

# Experimental and Selected Topics

## **ELPS 695CE. FIELD BASED LEADERSHIP (5)**

Prerequisite: Preliminary Administrative Services Credential. This course is designed to support and coach students who have initiated their careers in school leadership positions. Units of study include the knowledge and skills necessary to be an effective leader in strategic, instructional, organizational, political, and community domains. Students receive instruction and coaching in the awareness and development of skills and knowledge needed for planning a collaborative vision and culture for learning; for organizational management; for work with families and community agencies; to model a code of ethics; for professional development; and to work within the larger political, social, economic, legal and cultural context. An induction plan is developed in conjunction with an on-site mentor and university advisor.

## **Engineering and Computer Science**

### **A E 595SCD. SPACECRAFT CONCEPTUAL DESIGN (3)**

Space mission analysis, introduction to astrodynamics - orbit design, orbital maneuvering, orbital transfers and atmospheric re-entry. Spacecraft conceptual design - sizing, structural/thermal, mechanisms for attitude determination and control, electric power subsystems. Propulsion systems for launch, boost, orbital maneuvering, and orbital transfers. Introduction to telemetry, communications, command and data handling.

### **C E 196ICE/L. INTRODUCTION TO CIVIL ENGINEERING AND LAB (1/1)**

Freshman orientation course for the civil engineering program, the profession, and an introduction to the University. Introduction to the tools for civil engineering studies: internet, word processing, spreadsheet. Development of communication skills and ability to work in teams. Development of learning skills in civil engineering studies. 1 hour lecture-discussion and 3 hours lab per week

### **CECS 196ACT. CECS ORIENTATION (1)**

This course is designed to assist engineering and computer science first-time freshmen in making a successful transition to the university environment. Emphasis is on orientation to the university and the college of engineering and computer science as well as study skills, teamwork, communication and career awareness. Various college and/or department based activities; frequent in-class exercises, self-assessments, some on-campus field trips. Not for degree credit. Seminar/Activity 2 hours, 1 unit, CR/NC only

### **COMP 595OSE. OPEN SOURCE SOFTWARE ENGINEERING (3)**

Prerequisite: COMP 380/L. Introduces open source software engineering concepts, principles and applications. Covers history of open source software, software and intellectual property rights, organizations of the open source community, open source software engineering models, open source products and software quality, strategies and business models, government policies towards open source software, work organization of open source software development, and case studies. Compares and contrasts different open source software for various applications.

### **COMP 598SEC. ADVANCED TOPICS IN COMPUTER SECURITY (3)**

Prerequisite: Comp 424. An advanced seminar-type course covering computer system security technology, protocols, and practices. It includes in-depth study and discussion of the following topics: applied cryptography; common attack methods such as covert channels, Trojan horses and viruses; protection in operating systems including security kernels and trusted computing bases; database security; multilevel security in networks and distributed systems; the administration of security in computing systems; and legal and ethical issues.

## **Health and Human Development**

### **CD 595Q. ADVANCED STUDY OF ARTICULATION AND PHONOLOGICAL DISORDERS IN CHILDREN (3)**

Prerequisite: CD 451, CD 462, CD 469A or the equivalents, and graduate standing. Advanced study of speech acquisition, differential diagnosis of pediatric speech disorders, and principles of intervention.

### **FCS 595BP. INTERIOR DESIGN AND THE BUILDING PROCESS (3)**

Prerequisite: FCS 314/L or permission of the instructor. Interior Design students are introduced to building process principles such as integrated design and construction, building systems and materials, building detailing, craftsmanship and ornamentation, management of time and cost, building sustainability, user participation, designer-client-contractor relationship, and color in buildings. Emphasis is placed on user participation in the building process and the integration of design and construction so that to create humane, responsive, and sustainable building environments.

### **KIN 196USD. URBAN STREET DANCE (1)**

Development of proficiency in urban street dance styles, including the most current forms found in popular urban youth culture and understanding its socio-ethnic origins and aesthetics.

### **KIN 296FM/L. FUNDAMENTAL MOVEMENT, GYMNASTICS, AND RHYTHMS (2/1)**

An introductory course in the fundamental movement patterns as appropriate for the developing child in elementary physical education. This course is designed to develop reasonable form in these fundamental movement patterns. Students will develop competency in knowledge and understanding of ways in which motor skills can be organized into developmentally appropriate progressions in a variety of movement settings including educational games, gymnastics, rhythms and dance. Systematic observations of children during field experiences will be provided.

### **KIN 296GS/L. ANALYSIS AND APPLICATION OF GAMES AND SPORTS (2/1)**

Facilitate enhanced performance and analysis through a tactical understanding of a variety of invasion (e.g. basketball, soccer, lacrosse, football, speedball, ultimate frisbee, hockey), net wall (e.g. volleyball, badminton, pickleball) and target games (e.g. boccie, golf, Frisbee golf).

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## **KIN 296NA/L. NON-TRADITIONAL GAMES AND ACTIVITIES (2/1)**

Students will be introduced to a variety of non-traditional games and activities that include team challenges, problem solving activities, and cooperative games. Students will actively explore the impact of non-traditional games and activities for the K-12 setting.

## **KIN 396AA/L. ADAPTED AQUATICS AND LAB (2/1)**

A course designed to provide aquatic instructors, special education teachers and allied health professionals with the skills, knowledge and attitudes to offer appropriate aquatic activities to individuals with disabilities across the lifespan. Topics include the foundations of adapted aquatics, facilitating instruction and program enhancement

## **KIN 496SP. SPORT PSYCHOLOGY (3)**

Sport psychology focuses on the physiological components of sport performance and the motivational strategies (i.e., internal versus external attribution) that are necessary for successful competitive sport. This course addresses the evolution of sport psychology as a science, individual motivation techniques, the role of the personality in successful athletic competition, improving confidence and concentration skills, and emphasizes psychological variables that are essential in successful competition. Related issues addressed in this course include weight management, self-efficacy and self-esteem, and physical activity for target populations such as the older athlete and children's athletics. The course also addresses current issues in sports, such as substance abuse (i.e., steroid use), counterproductive styles of athletic performance (i.e., aggression), the evolution of women's sports, and effective coaching strategies. Available for Graduate Credit. (Crosslisted with PSY 496SP).

## **RTM 595AA. AQUATIC FACILITY MANAGEMENT (3)**

Recommended preparatory courses include: RTM 202 and/or RTM 302. Analysis of the duties and responsibilities of aquatic directors for pools and waterfront facilities. Exploration of topics such as risk management and emergency planning; facility operations and maintenance; staff development, training and supervision; program development and promotion; and budgeting for aquatic facilities.

## Humanities

### **ARMN 396C. ADVANCED ARMENIAN CONVERSATION (3)**

Prerequisite: Completion of second-year sequence in Armenian (201, 202). Intended to further develop the students' ability to express themselves in the Armenian language. Strongly recommended for prospective teachers of the Armenian language.

### **ENGL 496PC. POSTCOLONIAL LITERATURE (3)**

Study of literature by writers from former colonies of the British Empire, including Ireland, India, parts of the West Indies, and parts of the African continent. Emphasis on the cultural forces of colonialism and their effects on literary production and forms.

## **J S 496E. ECOLOGICAL ISSUES IN JUDAISM (1)**

Students will examine the ecological practices and values found in centuries of Jewish literature and oral teachings, and explore ways to integrate them with nature awareness and wilderness skills. Students who take this course must also take the specific section of LSRC 151F (2 units) that is linked to it. The combined experience will integrate Jewish ecological beliefs and practices with basic survival skills, navigational skills, and the awareness skills necessary for identifying and evaluating potential dangers. Arranged wilderness field trips are required.

## **SPAN 396MS. PRACTICAL SPANISH FOR HEALTH PROFESSIONALS (3)**

This course is intended for students who already have basic fluency in both oral and written Spanish. It focuses on communicative activities targeting the development of vocabulary, grammar and cultural aspects that healthcare professionals need to function in Spanish speaking settings. It will enable them to communicate efficiently regarding interviews with patients, description of symptoms and treatments, medical procedures and related paperwork.

## Science and Mathematics

### **BIOL 595GML. MOLECULAR GENETICS OF MICROORGANISMS LAB (1)**

Prerequisites: BIOL 315/L, 360, 380; CHEM 333, 334; Corequisite: BIOL 561. Students will gain hands-on experience using the techniques of microbial molecular genetics. Lab 3 hours.

### **BIOL 595K. QUANTITATIVE ANALYSIS IN MOLECULAR BIOLOGY (3)**

Prerequisites: BIOL 360 and BIOL 380. Selected topics illustrating methods of quantitative data collection and interpretation in molecular biology. Topics include in vivo and in vitro labeling, binding and detection methods, DNA, RNA, and protein quantitation, expression profiling, combinatorial methods, clustering, imaging, and mathematical modeling. Emphasis on understanding the instrumentation and methods used in molecular research. Lecture 3 hours.

### **GEOL 595LT. LITERATURE SEMINAR (1)**

Prerequisite: Senior Undergraduate or Graduate standing in Geological Sciences Program. Students will make oral presentations of and lead discussions about current research literature in the geological sciences.

### **GEOL 695A. GRAD THESIS RESEARCH AND DESIGN (1)**

Prerequisite: Graduate standing in Geological Sciences Program. Corequisite: GEOL 595LT. Instruction and practice in the steps required to construct a research project proposal, culminating in the development of a graduate-level research proposal suitable as a Master's thesis project.

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## **MATH 196CL. BUSINESS MATHEMATICS LABORATORY (1)**

Prerequisite: Passing score in the ELM Exam. This self-paced module-based laboratory is designed to give students additional exposure to the applications of College Algebra to business and economics beyond what can be done in lecture. The additional hands-on problem-solving skills learned in this class enhance the lecture experience and strengthen the skills necessary for success in MATH 103 and subsequent courses in business majors. The lab environment allows students to both work at their own pace and receive small-group instruction with the laboratory instructor on all modules. Students with an MPT score below 24 may enroll in MATH 103 if and only if they enroll in this course. Two hours lab per week. Credit/No Credit only

## **Social and Behavioral Sciences**

### **ANTH 496Q. THE ANTHROPOLOGY OF SEX, GENDER AND POWER (3)**

This course is meant for undergraduates and graduate students who have some background in sex and gender studies and who wish to further explore this area. The course examines contemporary theories of gender and sexuality including intersectional, post-structural, postmodern, postcolonial, globalization, masculinity and Queer theories, among others. We will study theory within the context of ethnographic representations of Western and non-Western cultures found in academic readings, documentaries, popular films and other forms of popular culture. A special emphasis in the class is placed on interrogating representations of gender and sexuality in science and the media, and the ramifications of these images for social change.

### **PSY 496SP. SPORT PSYCHOLOGY (3)**

Sport psychology focuses on the physiological components of sport performance and the motivational strategies (i.e., internal versus external attribution) that are necessary for successful competitive sport. This course addresses the evolution of sport psychology as a science, individual motivation techniques, the role of the personality in successful athletic competition, improving confidence and concentration skills, and emphasizes psychological variables that are essential in successful competition. Related issues addressed in this course include weight management, self-efficacy and self-esteem, and physical activity for target populations such as the older athlete and children's athletics. The course also addresses current issues in sports, such as substance abuse (i.e., steroid use), counterproductive styles of athletic performance (i.e., aggression), the evolution of women's sports, and effective coaching strategies. Available for Graduate Credit. (Crosslisted with KIN 496SP).

## **Supplemental Instruction (SI)**

### **Supplemental Instruction (SI) University 60**

Earn one unit, CR/NC. Register for University 60, a facilitated study group for key courses that meets two hours a week.

### **Fall 2007 Courses**

Register on SOLAR or ask your advisor about:

- ✓ Chemistry 105
- ✓ Economics 160, 161, 310
- ✓ Math 102
- ✓ Math 103
- ✓ Philosophy 230
- ✓ Physical Science 170

*(including, but not limited to, the above courses)*

The mission of the Learning Resource Center (LRC) is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, supplemental instruction classes, and interactive subject area computer programs and videos. CSUN students who use LRC learning programs will develop and strengthen their:

- ✓ critical thinking skills
- ✓ study strategies
- ✓ writing skills
- ✓ performance in subject matter courses

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