew (2006) .................................................................Professor
Art

Byun, Linda H. (1994) .................................................................Professor
Mathematics and Statistics
B.A., University of Hawaii; M.A., Ph.D., University of Wisconsin, Madison.

Callahan, Linda (2000) .................................................................Professor
School of Nursing
B.S. Biology, Guilford College; M.A., M.S.N., California State University, Long Beach; Ph.D., Florida State University, Ementa, 2010.

Campbell, Carole A. (1989) .............................................................Professor
Sociology
B.A., University of Albuquerque; M.A., Ph.D., University of Colorado.

Campbell, Joyce M. (1988) .............................................................Professor
Physical Therapy
B.S., M.S., Ph.D., University of Southern California; Registered Physical Therapist.

Canizales, Claudia (2007) .................................................................Professor
Advanced Studies in Education and Counseling
B.A., University of California, Berkeley; M.A., Ph.D., University of San Francisco.

Carter, Ashley (2008) .................................................................Assistant Professor
Biological Sciences
B.S., University of Wisconsin; M.S., Ph.D., Yale University.

Caviness, Joane Rellev (1981) ..........................................................Assistant Professor
Music - Bob Cole Conservatory of Music
B.S., East Carolina University; M.M., Eastman School of Music; D.M.A., North Texas State University.

Caron, Timothy P. (1998) .................................................................Professor
English
B.A., Louisiana College; M.A., Ph.D., Louisiana State University.

Carreira, Maria M. (1995) .................................................................Professor
Romance, German Languages and Literatures
B.S., Loyola University of Chicago; Ph.D., University of Illinois.

Carter, Ashley (2008) .................................................................Assistant Professor
Biological Sciences
B.S., University of Wisconsin; M.S., Ph.D., Yale University.

Cheffer, Natalie D. (2001) ................................................................Associate Professor
School of Nursing
B.S.N., B.H.S., California State University, Long Beach; M.N., University of California, Los Angeles.

Cheffin, Michael Singh (1988) ..........................................................Professor
Electrical Engineering
B.S., University of Madras, India; M.S., University of Calcutta, India; Ph.D., University of Southampton, England.

Cheng, Chin-Hui (2006) .................................................................Assistant Professor
Advanced Studies in Education and Counseling
B.S., Texas Tech University, Taiwan; M.S., Ph.D., University of South Carolina.

Cheng, Hsin-Piao (1986) .................................................................Professor
Mechanical and Aerospace Engineering
B.S., National Cheng Kung University, Taiwan; M.S., National Tsing Hua University, Taiwan; Ph.D., Georgia Institute of Technology.

Cheng, Hsin-Huang (1985) ...............................................................Professor
Mechanical and Aerospace Engineering
B.S., National Cheng Kung University, Taiwan; M.S., National Tsing Hua University, Taiwan; Ph.D., Georgia Institute of Technology.

Chen, Ming (2011) .................................................................Assistant Professor
Management and Human Resources Management
B.S., M.S., Tsinghua University, Beijing, China; M.S., Ph.D., University of Maryland, College Park.

Chen, Xiaoying (2006) .................................................................Assistant Professor
Finance
B.A., Jilin University, China; M.A., Ph.D., Kent State University.

Chen, Yutian (2007) .................................................................Assistant Professor
Economics
B.A., Renmin University, China; M.A., Ph.D., State University of New York at Stony Brook.

Chesler, Joshua D. (2009) .................................................................Assistant Professor
Mathematics and Statistics
B.S., University of Virginia; M.S., Ph.D., University of Arizona.

Chew, Kathryn S. (2003) .................................................................Professor
Comparative World Literature and Classics
B.A., University of California, Irvine; M.A., Ph.D., University of California, Los Angeles.

Chi, Robert H. (1991) .................................................................Professor
Information Systems
B.S., National Chiao Tung University, Taiwan; M.S., University of Wisconsin, Madison; Ph.D., University of Texas, Austin.

Chiappe, Dan (2001) .................................................................Professor
Psychology
B.S., M.S., Ph.D., University of Toronto.
Chinchilla, Norma S. (1983) .................................................. Professor
Women’s, Gender, and Sexuality Studies/Sociology
B.A., University of Pacific; M.A., Ph.D., University of Wisconsin, Madison.

Chinen, Kiyomi (2009) .................................................. Assistant Professor
Asian and Asian American Studies
B.A., California State University, Dominguez Hills; M.A., California State University, Long Beach; Ph.D., Carnegie Mellon University.

Cho, Young-Hee (1998) .................................................. Associate Professor
Psychology
B.A., Pusan National University, Korea; M.A., Ph.D., University of California, Irvine.

Chong, Philip S. (1986) .................................................. Professor
Management/Human Resources Management
B.E., University of Singapore; M.S., Ph.D., University of Massachusetts, Amherst.

Cooley, Mason (2009) .................................................. Assistant Professor
Art
B.F.A., Art Center College of Design; M.F.A., Art Center College of Design.

Chou, Shun-Lin (2003) .................................................. Professor
Music - Bob Cole Conservatory of Music
B.A., Wheaton College, Illinois; M.M., University of Michigan, Ann Arbor; D.M.A., Eastman School of Music, Rochester, NY.

Chun, Chi-Ah (2000) .................................................. Associate Professor
Psychology
B.A., University of California, Berkeley; M.A., Korea University, Seoul, Korea; Ph.D., University of California, Los Angeles.

Chun, Kirstyn Yuk Sim (2005) ........................................... Psychologist
Counseling and Psychological Services
B.A., University of California, Davis; M.A., Psy.D. Indiana University of Pennsylvania.

Chung, H. Michael (1995) ............................................... Director
Center for Information Strategies and Technologies

Clippinger, Karen (2002) ................................................... Professor
Dance
B.A., Sonoma State College, CA; M.A., University of Washington.

Coffey-Love, Melody (2006) ........................................... Professor
School of Nursing
B.S., M.S., California State University, Long Beach.

Coleberg, Jeffrey A. (1975) ........................................... Professor
Chemistry and Biochemistry
B.A., Cornell University; Ph.D., University of California, Berkeley, Emeritus, 2011.

Colburn, Alan (1995) .................................................. Professor
Science Education
B.S., Carnegie Mellon University; M.S., University of Illinois; M.S., University of Pennsylvania; Ph.D., University of Iowa.

Collins, Keith E. (1969) .................................................. Professor
History

Compliment, Brad K. (2008) ........................................... Director
Counseling and Psychological Services
B.A., College of Santa Fe; M.A., University of New Mexico; Ph.D., Wright Institute.

Constas, Michael (1995) .................................................. Professor
Accountancy
B.A., J.D., Ph.D., University of California, Los Angeles.

Cooley, Mason (2009) .................................................. Assistant Professor
Art
B.F.A., Art Center College of Design; M.F.A., Art Center College of Design.

Cooper, Stephen P. (1997) ........................................... Professor
English
B.A., University of California, Los Angeles; M.F.A., University of California, Irvine; Ph.D., University of Southern California.

Coots, Jennifer (1997) .................................................. Professor
Advanced Studies in Education and Counseling
B.A., Occidental College; M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles; and California State University, Los Angeles.

Cormack, Jody C. (2003) .................................................. Associate Professor
Physical Therapy
B.S., California State University, Long Beach; M.S., Ph.D., University of Southern California.

Costa, D. Margaret (1974) .................................................. Professor
Kinesiology
B.S., M.Ed., University of Massachusetts; Ph.D., Ohio State University. Emerita, 2010.

Crass, Scott W. (2001) .................................................. Professor
Mathematics and Statistics
B.A., Evangel College; B.A., California State University, Long Beach; M.A., University of Notre Dame; Ph.D., University of California, San Diego.

Cretara, Domenic (1986) .................................................. Professor
Art

Crockett, Bryan (2007) .................................................. Associate Professor
Art
B.F.A., Cooper Union, New York; M.F.A., Yale University.

Croke, Eileen M. (1999) .................................................. Professor
School of Nursing
B.S.N., Northeastern University; M.S.N., California State University, Long Beach; Ed.D., Pepperdine University.

Crussemeyer, Jill A. (1998) .................................................. Professor
Kinesiology
B.S., Long Island University; M.S., University of Massachusetts; Ph.D., University of Oregon.

Cummings, Tanya R. (2000) .................................................. Professor
School of Nursing
B.F.A., California State University, Long Beach; M.F.A., California State University, Fullerton.

Cummings, challin (2009) .................................................. Professor
Management and Human Resource Management
B.A., Sichuan University; B.S., M.A., University of Utah; Ph.D., University of Southern California.

Cummins-Vigneron, Catherine A. (2009) .................................. Professor
Nursing
B.S., Regis University; M.S.N., California State University, Long Beach; M.D., University of Sydney, Australia.

Curtis, James R. (1995) .................................................. Professor
Geography
B.A., M.A., San Jose State University; Ph.D., University of California, Los Angeles.

Curtis, Kenneth R. (1990) .................................................. Professor
History/Liberal Studies
B.A., Lawrence University; M.A., Ph.D., University of Wisconsin.

Dabel, Jane E. (2001) .................................................. Associate Professor
History
B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.

Dahab, F. Elizabeth (2001) .................................................. Professor
Comparative World Literature and Classics
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Dahlen, Rebecca D. (1996) .................................................. Associate Professor
School of Nursing
R.N., Los Angeles County Medical Center School of Nursing; B.S.N., University of Phoenix; M.N., California State University, Los Angeles; Ed.D., University of Southern California.

Dallman, Suzanne (2007) .................................................. Assistant Professor
Geography
B.A., San Francisco Art Institute; M.A., California State University, Long Beach; Ph.D., University of California, Los Angeles.

Das, Mihir K. (1981) .................................................. Professor
Mechanical and Aerospace Engineering

Daugherty, Emma L. (1997) .................................................. Professor
Journalism
B.S., West Virginia University; M.A., Michigan State University.

Davis, James A. (1985) .................................................. Professor
Kinesiology
B.A., M.A., San Diego State University; Ph.D., University of California, Davis. Emerita, 2011.

Davis, Jeffrey P. (1997) .................................................. Associate Professor
Sociology/Human Development
B.A., North Carolina Central University; Ph.D., North Carolina State University.

DeGuire, Linda J. (1990) .................................................. Professor
Mathematics and Statistics

Deitch, Kathryn V. (1997) .................................................. Associate Professor
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Del Campo, Alicia (2000) .................................................. Associate Professor
Romance, German, Russian Languages and Literatures
M.A., University of Chile, Santiago, Chile; M.A., University of Minnesota, Minneapolis; Ph.D., University of California, Irvine.

Dennis, Christopher D. (1985) .................................................. Professor
Political Science
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Derakhshan, Shahab (2009) .................................................. Assistant Professor
Chemistry and Biochemistry
B.S., University of Mazandaran, Iran; M.S., Zanjan University, Iran; Ph.D., University of Waterloo, Ontario, Canada.
Dieveney, Patrick (2007) ............................................................. Assistant Professor Philosophy  
B.A., Carleton College, Northfield, Minnesota; Ph.D., University of Arizona, Tucson.

Dillon, Jesse G. (2004) ............................................................. Associate Professor Biological Sciences  
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Ding, Yu (2006) ............................................................. Assistant Professor Mathematics and Statistics  
B.A., Fudan University, China; M.A., Ph.D., New York University.

Dinielli, Gene L. (1963) ............................................................. Professor English  

Domingo-Foraste, Douglas (1990) ............................................................. Professor Comparative World Literature and Classics  
B.A., University of California, Davis; M.A., Ph.D., University of California, Santa Barbara.

Donato, Clorinda (1989) ............................................................. Professor Romance, German, Russian Languages and Literatures  
B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.

Dorn, Carl H. (1968) ............................................................. Professor Mathematics and Statistics  
B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles.

Douglas, Masako O. (2001) ............................................................. Associate Professor Asian and Asian American Studies  
B.A., M.A., Kobe City University of Foreign Studies; M.A., Australian National University; Ph.D., University of Southern California.

Dowell, David A. (1977) ............................................................. Vice Provost, Planning and Budget Academic Affairs  
B.S., California Polytechnic University, San Luis Obispo; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School.

Dunagan, Colleen T. (2002) ............................................................. Associate Professor Music - Bob Cole Conservatory of Music  
B.M., University of Southern California; M.A., Ph.D., University of California, Santa Barbara.

Druzdzalski, Christopher (1970) ............................................................. Professor Electrical Engineering  
B.S., M.S., Technical University, Poland; M.S., Ph.D., Ohio State University, Columbus.

Ducharme, Catherine C. (1990) ............................................................. Professor Teacher Education  
B.A., California Polytechnic University, San Luis Obispo; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School.

Dungan, Colleen T. (2002) ............................................................. Associate Professor Dance  
B.A., Hamilton College, Clinton, NY; Ph.D., University of California, Riverside.

Duong, Khue (2009) ............................................................. Senior Assistant Librarian University Library  
B.S., University of California, Los Angeles; M.A., University of California, Santa Cruz; M.I.S., University of Washington.

Dyo, Melissa (2011) ............................................................. Assistant Professor School of Nursing  
B.S., M.S., California State University, Long Beach; Ph.D., Azusa Pacific University.

D’Zmura, Anne (2007) ............................................................. Professor Theatre Arts  
B.A., Hampshire College; M.F.A., Yale University, Connecticut.

Eatmon, Stephanie L. (1998) ............................................................. Associate Professor Health Science  
B.S., Idaho State University; M.Ed., Loma Linda University; Ed.D., University of La Verne. Emeritus, 2010.

Ebert, Todd (2001) ............................................................. Associate Professor Computer Engineering and Computer Science  
B.S., California State University, Long Beach; M.A., Ph.D., University of California, Santa Barbara.

Ebneshahrshoob, Morteza (1990) ............................................................. Professor Mathematics and Statistics  
B.S., University of Tehran; M.S., Ph.D., Oklahoma State University.

Edwards, Alejandra C. (1986) ............................................................. Professor Economics  
Licenciado En Economia, Ingeniero Comercial, Universidad Catolica de Chile; M.A.; Ph.D., University of Chicago.

Edwards, Dave (2004) ............................................................. Director University Student Union  
B.S., University of Evansville, Indiana; M.S., Southern Illinois University, Carbondale, Illinois; Ed.D., California State University, Long Beach.

Eldon, Elizabeth D. (2000) ............................................................. Associate Professor Biological Sciences  

Enders, Thomas (1996) ............................................................. Associate Vice President Enrollment Services  
B.M., College Conservatory of Music, Cincinnati; M.M., University of Southern California.

Engelt, Burkhard (2003) ............................................................. Professor Computer Engineering and Computer Science  
B.S., University of Tubingen, Germany; M.S., Ph.D., University of Connecticut.

Eriksen, Shelley J. (1999) ............................................................. Associate Professor Human Development  
B.A., Southern Oregon State College; M.A.; Ph.D., University of Massachusetts at Amherst.

Erylan, Erylana (2009) ............................................................. Assistant Professor Health Care Administration  
M.P.P.M., Ph.D., University of Southern California; M.D., Atmajaya Catholic University, Indonesia.

Esfandiari, Ramin S. (1991) ............................................................. Professor Mechanical and Aerospace Engineering  
B.S., M.A., Ph.D., University of California, Santa Barbara.

Esparza, Araceli (2011) ............................................................. Assistant Professor Linguistics  
B.S., M.A., Ph.D., University of Southern California, Los Angeles; M.A., California State University, Northridge.

Espinoza, Andrew J. (1999) ............................................................. Director Educational Opportunity Program  
B.A., University of California, Los Angeles; M.P.A., California State University, Long Beach.

Estrada, Gabriel S. (2005) ............................................................. Assistant Professor American Indian Studies/Chicano and Latino Studies  
B.A., University of California, Berkeley; M.A., Ph.D., University of Arizona.

Eveland, Vern K. (1984) ............................................................. Professor Biological Sciences  
B.S., State University of Iowa, Iowa City; M.S., Ph.D., University of Iowa, Iowa City.

Faraji, Sedigheh (2011) ............................................................. Assistant Professor Chemical Engineering  
B.S., M.S., University of Tehran, Iran; Ph.D., University of Kansas.

Farmer, Gail (1985) ............................................................. Associate Dean of Health and Human Services  
B.S., M.A., University of California, Los Angeles.

Farrow, John (1984) ............................................................. Professor Health Science/Sociology  
B.A., M.A., California State University, Long Beach; D.P.H. University of California, Los Angeles.

Fiebert, Michael J. (2003) ............................................................. Associate Professor Psychology  
B.S., Queens College, Flushing, New York; Ph.D., University of Rochester.

Finney, Brian H. (2003) ............................................................. Professor English  

Finney, Malcolm A. (2000) ............................................................. Professor Linguistics  
B.A., University of Sierra Leone, Freetown, Sierra Leone; M.A., Ph.D., University of Ottawa, Ottawa, Canada.

Finney, Stanley C. (1986) ............................................................. Professor Geological Sciences  
B.S., M.S., University of California, Riverside; Ph.D., Ohio State University.

Fisher, Carl H. (2000) ............................................................. Professor Comparative World Literature and Classics  
B.A., Ohio Wesleyan University; M.A., Ph.D., University of California, Los Angeles.

Fisher, Dennis G. (2000) ............................................................. Director Center for Behavioral Research and Services  
B.S., University of Akron; B.B.A., Kent State University; CPA Certificate, Colorado.

Flack, Stephen H. (1993) ............................................................. Associate Professor Romance, German, Russian Languages and Literatures  
B.A., Sonoma State University; Ph.D., University of California, Davis. Emeritus, 2010.

Fleming, Craig (2006) ............................................................. Assistant Professor Theatre Arts  
M.F.A., California State University, Long Beach.
Gray, Todd (1997) ................................................................. Professor
Art

Gredig, Thomas (2007) ......................................................... Assistant Professor
Physics and Astronomy
Vordiplom, University of Basel Switzerland; M.S., Ph.D., University of Minnesota, Twin Cities.

Green, Jack (1970) ............................................................ Professor
Geological Sciences
B.S., Virginia Polytechnic Institute; Ph.D., Columbia University.

Green, Kenneth F. (1968) ..................................................... Professor
Psychology
B.A., Brown University; M.S., Ph.D., University of Massachusetts.

Greenberg, Suzanne A. (1999) ......................................... Associate Professor
B.A., University of California, Los Angeles; B.A., M.A., California State University, Los Angeles/California State University, Los Angeles.

Greene, Gary M. (1993) ...................................................... Professor
Advanced Studies in Education and Counseling
B.A., University of California, Los Angeles; M.A., University of Southern California; Ph.D., University of California, Riverside.

Grenot-Scheyer, Marquita (1988) ............................... Dean
College of Education

Grobar, Lisa M. (1989) ....................................................... Professor
B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles/California State University, Los Angeles.

Griswold, W. Gary (2003) .................................................. Associate Professor
B.A., M.S.W., Ph.D., Arizona State University.

Galinthe, Sarah (1987) ......................................................... Professor
Health Science
B., Medicine and Surgery, University of Colombo, Sri Lanka; M.P.H., University of Hawaii, Manoa; D.P.H., University of Hawaii, Manoa.

Gurrola, Maria A. (2009) ................................................... Assistant Professor
School of Social Work
B.A., M.S.W., Ph.D., Arizona State University.

Gustin, Mary E. (2009) ...................................................... Assistant Professor
Family and Consumer Sciences
B.A., University of Alabama; M.A., Ph.D., Virginia Tech.

Guthrie, Sharon R. (1990) ............................................... Professor
Kinesiology
B.A., University of California, Los Angeles; B.A., M.A., California State University, Northridge; M.A., California State University, Long Beach; Ph.D., Ohio State University.

Haas, Liesl (2001) ............................................................ Dean
College of Education

Haas-Stapleton, Eric (2007) ............................................. Assistant Professor
Biological Sciences
B.A., Ph.D., University of California, Berkeley.

Hadlock, David A. (1985) ............................................... Professor
Art
B.A., California State University, Long Beach; M.F.A., California Institute of the Arts.

Haeley, Richard P. (2002) .............................................. Associate Professor
Political Science
B.A., University of Illinois, Urbana-Champaign; M.A., Duke University; Ph.D., University of North Carolina, Chapel Hill.

Hagens-Murillo, Kristi (2004) ................................... Associate Professor
Advanced Studies in Education and Counseling
B.A., M.A., Pepperdine University; Ph.D., University of Oregon, Eugene.

Hails, Judith A. (1972) .................................................... Professor
Criminal Justice
B.S., Loma Linda University; M.S., California State University, Long Beach; J.D., Southwestern University; LL.M., New York University.

Hakim-Butt, Karen L. (1994) .................................. Associate Dean
College of Education

Halls, Albert L. (1996) ................................................... Professor
Counseling and Psychological Services
Ph.D., New York University.

Hamano, Fumio (1989) .................................................. Associate Professor
Ph.D., University of Hawaii.

Hansen, Eric L. (1989) .................................................. Associate Professor
Management/Human Resources Management
Ph.D., University of California, Los Angeles; M.A., University of California, Berkeley.

Hansruvadha, Nat (2006) .............................................. Associate Professor
Advanced Studies in Education and Counseling/ Liberal Studies
B.A., University of California, San Diego; M.A., California State University, Los Angeles; Ph.D., University of Washington, Seattle.

Harbin, Holly (1986) .................................................... Associate Vice President
Academic Affairs, Faculty Affairs

Hart, George L. (2002) ................................................... Professor
English
B.A., Kent State University; M.A., Ph.D., Stanford University.

Hatamaka, Janice (1994) .............................................. Associate Vice President
Alumni Relations and Annual Giving
B.A., California State University, Long Beach.

Haviland, Donald (2007) ............................................ Assessment Coordinator
College of Education

He, Min (2004) ............................................................. Associate Professor
Computer Engineering and Computer Science
B.S., M.S., Hunan University, P.R. China; Ph.D., Louisiana State University, Baton Rouge.

Hefazi-Torgahbeh, Hamid (1985) .............................. Professor
Center for Advanced Technology Support for Aerospace Industry
B.S., University of Tehran, Iran; M.S., California State University, Long Beach; Ph.D., University of Southern California.

Hemalatha Ramachandran (2007) .......................... Associate Librarian
University Library
Ph.D., University of North London, England; MLS, Florida State University.

Hempel-Lamer, Nele (2006) .................................. Associate Professor
Romance, German, Russian Languages and Literatures
B.A., Rhenische Friedrich-Wilhelms-Universität Bonn, Germany; M.A., Washington University, St. Louis, Ph.D., University of Massachusetts.

Henriques, Laura (1998) ................................................ Professor
Science Education
B.A., Williams College; Ph.D., University of Iowa.

Herman, Martin (1989) ................................................ Professor
Music - Bob Cole Conservatory of Music
B.A., Duke University; M.A., University of Pennsylvania; Ph.D., University of California, Berkeley.

Herschovitz, Heloiza (2006) ...................................... Associate Professor
Journalism
B.A., Pontifical Catholic University of Sao Paulo; M.A., University of Montevallo, Alabama; Ph.D., University of Florida.

Hertz, Robert M. (1969) ................................................ Professor
Linguistics/English
B.A., Rutgers University; M.A., Syracuse University; Ph.D., University of Southern California, Emeritus, 2009.
Heyse, Amy (2006) .................................................. Assistant Professor
Communication Studies
B.A., University of Rhode Island; M.A., Ph.D., University of Maryland.

Hickman, Roger C. (1988) .................................................. Professor
Music - Bob Cole Conservatory of Music
B.A., University of California, Irvine; M.A., Ph.D., University of California, Berkeley.

Hickman, William J. (1989) .................................................. Associate Professor
Theatre Arts
B.A., Bucknell University; M.A., San Jose State University; M.F.A., University of New Orleans. Emeritus, 2011.

High, Jeffrey L. (2002) .................................................. Professor
Romance, German, Russian Languages and Literatures
B.A., University of Massachusetts, Boston; M.A., Ph.D., University of Massachusetts, Amherst.

Hill, Grant M. (2001) .......................................................... Professor
Kinesiology
B.A., Northwest College of the Assemblies of God; B.A., M.Ed., Seattle Pacific University; Ph.D., University of Iowa.

Hintzen, Paul M. N. (1992) .................................................. Professor
Physics/Astronomy
B.S., University of Minnesota, Minneapolis; Ph.D., University of Arizona.

Hippolito-Delgado, Carlos P. (2009) .................................................. Assistant Professor
Educational Psychology, Administration and Counseling
B.A., M.Ed., University of California, Los Angeles; Ph.D., University of Maryland.

Hlousek, Zvonimir (1990) .................................................. Professor
Physics and Astronomy
B.Sc., University of Zagreb, Yugoslavia; M.S., Ph.D., Brown University.

Hoffman, Michael A. (2002) .................................................. Associate Professor
Computer Engineering and Computer Science
B.A., University of New Orleans; M.S., University of Southern Mississippi; Ph.D., Louisiana State University, Baton Rouge.

Hoffman, Rose Marie (1997) .................................................. Professor
Advanced Studies in Education and Counseling
B.A., State University of New York at Albany; M.S., Canisius College; Ph.D., University of North Carolina at Greensboro. Emerita, 2010.

Holliday, Peter J. (1998) .................................................. Professor
Art
B.A., Columbia University; M.Phil., Ph.D., Yale University.

Holm, Gregory (2000) .................................................. Associate Professor
Geological Sciences
B.S.,Arizona State University; M.S., Ph.D., California Institute of Technology.

Homer, Pamela M. (1991) .................................................. Professor
Marketing
B.A., Michigan State University; M.A., M.B.A., University of Colorado, Boulder; Ph.D., University of Oregon.

Hood, David C. (1966) .................................................. Professor
History
B.A., University of California, Santa Barbara; Ph.D., University of Southern California.

Horne, David A. (1988) .................................................. Professor
Marketing
B.S., M.B.A., Ph.D., University of Michigan, Ann Arbor.

Hotchkiss, Wilhelmina L. (1990) .................................................. Associate Professor
English
B.A., California State University, Fullerton; Ph.D., University of California, Los Angeles.

Hou, Jack W. (1989) .................................................. Professor
Economics
B.A., National Taiwan University; M.A., Ph.D., Yale.

Houck, Jean (1990) .................................................. Professor
Advanced Studies in Education and Counseling
B.A., Kentucky Wesleyan College; M.A., Western Kentucky University, Bowling Green; Ed.D., Indiana University. Emerita, 2008.

Hough, Melissa S. (2010) .................................................. Assistant Professor
Recreation and Leisure Studies
B.A., Ohio University; M.A., Ph.D., University of Utah.

Hovind, Tor A. (1995) .................................................. Professor
Art/Design
B.F.A., California State University, Long Beach; M.F.A., Syracuse University.

Howell, Jayne (1994) .................................................. Professor
Anthropology
B.A., State University of New York, Geneseo; M.A., Ph.D., State University of New York, Stony Brook.

Hu, Helen Chau (1994) .................................................. Professor
English
B.A., Berea College, KY; M.A., University of Wisconsin; Ph.D., University of London.

Huang, Xuan (2011) .................................................. Assistant Professor
Accountancy
B.A., Soochow University, China; MA, University of Wisconsin, Milwaukee; Ph.D., University of California, Irvine.

Hubbard, LaRese (2005) .................................................. Assistant Professor
African Studies
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Huckabay, Louise (1984) .................................................. Professor
School of Nursing
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Huckabay, David G. (1973) .................................................. Associate Professor
Biological Sciences
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Hughes, Edward J. (1990) .................................................. Associate Professor
Religious Studies
B.A., Manhattan College, New York City; M.Div., Pittsburgh Theological Seminary; M.A., Ph.D., Claremont Graduate School.

Hultgren, Neil (2007) .................................................. Assistant Professor
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B.A., Augustana College, Illinois; M.A., Ph.D., University of Virginia.

Hunt, Herbert G., III (2002) .................................................. Professor
Accountancy
B.A., University of Vermont; M.B.A., University of Vermont; Ph.D., University of Colorado at Boulder.

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Sociology
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Igmen, Ali (2006) .................................................. Assistant Professor
History
B.S., Uludag University, Turkey; M.A., University of Pittsburgh; Ph.D., University of Washington, Seattle.

Ireland, Connie M. S. (2003) .................................................. Associate Professor
Criminal Justice
B.A., M.A., Ph.D., University of California, Irvine.

Ishimine, Tomokata (1967) .................................................. Professor
Economics
B.A., Kobe University, Japan; M.A., M.S., Ph.D., University of Wisconsin. Emeritus, 2006.

Itatani, Carol A. (1975) .................................................. Professor
Biological Sciences
B.A., University of California, Los Angeles; M.S., California State University, Long Beach; Ph.D., University of Southern California. Emerita, 2006.

Jacques, David Martin (1998) .................................................. Associate Professor
Theatre Arts
B.F.A., University of Miami; M.F.A., Southern Methodist University.

Jadalla, Ahlam A. (2008) .................................................. Assistant Professor
School of Nursing
B.S.N., University of Jordan, Amman; M.S.N., Georgetown University; Ph.D., Loma Linda University.

Jaffe, Alexandra M. (2001) .................................................. Professor
Linguistics / Anthropology
B.A., University of Delaware; M.A., Ph.D., Indiana University at Bloomington.

Jahn, Min-Ten (1986) .................................................. Professor
Mechanical and Aerospace Engineering
B.S., University of New Mexico; M.A., Ph.D., State University of New York, Stony Brook. Emeritus, 2010.

Jaikumar, Prashanth (2009) .................................................. Assistant Professor
Physics and Astronomy
B.S., Delhi University, India; M.S., Indian Institute of Technology, India; Ph.D, Stony Brook University.

James, Katherine (1993) .................................................. Professor
Recreation and Leisure Studies
B.A., Carleton College, Minnesota; M.A., Ph.D., University of Minnesota.

James, Kenneth (1982) .................................................. Professor
Electrical Engineering/Computer Engineering and Computer Science
B.S., Case Institute of Technology; M.S., California State University, Fullerton; Ph.D., University of California, Irvine.

Jang, Long-Kuan (1984) .................................................. Professor
Chemical Engineering
B.S., M.S., National Taiwan University; Ph.D., University of Southern California.

Janousek, Kelly S. (1988) .................................................. Librarian
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Janssen, Maridith A. (1999) .................................................. Professor
Recreation and Leisure Studies
B.S., California State University, Sacramento; M.A., California State University, Chico; Ed.D., Oklahoma State University.

Jarvis, Jeffrey (2005) .................................................. Associate Professor
Music - Bob Cole Conservatory of Music
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Ji, Hongyu (1999) ......................................................... Professor
Art
B.F.A., Central Academy of Fine Arts, Beijing, China; M.F.A., State University of New York, New Paltz.

Jocoy, Christine (2004) ............................................... Associate Professor
Geography
B.A., Vassar College, NY; M.S., Ph.D., Pennsylvania State University, University Park.

Johnson, Ann M. (2003) ............................................ Associate Professor
Communication Studies
B.S., University of Utah; M.A., University of New Mexico; Ph.D., University of Massachusetts.

Johnson, Keith R. (1997) ............................................. Professor
Dance
B.S., Brigham Young University; M.F.A., University of Utah.

Johnson, Lorin (2005) .............................................. Assistant Professor
Dance
B.A., University of Southern California; M.A., University of Southern California.

Johnson, Thomas G. (1989) .................................... Professor
Computer Engineering and Computer Science
B.A., Oberlin College; M.S., Youngstown State University; Ph.D., University of California, Davis.

Johnson, Troy R. (1994) ............................................. Professor
History/American Indian Studies Program
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Johnston, Michael W. (1987) .................................. Psychologist
Counseling and Psychological Services
B.A., Missouri Southern State College; M.S., University of Kansas; Ed.D., Indiana University, Bloomington.

Jones, F. Stanley (1988) ........................................... Professor
Religious Studies
B.A., Yale University; B.A., M.A., Oxford University; Dr.Theology, Universitaet Gottingen, Federal Republic of Germany.

Jorgenson, Dale O. (1972) ....................................... Professor
Psychology

Joshee, Jeet (2008) .................................................. Dean
College of Continuing and Professional Education
Ed.D., University of Massachusetts, Amherst.

Kara-Davoud, Christopher (2005) ....................... Associate Professor
Journalism
M.A., Sofia University, Bulgaria; Ph.D., University of Florida.

Karenga, Maulana N. (1989) ................................. Professor
 Africana Studies
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Kataoka, Hiroko C. (1998) ..................................... Professor
Asian and American American Studies
B.A., Kobe College, Japan; M.A., Ph.D., University of Illinois, Urbana-Champaign

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Communication Studies
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Kelemen, William L. (2001) ................................. Professor
Psychology
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Kelleher, Marie A. (2003) ..................................... Associate Professor
History
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Kelley, Kevin M. (1995) ........................................ Associate Professor
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Kelly, Kenneth T. (2001) ....................................... Director
Student Transition and Retention Services
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Kelly, Thomas K. (2003) ....................................... Associate Professor
Geological Sciences/Science Education
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Kenealy, Patrick F. (1988) ..................................... Professor
Physics and Astronomy/Science Education
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Kermode, Lloyd E. (2000) ................................. Professor
English
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Khan, Mohammed B. (1984) ................................. Professor
Information Systems
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Khatra, Balwant S. (1987) ................................. Associate Professor
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Kim, Eun Heui (2001) .......................................... Professor
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Klein, Alexander M. (2009) ......................... Assistant Professor
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Art
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Klink, Eileen S. (1990) ................................................................. Professor
Library Services
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Knudson, Ruth E. (1995) ................................................................. Professor
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Ko, Yu-Fu (2009) ................................................................. Assistant Professor
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Kochan, Roman V. (1969) ................................................................. Dean
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Koob, Jeffrey J. (2001) ................................................................. Associate Professor
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Theatre Arts
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Mathematics and Statistics
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Krause, Marica C. (1968) ................................................................. Professor
Teacher Education

Kress, Jeffrey L. (2001) ................................................................. Associate Professor
Kinesiology
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Kreyza, Peter G. (2002) ................................................................. Associate Professor
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Accountancy
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Krupka, Thomas J. (1986) ................................................................. Professor
Art
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Kukalis, Salah M. (1986) ................................................................. Professor
Management and Human Resources Management
B.S., M.B.A., The American University, Cairo; Ph.D., University of Arizona.

Kumar, Rajendra (1983) ................................................................. Professor
Electrical Engineering
B. Tech., M. Tech., Indian Institute of Technology; Ph.D., University of Newcastle, Australia.

Kumpf, Lorraine E. (1987) ................................................................. Professor
Linguistics
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Kumrow, David E. (2000) ................................................................. Associate Professor
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B.Sc., Gannon University, Erie, Pennsylvania; B.S.N., Niagara University, Niagara Falls, New York; M.S.N., State University of New York, Buffalo; Ed.D., University of Southern California.

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History
B.A., M.A., Ph.D., University of California, Los Angeles; J.D., Georgetown University, Washington, D.C.

Kvapil, James A. (1988) ................................................................. Interim Dean
College of the Arts

Kwon, Chuhun (1999) ................................................................. Professor
Physics and Astronomy
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Lacey, John M. (1989) ................................................................. Professor
Accountancy
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Lacey, Kathleen A. (2000) ................................................................. Professor
College of Business Administration
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Lam, Brian T. (2003) ................................................................. Associate Professor
School of Social Work
B.A., California State University, Fullerton; M.S.W., California State University, Long Beach; Ph.D., Columbia University, New York.

Lam, Shui F. (1985) ................................................................. Professor
Computer Engineering and Computer Science
B.S., Chinese University of Hong Kong; M.S., Ph.D., Pennsylvania State University.

Landon, Lora R. (2005) ................................................................. Assistant Professor
Geological Sciences
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Lane, Brian A. (2002) ................................................................. Professor
Film and Electronic Arts
B.A., University of California, Los Angeles; M.F.A., University of California, Los Angeles; J.D., University of Southern California.

Laris, Paul S. (2002) ................................................................. Professor
Geography
B.S., University of California, Los Angeles; M.S., San Jose State University; M.A., Ph.D., Clark University.

Larson, Daniel O. (1988) ................................................................. Professor
Anthropology
B.A., M.A., University of Nevada, Las Vegas; Ph.D., University of California, Santa Barbara.

Lascano, Marcy (2006) ................................................................. Assistant Professor
Philosophy
B.A., University of Washington; M.A., Ph.D., University of Massachusetts, Amherst

Lau, Beth (1990) ................................................................. Professor
English

Lavay, Barry (1989) ................................................................. Associate Professor
Kinesiology
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Lax, Melvin (1977) ................................................................. Professor
Mathematics and Statistics
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Lazarowitz, Arlene (2004) ................................................................. Professor
History
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Le, Son V. (1986) ................................................................. Professor
Finance
B.S., M.S., Ph.D., Iowa State University.

LeBank, Ezra (2011) ................................................................. Assistant Professor
Theatre Arts
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Lee, Cheryl D. (2000) ................................................................. Professor
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Lee, Chi-Hsui Sophie (1998) ................................................................. Professor
Information Systems
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Lee, Christopher T. (2000) ................................................................. Professor
Geography
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Lee, Chung-min (2007) ................................................................. Assistant Professor
Mathematics and Statistics
B.S., M.S., National Taiwan University; Ph.D., Indiana University.

Lee, Diane W. (1999) ................................................................. Professor
Psychology
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Lee, Jacqueline D. (1989) ....................................................... Associate Professor
Family and Consumer Sciences
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Lee-Fruman, Kay K. (1999) ............................................................ Professor
Biological Sciences
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Leiter, William M. (1966) .......................................................... Professor
Political Science
B.A., University of Massachusetts; M.A., Ph.D., University of California, Los Angeles.

LeMaster, Barbara C. (1997) ....................................................... Professor
Anthropology/Linguistics
B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.

Leung, Alfred F. (1989) ............................................................... Professor
Physics and Astronomy

Levine, Arthur M. (1974) ............................................................ Professor
College of Business Administration

Levin, M. (1982) ................................................................. Associate Professor
Teacher Education
B.A., University of California, Los Angeles; M.Ed., Bridgewater State College; MA; Ed.D., Boston University.

Li, Guotong (2007) ............................................................... Assistant Professor
History
B.A., Peking University, China; M.A., National University of Singapore; Ph.D., University of California, Davis.

Li, Lijuan (1998) ................................................................. Professor
Chemistry and Biochemistry
B.Sc., Jilin University, P.R. China; Ms.Sc./Ph.D., Jilin University, P.R. China; Ph.D., McMaster University, Ontario, Canada.

Li, Xin (2001) ................................................................. Assistant Professor
Teacher Education
B.A., Southwest China Teacher’s University; M.A., Ph.D., University of Toronto.

Li, Xuhui (1999) ................................................................. Assistant Professor
Mathematics and Statistics
B.S., M.S., East China Normal University; Ph.D., University of Texas, Austin.

Liang, Xiaoping (2000) .............................................................. Associate Professor
Linguistics
B.A., Nanjing University, Nanjing, China; M.A., Exeter University, Exeter, United Kingdom; Ph.D., University of British Columbia, Vancouver, Canada.

Lichtry, Margaret E. (2000) .................................................. Associate Professor
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Lin, Ping (2006) ............................................................... Associate Professor
Accountancy
B.S., Beijing Institute of Technology; M.S., Central University of Banking and Finance; Ph.D., University of California, Irvine.

Lindsay, Cecile (2004) ........................................................ Vice Provost and Dean of Graduate Studies
Academic Affairs

Lo, Chih-Cheng (2009) .......................................................... Assistant Professor
Chemical Engineering
B.S., National Chung Hsing University, Taiwan; M.E., Ph.D., Texas A&M University.

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Advanced Studies in Education and Counseling
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Anthropology
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English
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Lopez, Marco A. (1987) .......................................................... Professor
Chemistry and Biochemistry
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Lopez-Zetina, Javier (2000) ....................................................... Associate Professor
Health Science
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Lord, Carol (1999) ............................................................... Professor
Teacher Education / Linguistics

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Development and Campaign Operations
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Biological Sciences
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Religious Studies
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Lu, Bei (2005) ............................................................... Associate Professor
Mechanical and Aerospace Engineering
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Finance
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Psychology

MacDonald, Susan Peck (1999) .................................................. Associate Professor
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Macias, Elena (1997) ............................................................... Assistant Vice Governmental and Community Relations
Administration and Finance

Loewer, Susan L. (1999) ............................................................... Professor
Sociology
B.S., California State University, Fullerton; M.A., Ph.D., Claremont Graduate University.

Loewer, William M. (1966) .......................................................... Professor
Anthropology

Mahapatra, Sitapana (1983) .......................................................... Professor
Accountancy
B.S., Regional Engineering College, India; M.B.A., Indian Institute of Management, India; Ph.D., Case Western Reserve University. Emeritus, 2009.
Mulligan, William A. (1986) .................................................................Professor
Journalism
B.S., Brescia College; M.S., T.S.C.T., Murray State University; Ph.D., University of Missouri, Columbia. Emeritus, 2011.

Murdoch, Caitlin E. (2003) ................................................................. Professor
History
B.A., Swarthmore College; PA, M.A., Emory University, Atlanta; Ph.D., Stanford University.

Murgolo, Frank D. (2003) ................................................................. Professor
Physics
B.A., State University of New York, Brockport; M.A., Arizona State University; Ed.D., Wright State University; Ph.D., Ohio State University.

Murray, William L. (2001) ................................................................. Professor
Arts Education
B.A., Seattle Pacific University; M.S.W., Washington University; Ph.D., Smith College, School for Social Work.

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Office of the President
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Nasr, Elhami B. (2002) ................................................................. Professor
Civil Engineering and Construction Engineering Management
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Nayak-Guerico, Aparna (2006) ................................................................. Professor
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Neff, Hector (2002) ................................................................. Professor
Anthropology
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Neils, Barbara J. (1974) ................................................................. Professor
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Newberger, Florence A. (2001) ................................................................. Associate Professor
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School of Social Work
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Marketing
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Nieuwland, Charles J. (2001) ................................................................. Professor
Health & Human Development
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Nitsch, Audee (2007) ................................................................. Assistant Professor
Music - Bob Cole Conservatory of Music
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O'Brien, Barry (1999) ................................................................. Professor
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Marketing
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University of Utah.

Nicholls, Walter J. (2004) .......................................................Associate Professor
Sociology
B.S., University of California, Santa Cruz; M.S., Ph.D., University of California, Los
Angeles.

Noble, Charles (1987) ............................................................Professor
Political Science
B.A., Cornell University; M.A., University of California, Los Angeles; Ph.D.,
University of California, Berkeley.

Noguera, Norma A. (2001) .......................................................Associate Professor
Mathematics and Statistics
B.A., Universidad Nacional, Heredia; M.Ed., Ph.D., Ohio University.

Nolan, Lawrence P. (1997) .......................................................Professor
Philosophy
B.A., M.A., Ph.D., University of California, Irvine.

Noquez, Alice E. (2009) ..........................................................Assistant Professor
Nursing
B.S., University of Alberta, Edmonton, Alberta; M.S., Ph.D., University of San Diego.

Nou, Leakham (2005) ............................................................Associate Professor
Sociology
B.A., California State University, Fullerton; M.A., University of Hawaii at Manoa; M.S.W.
University, NY; Ph.D., University of Hawaii at Manoa.

O'Connor, Daniel (1999) ........................................................Assistant Professor
Political Science/Liberal Studies
B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los
Angeles.

O'Donnell, Julie A. (1994) .......................................................Professor
School of Social Work
B.A., University of Wyoming; M.A., Eastern Washington College; Ph.D., University of
Washington.

O'Gorman, Hugh (2002) .........................................................Associate Professor
Theatre Arts
B.A., Cornell University; M.F.A., University of Washington, Seattle.

Ojeda, Andrea (2009) .............................................................Assistant Professor
Economics
B.A., Makerere University, Kampala, Uganda; M.A., University of North Texas; Ph.D.,
Kansas State University.

O'Lawrence, Henry (2001) .......................................................Associate Professor
Health Care Administration
B.S., Winston-Salem State University; M.S., University of North Carolina at Greensboro;
Ph.D., Pennsylvania State University.

Onderdonk, Nathan (2007) ......................................................Assistant Professor
Geological Sciences
B.S., Principia College; M.S., Ph.D., University of California, Santa Barbara.

Ortiz, Anna M. (2003) ............................................................Professor
Advanced Studies in Education and Counseling
B.S., University of California, Davis; M.A, The Ohio State University, Columbus; Ph.D.,
University of California, Los Angeles.

O'Rourke, Patrick (2008) ........................................................Director
Veterans University and Veterans Affairs Services
B.A., Valparaiso University; M.A., Naval Post-graduate School, Monterey.

Ostergren, Jennifer A. (2009) ..................................................Assistant Professor
Communicative Disorders
B.S., M.S., California State University, Long Beach; Ph.D., Claremont Graduate University.
Rahai, Hamid R. (1989) ..................................................Director
B.A., Hamilton College; M.A., Ph.D., University of California, San Diego.

Quam-Wickham, Nancy L. (1994) ....................................Professor
History
B.A., San Francisco State University; M.A., Ph.D., University of California, Berkeley.

Quan-Wickham, Nancy L. (1994) ....................................Professor
History
B.A., San Francisco State University; M.A., Ph.D., University of California, Berkeley.

Rajput, Subhash (1990) ..................................................Professor
Physics and Astronomy
B.Sc., Ph.D., Imperial College, London.

Ramachandran, Hemalatha (2007) ..................................Librarian
University Library

Ramirez, Genevieve M. (1974) .......................................Director
Learning Assistance Center
B.A., M.A., University of California, Los Angeles.

Ramos, Maria J. (2002) ..................................................Professor
Management and Human Resources Management
M.A., Western Michigan University; Ph.D., University of Illinois at Urbana-Champaign.

Redman, Catherine (1987) .............................................Professor
History
B.A., University of California, Los Angeles.

Reddy, Sabine B. (2001) .................................................Associate Professor
Management and Human Resources Management
M.A., Western Michigan University; Ph.D., University of Illinois at Urbana-Champaign.

Reid, Jennifer (2006) ......................................................Assistant Professor
Women's, Gender, and Sexuality Studies
B.A., Loyola Marymount University; M.A., Ph.D., University of California, Irvine.

Reese, Leslie (2001) .......................................................Executive Director
Center for Language Minority Education and Research (CLMER)

Reeck, John H. (1976) ....................................................Professor
History
B.A., Stanford University, California; M.A., Ph.D., University of California, Los Angeles.

Reich, Thomas A. (1988) .................................................Professor
Finance
B.A., Hankuk University of Foreign Seoul, Korea; M.A., Kent State University; M.A., University of Chicago; Ph.D., Wayne State University.

Rhoads, Thomas J. (1976) ..............................................Professor
College of Business Administration
B.S., M.B.A., University of Southern California; J.D., Western State University. Emeritus, 2010.

Rich, Marc D. (2001) .....................................................Professor
Communication Studies
B.A., M.A., California State University, Northridge; Ph.D., Southern Illinois University, Carbondale.

Richards, Catherine R. (2004) ........................................Associate Professor
Advanced Studies in Education and Counseling
B.A., M.A., University of California, Riverside; Ph.D., University of California, Santa Barbara.

Richesson, Robin A. (2002) ............................................Associate Professor
Art
B.A., M.F.A., California State University, Long Beach.

Riedel, Kyle (2003) .......................................................Associate Professor
Art
B.S., Portland State University, Oregon; M.F.A., University of Texas, Austin.
Saint-Germain, Michelle A. (1995) .................................................. Professor
Public Policy and Administration
B.A., University of California Berkeley; M.S., M.P.A., California State University, Hayward; Ph.D., University of Southern California.

Saltzman, William R. (2001) .................................................. Professor
Advanced Studies in Education and Counseling
M.A., Ph.D., University of Maryland, College Park.

Sanchez-H., Jose (1988) .................................................. Professor
Film and Electronic Arts
B.A., Universidad Autonomia de Guadalajara, Mexico; M.A., Ph.D., University of Michigan.

Sandoval, Anna M. (1998) .................................................. Professor
Chicano and Latino Studies
B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Santa Cruz.

Sanfilippo, David (1978) .................................................. Director
Disabled Student Services
B.A., San Jose State University.

Santhiveeran, Janaki (1999) .................................................. Professor
School of Social Work
B.S., M.S.W., Madurai Kamaraj University, Madurai, India; Ph.D., Barry University, Miami, Florida.

Satishnathan, Dhushy (2009) .................................................. Associate Dean
Academic Programs
College of Engineering
B.S., Oklahoma State University; M.S., Ph.D., Penn State University.

Sauceda, James S. (1988) .................................................. Director
Multicultural Center
B.S., M.S., University of California, Los Angeles; Ph.D., Stanford University.

Schefski, Harold K. (1986) .................................................. Professor
Romance, German, Russian Languages and Literatures
B.A., University of California, Davis; M.A., Ph.D., Stanford University.

Scherwin, Vicki M. (2009) .................................................. Associate Professor
Management and Human Resources Management
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Schramm, Michael (2007) .................................................. Assistant Professor
Chemistry and Biochemistry
B.S., State University of New York, Syracuse; M.S., Ph.D., University of Chicago.

Schrank, Sarah L. (2002) .................................................. Associate Professor
History
Baccalaureate de Francais, Lycee Marcelin Berthelot, France; B.A., McGill University, Canada; Ph.D., University of California, San Diego.

Schock, Rebecca (2007) .................................................. Associate Professor
Art
B.A., University of Nebraska-Lincoln; M.F.A., Massachusetts College of Art.

Schroeder, Jan M. (1999) .................................................. Professor
Pre-Professional Programs
B.A., Chapman College, Orange, California; M.S., California State University, Fullerton; Ph.D., University of Kansas.

Schug, Robert A. (2010) .................................................. Assistant Professor
Communication
B.A., M.S., California State University, Los Angeles; M.A., Ph.D., University of Southern California.

Schröer, Norbert E. (2003) .................................................. Associate Professor
English
B.A., Hochschule der Künste, Berlin; M.A., Freie Universität, Berlin; Ph.D., Duke University.

Sciortino, Antonella (2004) .................................................. Associate Professor
Civil Engineering and Construction Engineering Management
B.S., Politecnico di Bari, Italy; M.S., Ph.D., University of California, Los Angeles.

Scott, George M. (1990) .................................................. Associate Professor
Kinesiology
B.A., University of Texas, Austin; M.A., Ph.D., University of California, San Diego. Emeritus, 2011.

Scott, Paul (2005) .................................................. Professor
Comparative World Literature and Classics
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Segalla, Angelo (2001) .................................................. Professor
Anthropology
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Comparative World Literature and Classics
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Sexauer, Roxanne D. (1999) .................................................. Professor
Art
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Seyburn, Patricia (2006) .................................................. Associate Professor
English
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Shafer, David A. (2002) ................................................................. Associate Professor
B.A., University of California, Los Angeles; J.D., Loyola Law School; Ph.D., University of London, England.

Shaffer, Gwen L. (2012) .............................................................. Assistant Professor
Journalism
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Shahian, Bahram (1983) ......................................................... Professor
Electrical Engineering
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Shaked, Nizar (2006) ................................................................. Assistant Professor
Art
P.P.C., Beit Berli College, Midresha School of Art, Israel; M.A., University of California, Los Angeles; M.F.A., Otis College of Art and Design.

Shankar, Praveen (2011) ......................................................... Assistant Professor
Mechanical and Aerospace Engineering
B.S.M.E., Bangalore University, India; M.S., Ph.D., Ohio State University, Columbus.

Shaw-Sutton, Carol (1989) ......................................................... Professor
Art

Shehab-Eldeen, Tariq (2004) .................................................. Associate Professor
Civil Engineering and Construction Engineering Management
B.A., M.S., King Fahd University of Petroleum and Minerals, Saudi Arabia; Ph.D., Concordia University, Quebec, Canada.

Shelley, Nancy S. (2001) .......................................................... Associate Professor
English
B.A., Murray State University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Kansas.

Shim, Jae K. (1981) ................................................................. Professor
Accountancy
B.S., Seoul National University, Korea; M.B.A., Ph.D., University of California, Berkeley. Emeritus, 2008.

Shin, Fay H. (2001) ................................................................. Professor
Teacher Education
B.A., University of California, Los Angeles; M.S., Ph.D., University of Southern California.

Shockley, Alan F. (2008) .......................................................... Assistant Professor
Music - Bob Cole Conservatory of Music
B.M., University of Georgia, Athens; M.M., Ohio State University; M.F.A, Ph.D., Princeton University.

Shrader, John W. (2011) .......................................................... Assistant Professor
Journalism
B.A., University of Nebraska, Lincoln; M.S., San Jose State University.

Shon, Young-Sok (2006) .......................................................... Professor
Chemistry and Biochemistry
B.S., M.S., Sogang University, Korea; Ph.D., University of Houston.

Sidorov, Dmitrii (2002) ............................................................ Associate Professor
Geography
B.S., M.A., Moscow State University, Moscow; Ph.D., University of Minnesota, Minneapolis.

Siegel, Franc (2002) ............................................................... Professor
Art
B.F.A., Tyler School of Art, Temple University; M.F.A., Yale University.

Silveira, Carlos A. (1997) .......................................................... Professor
Art
B.S., Universidade Federal do Rio Grande do Sul; M.F.A., Northern Illinois University; Ph.D., Texas Tech University.

Simms, Matthew T. (2003) ...................................................... Associate Professor
Art
B.A., University of California, Santa Cruz; M.A., University of Rochester, NY; Ph.D., Harvard University.

Sinay, Tony (2003) ................................................................. Professor
Health Care Administration
B.S., M.S., Istanbul Technical University, Turkey; Ph.D., Saint Louis University.

Sincak, Kevin (2006) ............................................................... Assistant Professor
Biological Sciences
B.S., Ph.D., Michigan State University.

Singh, Davinder (1983) ........................................................... Professor
Economics
B.S., Benedict College; M.A., Duke University; Ph.D., University of South Carolina. Emeritus, 2009.

Singh-Carlson, Savi (2007) .................................................... Assistant Professor
School of Nursing
B.S.N., M.S.N., University of British Columbia, Canada; Ph.D., University of Alberta, Canada.

Sinha, Praveen (2009) ............................................................. Associate Professor
Accountancy
B.A., M.A., Lucknow University, India; Ph.D., Carnegie Mellon University.

Slater, Charles (2006) ............................................................ Professor
Advanced Studies in Education and Counseling
B.A., University of Minnesota; M.A., Occidental College; Ph.D., University of Wisconsin-Madison.

Slovinska, Katarzyna (2004) ................................................... Professor
Chemistry and Biochemistry
M.S., Warsaw University, Poland; Ph.D., University of California, Berkeley.

Slovinski, Krzysztof (2001) ...................................................... Associate Professor
Chemistry and Biochemistry
M.Sc., Ph.D., Warsaw University, Warsaw, Poland.

Sluss, Sara B. (1995) .............................................................. Librarian
University Library
B. of General Studies, Wichita State University; M.L.S., Emporia State University; M.S., Pace University. Emerita, 2009.

Smith, Craig R. (1988) ............................................................ Director
Center for First Amendment Studies

Communication Studies/Film and Electronic Arts
B.A., University of California, Santa Barbara; M.A., City University of New York, Queens; Ph.D., Pennsylvania State University. Emeritus, 2010.

Smith, Judy E. (1980) .............................................................. Professor
School of Nursing

Smith, Nancy Jo (1987) .......................................................... Professor
Theatre Arts
B.A., Midwestern State University; M.A., M.F.A., University of Michigan.

Smith, Rodney (2006) ............................................................ Professor
Accountancy
B.S., University of Oregon; M.S., Naval Postgraduate School; Ph.D., University of California, Irvine.

Solt, Michael (2008) .............................................................. Dean
College of Business Administration
B.S., Ohio State University; M.B.A., D.B.A., Indiana University.

Sondhi, Lydia E. (1985) .......................................................... Associate Professor
Family and Consumer Sciences
Ph.D., University of Missouri, Columbia; M.S., Oklahoma State University. Emerita, 2009.

Son, Praveen K. (1991) ........................................................... Professor
Marketing
B.T., Indian Institute of Technology; M.B.A., Indian Institute of Management; Ph.D., Pennsylvania State University.

Sorin, Eric J. (2007) ............................................................... Assistant Professor
Chemistry and Biochemistry
B.S., University of California, Riverside; Ph.D., Stanford University, California.

Span, Sherry A. (2000) ........................................................... Professor
Psychology
B.A., Tufts University; M.A., California State University, Long Beach; M.A., Ph.D., University of Southern California.

Speirs, Susanna B. (2004) .......................................................... Associate Professor
Art
B.A., Syracuse University, NY; M.F.A., University of Washington.

Sensenal, Bede (1977) ............................................................ Professor
Africana Studies
B.A., Makerere University, Uganda; M.A., Ph.D., University of California, Los Angeles. Emeritus, 2010.

Stallones, Jared R. (2011) ...................................................... Professor
Single-Subject (Secondary) Credential Program Coordinator
B.A., M.A., Ph.D., University of Texas, Austin.

Stanley, M. Sue (1986) ............................................................ Associate Dean
College of Health and Human Services

Family and Consumer Sciences
B.A., California State University, Chico; M.S., University of Arizona; Ph.D., Oklahoma State University.

Stanton, Roger R. (1966) ...................................................... Professor
Management and Human Resources Management
B.S., San Jose State University; M.B.A., California State University, Long Beach; M.P.A., Harvard University; D.B.A., University of Southern California. Emeritus, 2011.

Stanton, Toni L. (1987) ........................................................... Professor
Biological Sciences/Women's, Gender, and Sexuality Studies
B.S., M.S., University of Maryland; Ph.D., Thomas Jefferson University, Pennsylvania.

Star, Lisa M. (2011) ............................................................. Assistant Professor
Civil Engineering and Construction Engineering Management
B.S., M.S., Ph.D., University of California, Los Angeles.
Stein, James D. (1989) .................................................. Professor
Mathematics and Statistics

Stein, Jeanne (2006) .................................................. Assistant Professor
School of Nursing
B.S., St. Louis University; M.S., Southern Illinois University at Edwardsville; Ph.D., University of Colorado at Denver.

Steiner, Barry H. (1968) .............................................. Professor
Political Science
B.A., University of Southern California; Ph.D., Columbia University.

Stevenson, Judith (2007) ............................................ Assistant Professor
Human Development
B.A., University of California, Berkeley; M.A., University of the Witwatersrand, South Africa; Ph.D., University of California, Los Angeles.

Stewart, David (2007) ................................................ Assistant Professor
Religious Studies
B.S., University of Oregon; M.A., Ph.D., University of California, Berkeley.

Stewart, Marian (2007) .............................................. Assistant Professor
Art
B.F.A., M.F.A., California State University, Long Beach.

Stone, Craig (1994) .................................................. Associate Professor
American Indian Studies/Art
B.A., M.A., M.F.A., California State University, Long Beach.

Stone, Jon R. (2004) .................................................. Professor
Religious Studies
B.A., Jessup University, San Jose, CA; M.A., Pacific Christian College; M.A., Ph.D., University of California, Santa Barbara.

Strahl, Ronald J. (1986) ............................................. Professor
English
B.A., DePauw University; M.A., Ph.D., Indiana University, Bloomington.

Straits, William (2005) .............................................. Associate Professor
Science Education
B.S., University of California, Irvine; M.A., California State University, Fullerton; M.Ed., Ph.D., University of Texas, Austin.

Strauss, Judith P. (2000) .......................................... Professor
Management and Human Resources Management
B.A., Ph.D., University of Iowa.

Streby, Thomas Z. (1986) ........................................ Professor
Psychology
B.A., Wayne State University; M.A., California State University, Los Angeles; Ph.D., University of Arizona, Tucson.

Su, Xuemei (2007) ..................................................... Assistant Professor
Management and Human Resources Management
B.A., M.A., Dongbei University of Finance and Economics, China; Ph.D., University of Wisconsin.

Suaray, Kagba (2005) ................................................ Associate Professor
Mathematics and Statistics
B.S., California State University, Long Beach; Ph.D., University of California, San Diego.

Sultana, Rebeka (2011) ............................................. Assistant Professor
Civil Engineering and Construction Engineering Management
B.S., Bangladesh University of Engineering and Technology, India; M.E., Purdue University, Lafayette; Ph.D., University of Irvine.

Sum, Tiffany (2008) .................................................. Professor
Art
B.A., City University of Hong Kong; M.F.A., Carnegie Mellon University.

Sun, Lei (2011) ........................................................ Assistant Professor
Communicative Disorders
B.A., National Taipei University, Taiwan; M.A., Shih Hsin University, Taiwan; M.S., Ph.D., University of Oregon, Eugene.

Swigart, Leslie K. (1971) ......................................... Librarian
B.A., University of Southern California; M.L.S., University of California, Los Angeles; M.A., California State University, Long Beach.

Symcox, Linda S. (2000) .......................................... Professor
Teacher Education
B.A., University of California, Los Angeles; M.A., University of California, Santa Barbara; Ph.D., University of California, Los Angeles.

Takemoto, Mary Ann M. (2005) .............................. Associate Vice President
Student Services
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Takeuchi, Michiko (2009) ........................................ Assistant Professor
History
B.A., M.A., California State University, Long Beach; Ph.D., University of California, Los Angeles.

Talberg, Jonathan (2000) ........................................ Professor
Music - Bob Cole Conservatory of Music
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Vettore, Enrico (2007) ..............................................................Associate Professor
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Vest, Ngo N. P. (1989) ..............................................................Professor
Theatre Arts
B.A., University of Illinois, Chicago; M.A., Sangamon State University; Ph.D., University of Southern California. Emerita, 2010.

Vijoud, Dianne L. (1988) ..............................................................Professor
English
B.S., McGill University; Montreal; M.A., Concordia University, Montreal; Ph.D., York University, Toronto.

Vogel, Brenda L. (2001) ..............................................................Associate Professor
Criminal Justice
B.S., M.S., University of North Carolina at Charlotte; Ph.D., University of California, Irvine.

Vollendorf, Lisa (2005) ..............................................................Professor
Romanic, German, Russian Languages and Literatures
B.A., Colorado State University; M.A., Ph.D., University of Pennsylvania.

Volpe, Dennis J. (1988) ..............................................................Professor
Computer Engineering and Computer Science
B.A., University of California, San Diego; M.S., San Diego State University; Ph.D., University of California, San Diego.

Vu, HungViet (1988) ..............................................................Professor
Mechanical and Aerospace Engineering
B.S., University of Washington, Seattle; M.S., Massachusetts Institute of Technology; Ph.D. University of Michigan.

Vu, Kim-Phuong (2005) ..............................................................Professor
Psychology
B.A., California State University, Long Beach; M.S., Ph.D., Purdue University.

Wagdy, Mahmoud F. (1989) ..............................................................Professor
Electrical Engineering
B.S., M.S., Cairo University; Ph.D., Kansas State University.

Wakiji, Eileen (1991) ..............................................................Librarian
University Library
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Wallach, Geraldine P. (2000) ..............................................................Professor
Communicative Disorders
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Wallis, Charles (2000) ..............................................................Professor
Philosophy
B.A., Metropolitan State College, Denver, Colorado; Ph.D., University of Minnesota.

Wallerstein, Kevin (2008) ..............................................................Assistant Professor
Political Science
B.A., University of California, Irvine; M.A., Ph.D., University of California, Berkeley.

Walter, C. J. (1993) ..............................................................Professor
Information Systems
B.A., M.S., Ph.D., University of Iowa.

Wang, Chuxue (Victor) (2005) ..............................................................Associate Professor
Teacher Education
B.A., Dalian University of Foreign Languages; M.S., Pittsburg State University; Ed.D., University of Arkansas.

Wang, Derming (1983) ..............................................................Professor
Mathematics and Statistics
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Wang, Fei (2007) ..............................................................Associate Professor
Electrical Engineering
B.S., Peking University; M.S., Ph.D., University of Cincinnati.

Wang, John Z. (1999) ..............................................................Professor
Criminal Justice
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Wang, Oliver (2006) ..............................................................Assistant Professor
Sociology
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Wang, Rei-Tung (1985) ..............................................................Professor
Electrical Engineering
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Warren, Christopher (2006) ..............................................................Assistant Professor
Psychology
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Washburn, Mark W. (2009) ..............................................................Assistant Professor
Management and Human Resources Management
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Washington, Thomas Alex (2008) ..............................................................Associate Professor
School of Social Work
B.A., LeMoyne-Owen College; M.A., University of Memphis; M.S.S.W., Ph.D., University of Tennessee.

Waterfield, Brett L. (1992) ..............................................................Director
Student Life and Development
B.S., California State University, Long Beach.

Watson, Saleem H. (1986) ..............................................................Professor
English
B.S., Andrews University; M.S., Ph.D., McMaster University, Canada.

Webb, Charles H. (1987) ..............................................................Professor
Chemistry and Biochemistry
M.S., Ph.D., Utrecht University, Netherlands.

Wegener, Frederick (1998) ..............................................................Professor
English
B.A., Columbia University; M.A., Ph.D., Harvard University.

Weise, Julie M. (2009) ..............................................................Assistant Professor
International Studies Program
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Whitcraft, Christine (2007) ..............................................................Assistant Professor
Biological Sciences
B.A., M.A., Williams College, Williamstown, Massachusetts; Ph.D., University of California, San Diego.

White, Barbara (1990) ..............................................................Director
Center for Successful Aging
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Whitehead, Jason (2007) ..............................................................Assistant Professor
Political Science
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Whitlow, Michael L. (2002) ......................................................... Associate Professor
Art
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Whitney David J. (1995) ............................................................ Professor
Psychology
B.S., Union College; M.A., Ph.D., Michigan State University.

Whitney, Linda (1996) .............................................................. Professor
Teacher Education
B.A., M.A., California State University, Los Angeles; Ph.D. Claremont Graduate School.

Widstrom, Amy M. (2009) ......................................................... Assistant Professor
Political Science
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Wieland, Nellie (2007) ............................................................. Assistant Professor
Philosophy
B.A., California State University, Humboldt; M.A., Ph.D., University of California, San Diego.

Wiley, Mark L. (1994) .............................................................. Associate Dean
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Yih, Tachung ................................................................. Associate Vice President
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Yoon, Bruce S. (1991) .......................................................... Professor
Psychology
B.S., Pomona College; M.A., Ph.D., Stanford University.

Yoon, Christopher (2002) .................................................. Assistant Professor
Computer Science
Boston University.

Yoon, Yongtai (1997) .......................................................... Professor
Political Science
B.S., M.A., Ph.D., City University of New York. Emeritus.

Young, Douglas E. (1988) ..................................................... Professor
Kinesiology
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