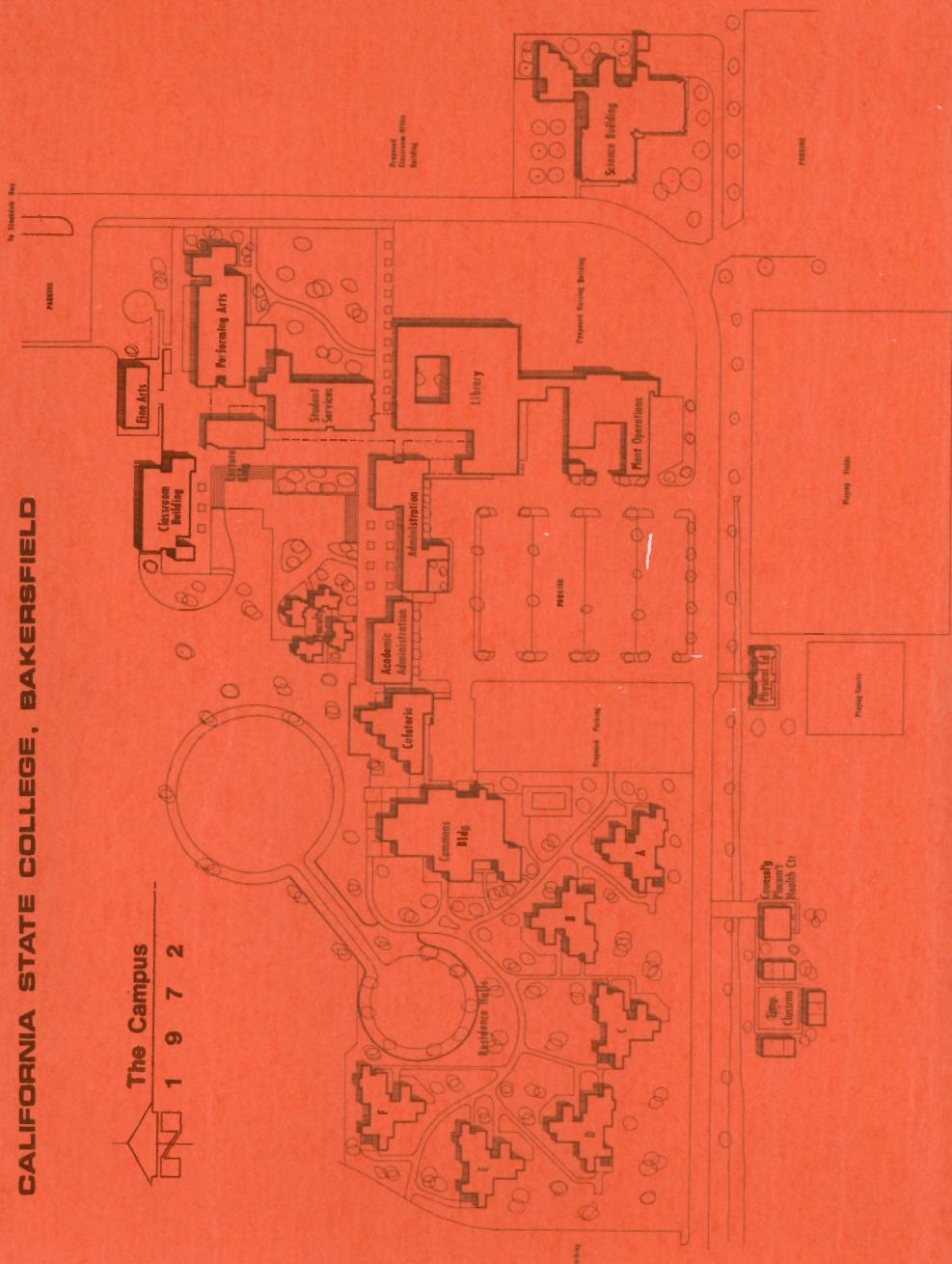




**CALIFORNIA
STATE COLLEGE
BAKERSFIELD
CATALOG
1972-73**

CALIFORNIA STATE COLLEGE, BAKERSFIELD

The Campus 1 9 7 2



GENERAL CATALOG

of

CALIFORNIA STATE COLLEGE, BAKERSFIELD

- 1 DRAMATICS
- 3 MUSIC
- 4 PRINTMAKING
- 5 ART STUDIO



Fall, Winter, and Spring Quarters

1972-73

Price \$1.00 Plus Tax

NOTE: All announcements herein are subject to revision without previous notice

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1972

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1973

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COLLEGE CALENDAR 1972-73

Summer 1972

First Session..... June 19-July 28
Second Session..... July 31-August 18

ACADEMIC YEAR 1972-73

Fall Quarter

September 18..... Orientation
September 19-20..... Registration
September 21..... Classes begin
September 28..... Last day of late registration; last day to add classes
October 11..... Last day to withdraw from classes without a grade
October 23..... Holiday, Veterans Day
November 6-17..... Academic advising and preregistration period for continuing students
November 16..... Last day to withdraw from classes
November 23-26..... Thanksgiving recess
December 4..... Last day of classes
December 5-9..... Examination period
December 10-.....
January 1..... Christmas vacation

Winter Quarter

January 2..... Orientation of new students and registration
January 3..... Classes begin
January 10..... Last day of late registration; last day to add classes
January 23..... Last day to withdraw from classes without a grade
February 14-28..... Academic advising and preregistration period for continuing students
February 19..... Holiday, Washington's Birthday
February 27..... Last day to withdraw from classes
March 13..... Last day of classes
March 14-17..... Examination period
March 18-25..... Spring vacation

Spring Quarter

March 26..... Orientation of new students and registration
March 27..... Classes begin
April 2..... Last day of late registration; last day to add classes; last day to apply for graduation at end of 1973 Spring Quarter
April 16..... Last day to withdraw from classes without a grade
April 30-May 9..... Academic advising and preregistration period for continuing students
May 21..... Last day to withdraw from classes
May 28..... Holiday, Memorial Day
June 5..... Last day of classes
June 6-9..... Examination period
June 10..... Commencement

Summer 1973

First Session..... June 18-July 27
Second Session..... July 30-August 17

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES: 1971-72

EX OFFICIO TRUSTEES

Hon. Ronald Reagan	State Capitol, Sacramento 95814
<i>Governor of California and President of the Trustees</i>	
Hon. Ed Reinecke	State Capitol, Sacramento 95814
<i>Lieutenant Governor of California</i>	
Hon. Robert Moretti	State Capitol, Sacramento 95814
<i>Speaker of the Assembly</i>	
Hon. Wilson C. Riles	721 Capitol Mall, Sacramento 95814
<i>State Superintendent of Public Instruction</i>	
Dr. Glenn S. Dumke	5670 Wilshire Blvd., Los Angeles 90036
<i>Chancellor of The California State University and Colleges</i>	

APPOINTED TRUSTEES

Appointments are for a term of eight years expiring March 1 of the years in parentheses. Names are listed in order of accession to the Board.

Charles Luckman (1974) 9220 Sunset Blvd., Los Angeles 90069	Dr. William F. McColl (1979) 1433 West Merced Ave., West Covina 91790
Daniel H. Ridder (1975) 604 Pine Ave., Long Beach 90801	Wendell W. Witter (1979) 45 Montgomery Street, San Francisco 94106
George D. Hart (1975) 111 Sutter St., San Francisco 94104	Mrs. Winifred H. Lancaster (1977) P.O. Drawer JJ, Santa Barbara 93102
Alec L. Cory (1973) 530 B St., Suite 1900, San Diego 92101	Gene M. Benedetti (1978) 8990 Poplar Ave., Cotati 94952
Edward O. Lee (1974) P.O. Box 23361, Oakland 94623	Frank P. Adams (1973) 235 Montgomery Street, San Francisco 94104
Karl L. Wente (1976) 5565 Tesla Road, Livermore 94550	Robert F. Beazer (1976) 254 E. 27th St., Los Angeles 90011
W. O. Weissich (1977) 1299 4th St., San Rafael 94901	Roy T. Brophy (1980) 2160 Royale Rd., Sacramento 95815
Robert A. Hornby (1978) P.O. Box 60043, Terminal Annex Los Angeles 90060	Mrs. C. Stewart Ritchie (1980) 1064 Creek Dr., Menlo Park 94025

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President

Karl L. Wente
Vice Chairman

George D. Hart
Chairman

Chancellor Glenn S. Dumke
Secretary-Treasurer

OFFICE OF THE CHANCELLOR

The California State University and Colleges

5670 Wilshire Boulevard
Los Angeles, California 90036
(213) 938-2981

Glenn S. Dumke	Chancellor
H. E. Brakebill	Executive Vice Chancellor
Norman L. Epstein	Vice Chancellor and General Counsel
D. Dale Hanner	Vice Chancellor, Business Affairs
Harry Harmon	Vice Chancellor, Physical Planning and Development
C. Mansel Keene	Assistant Chancellor, Faculty and Staff Affairs
William B. Langsdorf	Vice Chancellor, Academic Affairs

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309
Paul F. Romberg, President
(805) 833-2011

California State College, Dominguez
Hills
1000 E. Victoria Street
Dominguez Hills, California 90246
Leo F. Cain, President
(213) 532-4300

California State College, Fullerton
800 N. State College Boulevard
Fullerton, California 92631
L. Donald Shields, President
(714) 870-2011

California State College, Hayward
25800 Hillary Street
Hayward, California 94542
Ellis E. McCune, President
(415) 884-3724

California State College, Long Beach
6101 East Seventh Street
Long Beach, California 90804
Stephen Horn, President
(213) 498-4111

California State College, Los Angeles
5151 State College Drive
Los Angeles, California 90032
John A. Greenlee, President
(213) 224-0111

California State College, San Bernardino
5500 State College Parkway
San Bernardino, California 92407
John M. Pfau, President
(714) 887-6311

California State Polytechnic College,
Kellogg-Voorhis, Pomona
3801 West Temple Avenue
Pomona, California 91766
Robert C. Kramer, President
(213) 964-6424

California State Polytechnic College,
San Luis Obispo
San Luis Obispo, California 93401
Robert E. Kennedy, President
(805) 546-0111

Chico State College
Chico, California 95926
Stanford Cazier, President
(916) 345-5011

Fresno State College
Shaw and Cedar Avenues
Fresno, California 93710
Norman A. Baxter, President
(209) 487-9011

Humboldt State College
Arcata, California 95521
Cornelius H. Siemens, President
(707) 826-3011

Sacramento State College
6000 J Street
Sacramento, California 95819
Bernard L. Hyink, President
(916) 454-6011

San Diego State College
5402 College Avenue
San Diego, California 92115
Brage Golding, President
(714) 286-5000

San Fernando Valley State College
18111 Nordhoff Street
Northridge, California 91324
James W. Cleary, President
(213) 885-1200

San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132
S. I. Hayakawa, President
(415) 469-9123

San Jose State College
125 South Seventh Street
San Jose, California 95114
John H. Bunzel, President
(408) 294-6414

Sonoma State College
1801 East Cotati Avenue
Rohnert Park, California 94928
Thomas H. McGrath, President
(707) 795-2011

Stanislaus State College
800 Monte Vista Avenue
Turlock, California 95380
Carl Gatlin, President
(209) 634-9101

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

On November 29, 1971, the Governor signed into law Assembly Bill 123 which created The California State University and Colleges, thereby redesignating the system previously known as the California State Colleges. This legislation provided legal recognition that the California State Colleges have achieved the status of universities in their first decade as a unified system of higher education.

First brought together as a system under an independent Board of Trustees by the Donahoe Higher Education Act in the early 1960's, the California State University and Colleges now consists of nineteen campuses, covering the state from Humboldt in the north to San Diego in the south. Current enrollment exceeds 263,000 full- and part-time students, with a faculty of approximately 14,500.

Responsibility for the California State University and Colleges 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 on the respective campuses.

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

Each campus in the system has its own unique geographic and curricular character, but all emphasize the liberal arts and sciences. Programs leading to the bachelor's and master's degrees are master-planned to anticipate and accommodate student interest and the educational and professional needs of the State of California. A limited number of joint doctoral programs are also offered. Although there is increasing recognition of the importance of research to the maintenance of quality teaching, the primary responsibility of the faculty continues to be the instructional process.

While San Jose State College, the oldest, was founded over a century ago, prior to World War II only seven State Colleges were in existence, with a total enrollment of 13,000. Since 1947, twelve new campuses have been established, and sites have been selected for additional ones in Ventura, San Mateo and Contra Costa counties. California State College, Bakersfield, the newest, was opened to students in 1970. Enrollment in the system is expected to pass 300,000 by 1980.

CALIFORNIA STATE COLLEGE, BAKERSFIELD

ADVISORY BOARD

Kenneth R. Croes, <i>Chairman</i>	Bakersfield
Mrs. William E. Moore, Jr., <i>Vice Chairman</i>	Bakersfield
George M. Laurance, <i>Treasurer</i>	Taft
Dr. Joseph E. Anderson	Bakersfield
Edward J. Cummings	Tehachapi
Leo B. Hart	Shafter
Walter Kane	Bakersfield
Dr. John B. Montgomery	Delano
Edgar M. Richardson	Bakersfield
William Rodgers	Porterville
Joseph I. Salas, Jr.	Bakersfield
Reverend Tyree Toliver	Bakersfield
Haskell Wilson	China Lake

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Louis R. Deadrich, <i>Vice Chairman</i>	Bakersfield
Curtis Darling, <i>Treasurer</i>	Bakersfield
Robert Bennett	Porterville
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Jimmie Icardo	Bakersfield
Dr. Clifford Loader	Delano
Henry C. Mack	Bakersfield
Hugh C. Mays	Taft
Myron B. McFarland	McFarland
Martin J. Zaninovich	Delano
Dr. Paul F. Romberg, <i>Secretary</i>	Bakersfield

ADMINISTRATIVE OFFICERS

President	Paul F. Romberg, Ph.D., University of Nebraska
Assistant to the President and Director of Public Affairs	Sidney L. Sheffield, B.A., California State College, Long Beach
Secretary to the President	Mrs. Esther Copeland

INSTRUCTION

Academic Vice President	Philip S. Wilder, Jr., Ph.D., Harvard University
Assistant to the Academic Vice President	Jesse W. Tarwater, Ed.D., Stanford University
Dean, School of Behavioral Sciences	Thomas M. Watts, Ph.D., Indiana University
Dean, School of Humanities	Vincent H. Ponko, Jr., Ph.D., Loyola University
Dean, School of Natural Sciences and Mathematics	John R. Coash, Ph.D., Yale University

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	Ed.D., University of Southern California
Chairman, Division of Business and Public Administration.....	Robert K. Coe,
	Ph.D., Syracuse University
Director of Libraries.....	Benton F. Scheide,
	M.A., University of Denver
Head of Technical Services—Library.....	James Segesta,
	M.S. in L.S., University of Southern California
Coordinator of Audio-Visual Services.....	Richard D. Graves,
	M.A., San Jose State College
Director of Continuing Education.....	Roy R. Dull
	Ph.D., Claremont Graduate School

ADMINISTRATIVE SERVICES

Dean for Administration.....	Kenneth E. Secor,
	Eng.D., University of California, Berkeley
Campus Planning Officer.....	Laurens A. Denison, Registered Architect
Chief of Security Services.....	Albert P. Zuniga
Director of Institutional Studies and Automatic Data Processing.....	John C. Biddle,
	Ed.D., Indiana University
Director of Personnel Services.....	Paul J. Castro,
	B.A., Stanislaus State College
Director of Physical Plant.....	James C. Schasteen

BUSINESS MANAGEMENT

College Business Manager.....	Gordon M. Callison,
	M.B.A., George Washington University
Administrative Assistant.....	Stan T. Frazier
Director of Accounting Services.....	Elbert J. Kirby,
	B.A., Fresno State College
Director of Procurement and Support Services.....	Peter S. Sharland,
	B.A., San Jose State College
Bookstore Manager.....	Donald R. Norwood,
	B.S., University of Houston
Food Services Manager.....	Rolland L. Toeves,
	B.A., Idaho State University

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Dean of Students.....	George B. Hibbard,
	Ed.D., Michigan State University
Director of Admissions and Records.....	Dallas B. Chapman,
	M.A., Northern Illinois University
Registrar.....	Homer Montalvo,
	B.A., Fresno State College
Coordinator of School Relations.....	Jerry L. Humpert,
	M.A., New Mexico Highlands University
Evaluation Coordinator.....	Margaret Whitaker,
	A.A., Pasadena City College
Director of Activities and Housing.....	Peter E. Steiner,
	M.A., Stanford University
Activities Advisor.....	Lora Stratta,
	B.A., Chico State College
Director of Housing.....	Richard T. Huntley,
	M.A., Claremont Graduate School
Coordinator of Health Services.....	Celia L. Bitz, RN,
	B.S., Montana State University

Health Center Physician	William L. McEwen,
	M.D., Rush Medical College, University of Chicago
Director of Counseling and Testing	Richard M. Swank,
	Ph.D., Purdue University
Counselor	Marilyn Mehr,
	M.A., University of Southern California
Director of Placement	William Perry,
	B.A., Fresno State College
Director of Financial Aids	Edmond P. Vignoul,
	M.Ed., University of Texas
Director of Educational Opportunity Program	Lee Adams
	B.A., University of Kansas

INTRODUCTION TO THE COLLEGE

California State College, Bakersfield opened for instruction in September, 1970, with a firm commitment to the highest standards of academic excellence. This beginning of instruction represented both the culmination of intensive planning that had been underway since the College was created by legislative action in 1965 and also the first chapter in a chronicle of educational service designed to continue in expanding fashion for the years ahead.

The College opened, as the nineteenth institution in the California State University and College system, in eleven carefully designed and newly constructed buildings on a 375-acre campus at the western edge of Bakersfield. During 1970-71 the College had approximately 800 full time students and 70 faculty members. For 1971-72 the student body numbered 1,500 and the faculty slightly over 100.

Plans for 1972-73 call for 1,900 students and 140 faculty members. By the time the freshmen entering in 1972 are ready to graduate, the College will have expanded to include many more students, a substantially larger faculty, a number of additional buildings, and a more widely diversified range of academic offerings.

The college plan, which has been developed since the appointment of President Paul F. Romberg in 1967, rests on assumptions including the following:

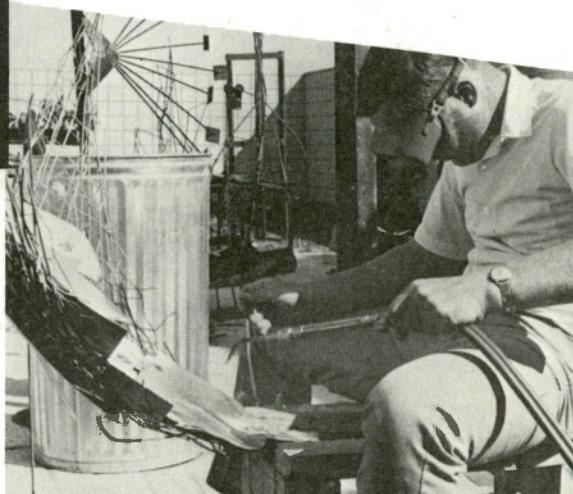
1. A liberal education is important for all students as a source of personal strength and as a basis for adaptation to future change in this fast moving world.
2. The student body will have the ability to benefit from, and therefore will expect, a rigorous and exciting academic program.
3. There are various forms of effective education, each requiring an atmosphere of active academic inquiry. The academic program as well as the faculty and students of this college must remain responsive to the need for flexibility and change.
4. The architectural plan of the College's campus should be designed to contribute to the academic environment.

The plan for California State College, Bakersfield, rests on a conviction that an effective college should constitute a community made up of professors and students, with the students learning from each other as well as from their instructors. The design for this campus includes a number of academic villages. These will serve as living-learning centers in which commuting students, dormitory residents, and staff members can supplement formal academic programs with other dimensions of interchange. This arrangement should give CSB students a unique advantage.

The academic program is designed to provide the College's students with a unified educational experience. The introductory course in each department is aimed at demonstrating the broad significance of the



The moderate climate of the Southern San Joaquin Valley region encourages both students and faculty to take many campus activities outdoors at CSB for much of the academic year.



discipline. Part of the sophomore year is devoted to a seminar that presents an overview of ideas considered in regular General Education courses. Work offered in each department takes account of the extent to which traditional academic disciplines overlap in their concerns. Each senior takes a seminar in which the work in his area of concentration is analyzed in broad perspective. The academic villages will provide important supplements to the various features of the formal academic program.

As one means of achieving educational effectiveness, the College operates on a three-course, three-term plan. This schedule, under which the normal student load is three courses of five quarter units each, permits a productive focusing of academic attention. This opportunity for study in depth will be supplemented by the less formal interchanges within the academic villages. The academic year consists of three eleven-week terms extending from September to June. There are two summer sessions, the first lasting for six weeks and the second for three.

The role of this college is seen as going well beyond that of service only to its students. The staff intends that the establishment of this institution will make a substantial contribution to the citizens of the entire region.

Integration of the College with the community will be made more dramatic and more effective than could normally be the case because the provisions under which the state accepted the gift of land to serve as a campus included an agreement giving the College a strong voice in development of all land within a one-mile radius of the college site. This will permit establishment of an integrated, college-oriented complex that will serve as a bridge between the college and the community at large.

This institution has begun its operation with many circumstances in its favor. As a State College, it can keep the relationship between research and teaching in proportions that will contribute to its effectiveness as a place of learning. The diversified nature of the student body, balanced between students commuting from home and those who will be living with their fellow students on or near the campus, should be a significant asset. The College's location in a substantial metropolitan area immediately adjacent to rural communities and open land will provide opportunities both for service and for study.

In the years between a young man or woman's completion of high school and the time he graduates from college, he has undergone a major transformation. As the arena in which this change takes place a college has a heavy obligation. The program of this college has been designed to insure that its graduates are prepared not only to make a living but also to live meaningful lives.

CSB initiated its first intercollegiate athletic program by fielding a basketball team in 1971-72. The team had an outstanding season (21-5), playing at home in the Bakersfield Civic Auditorium to enthusiastic crowds of 1,500-2,000.



THE COLLEGE PHYSICAL PLANT

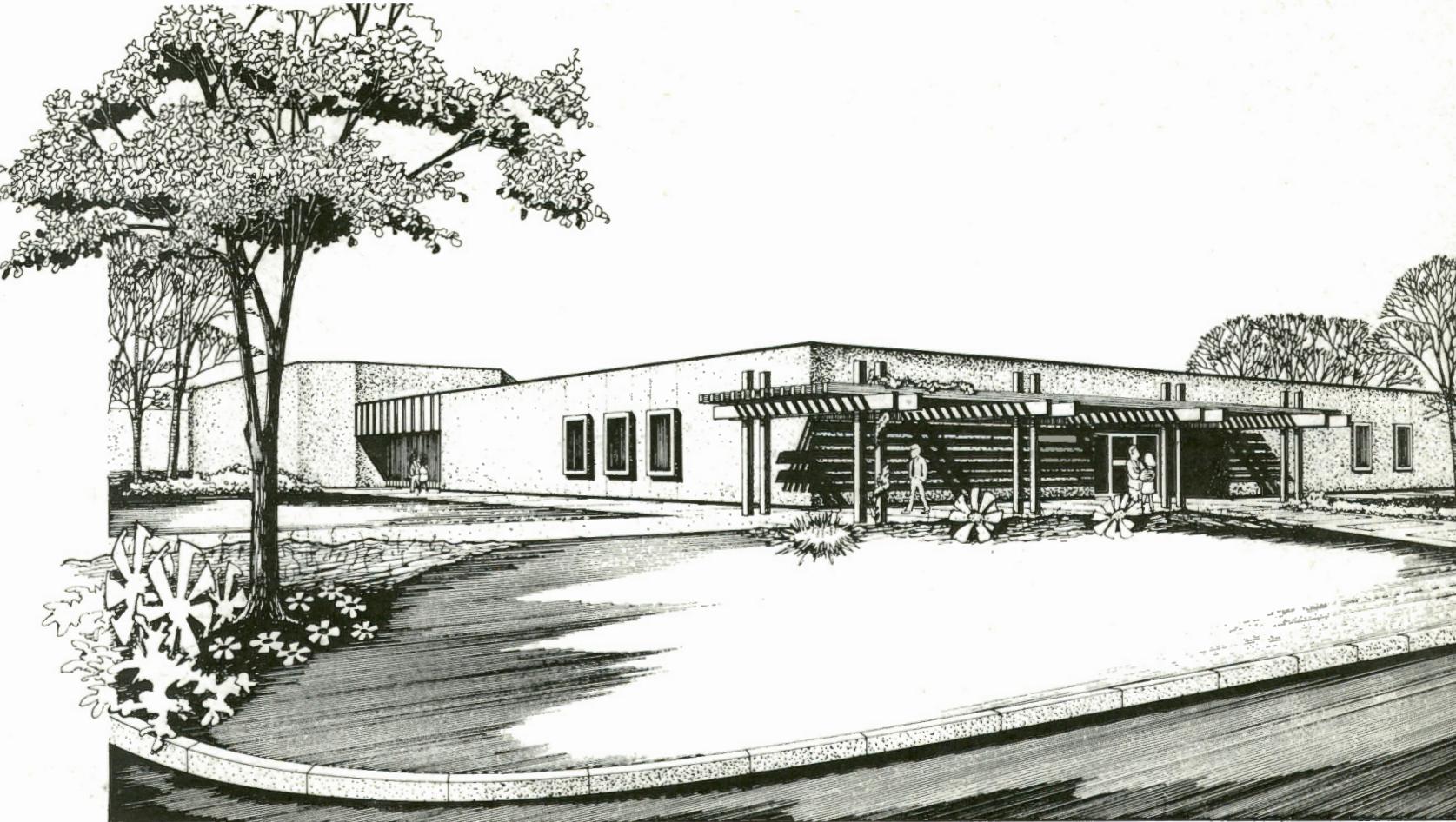
As classes opened in fall 1971, the operations of California State College, Bakersfield were housed in an initial building complex covering some 92,000 square feet plus several modular units installed on a temporary basis. The various buildings comprising this plant must embrace a multiplicity of functions in order to provide the basic support required by the academic programs of the new institution. Included in these structures are: a complement of lecture classrooms of sizes ranging from 20 to 65 students; laboratories to implement the College's first offerings in the physical and life sciences; specialized spaces for art and music instruction; a library housing a beginning collection of over 82,000 volumes (see expanded description below); a computer center; student service areas, such as a snack bar and a book store; and faculty offices and administrative and operational quarters.

Several other building programs were under way or in some design stage as instruction began in 1971. Construction was well along for the College's first student residence facilities in anticipation of their availability for use during the 1972-73 academic year. Living and dining provisions for 360 students will result from this project, as well as lounge and study spaces for a like number of commuters. When complemented by the addition of a similar residential component to be available after 1973, these facilities will form the living element of the first campus living-learning village; portions of the initial academic buildings, located nearby, will provide instructional support for the learning processes at work in the village.

Construction of the College's first permanent science laboratories began in early 1971 to meet a 1972 occupancy date, thus relieving space in the initial building for other applications. A Nursing Building funded from non-State sources is well into the design stages and should be completed by fall 1973. The current development program for indoor and outdoor physical education facilities indicates that the institution's initial plant units in that instructional area will be available by fall 1973 or shortly thereafter. Planning for a large (55,000 sq. ft.) classroom-office structure for use by 1974 is well advanced, as is that for other significant and related campus improvements, such as a health center and additional library space. These will all be coordinated by the guidelines set forth in the architectural master plan for the campus, and regulated by the requirements of the College's developing academic environment. Growth of the campus physical plant in ensuing years will of course occur along lines established by these same influencing factors and at a rate consistent with increases in institutional enrollment.

THE COLLEGE LIBRARY

The library is an instructional instrument provided to advance the educational objectives of the College. It comprised a book collection upwards of 82,000 volumes at the beginning of the academic year 1971-72. More than 1,439 periodical subscriptions augment the book collec-



NURSING BUILDING—Architects' conception of Nursing Building scheduled to be available for student use at CSB by September 1973.

tion. Many back numbers of periodicals are available, either in bound form or on microfilm. The library holdings also include a collection of several thousand state and federal documents, a collection of elementary and high school text books, a children's literature collection, and a pamphlet file. As a depository, the library regularly receives California State publications. It also acquires selected federal publications.

All materials are easily accessible to students, and open shelving gives library users convenient access to the books. Special facilities include a group study room, a public typing room, and a microfilm room equipped with machines for reading microtexts. Convenient seating for readers is provided among the book stacks, and the building includes an outdoor court.

The audiovisual media center is a division of the library, with resources which complement the book collection. Holdings include a variety of non-book materials such as audio tapes, records, slides, film strips and motion pictures. Listening and viewing rooms are provided in the media center for evaluation and use of resident materials. A "touch-tone" audio-retrieval system is operational for language studies, music, and general instructional support. Technical services allied to audiovisual media and instruction are provided from this area.

THE COLLEGE FOUNDATION

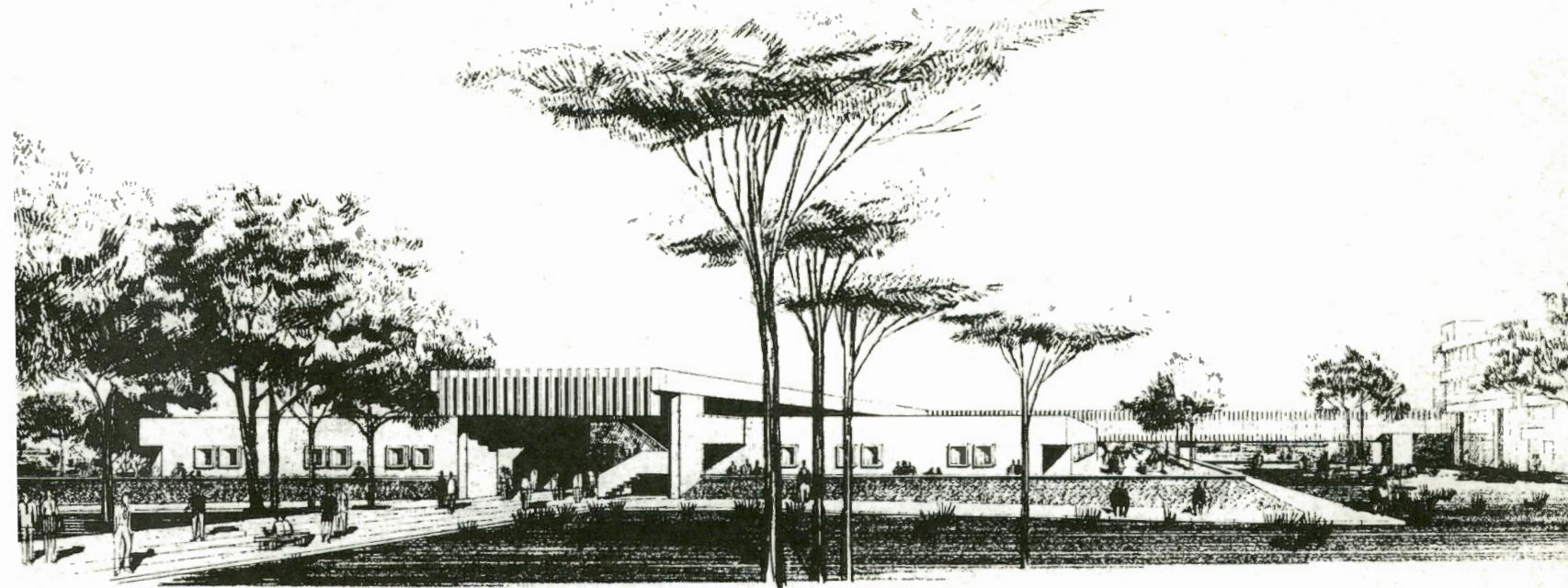
The California State College, Bakersfield Foundation is organized to provide essential auxiliary services which cannot be provided from State appropriations for the instructional program. In support of the College, the Foundation receives private and public gifts and grants including contributions to student loan and scholarship funds, the library, laboratories and special collections, as well as research grants and general donations. In addition, the Foundation maintains the College Bookstore, Food Service, Intercollegiate Athletic Program and Alumni Association.

BOOKSTORE

Students will be able to purchase all of their text or non-text books, supplies and sundries from the on-campus bookstore operated by the College Foundation. Hours of service are posted at the bookstore. Open hours are extended during registration periods. Proceeds from the bookstore are used to further the educational aims of the college.

FOOD SERVICE

The College Foundation operates a cafeteria at the west end of the campus and a dining hall in the Academic Village, providing a wide variety of hot and cold food and drink items. Current hours of operation of the cafeteria are from 7:30 a.m. to 8:00 p.m. Monday through Thursday, and 7:30 a.m. to 3:30 p.m. Friday. Dining hall hours are approximately one hour for breakfast, one and one-half hours for lunch and one hour for dinner. Non-boarders may eat in the dining hall on a cash basis; Academic Village residents use a meal ticket.



VIEW FROM THE WEST—Architects' conception of Classroom-Office Building I, which will double CSB campus instructional capacity at its scheduled opening in September 1974.

ADMISSION, REGISTRATION AND FEES

ADMISSION TO THE COLLEGE

Requirements for admission to the California State University and Colleges are in accordance with *Title 5*, Chapter 5, Subchapter 2 of the *California Administrative Code*, as amended by the Board of Trustees of the California State University and Colleges on November 24, 1970. A prospective applicant who is unsure of his status under the requirements is encouraged to consult his school or college counselor or the College Admissions Officer.

Students may be admitted to the College at any of three levels:

1. Freshman standing (entering college for the first time).
2. Advanced standing (students transferring as undergraduates from other colleges and universities).
3. Unclassified graduate standing (students holding an acceptable baccalaureate degree).

Students may qualify for admission by submitting applications and transcripts (two copies of each) showing that they meet the admission standards described in detail below. These standards are uniform for all State Colleges.

Information regarding admission to the College and academic programs may be obtained by contacting the Office of Admissions and Records. General catalogs and schedules of classes are sold on campus or through the mail by the College Bookstore. Schedules and catalogs are often available for inspection in libraries of schools and colleges and the offices of other educational agencies.

KINDS OF ENTRY—UNDERGRADUATE

1. *New Student* A beginning freshman or transfer who has not attended CSB as a matriculated student.
2. *Re-Entry* A person who has attended CSB previously as a matriculated student, who is not on academic drop status.
3. *Re-Admission* A person who has attended CSB previously as a matriculated student, who is currently on academic drop status.
4. *Non-Matriculant* A person enrolling in extension and/or summer session, who is not admitted as a matriculated student nor is eligible to enroll as a regular student until completing admission requirements and procedures.

WHO MUST APPLY

An Application for Admission must be filed by any person who wishes to enroll for a fall, winter, or spring quarter, either full-time or part-time, unless he was enrolled for resident credit or withdrew from the College during the regular term preceding the quarter for which he wishes to enroll. In addition, students receiving the baccalaureate degree from CSB must apply for re-entry to continue enrollment with graduate standing. A student previously enrolled only in summer session or extension courses must make formal application if he wishes to continue his attendance in a regular term.

APPLICATION PROCEDURE FOR 1973-74

All prospective students must file a completed application for admission within the appropriate filing period. A completed undergraduate application includes Part A, the application form; Part B, the data form; and the non-refundable application fee of \$20.00. A graduate application includes Part A; Part B; Part C, the supplemental graduate admission application; and the non-refundable application fee of \$20.00. Graduate applicants who were enrolled as undergraduate students at the College in the term immediately preceding the term for which they now wish to apply must also complete all the required forms and submit the \$20.00 application fee. Each applicant may file only one application for any one

term within the California State University and College system. The application should be filed with the college of first choice. Alternate choice campuses may be listed on the application.

APPLICATION SCHEDULE FOR 1972-73

<i>Initial Filing Period</i>	<i>Late Filing Period</i>
Winter Quarter 1973 June 1-30, 1972	July 3-October 13, 1972 (or earlier if quotas are filled)
Spring Semester 1973 August 1-31, 1972	September 1-November 30, 1972 (or earlier if quotas are filled)
Spring Quarter 1973 August 1-31, 1972	September 1, 1972-January 31, 1973 (or earlier if quotas are filled)

APPLICATION SCHEDULE FOR 1973-74

<i>Initial Filing Period</i>	<i>Late Filing Period</i>
Summer 1973 January 2-31, 1973	February 2, 1973 and continues until quotas are filled. (CSB offers two summer sessions instead of a summer quarter.)
Fall Quarter 1973 November 1-30, 1972	December 1, 1972 and continues until quotas are filled.
Fall Semester 1973 November 1-30, 1972	December 1, 1972 and continues until quotas are filled.
Winter Quarter 1974 June 1-30, 1973	July 1, 1973 and continues until quotas are filled.
Spring Quarter 1974 August 1-31, 1973	September 1, 1973 and continues until quotas are filled.
Spring Semester 1974 August 1-31, 1973	September 1, 1973 and continues until quotas are filled.

SEMESTER TERM STATE COLLEGES

Chico	Sacramento	San Francisco
Fresno	San Diego	San Jose
Fullerton	San Fernando	Sonoma
Long Beach		

QUARTER TERM STATE COLLEGES

Bakersfield	Humboldt	San Bernardino
Dominguez Hills	Los Angeles	Cal Poly, San Luis Obispo
Hayward	Cal Poly, Kellogg-Voorhis	Stanislaus

INITIAL FILING PERIOD

All applications received during the initial filing period will receive equal consideration within the colleges' established enrollment categories and quotas, irrespective of the time and date they are received.

Space Reservations

Applicants who can be accommodated within enrollment quotas will receive confirmation of space reservation. Although the space reservation is not a statement of admission, it is a commitment on the part of the college to admit a student once eligibility has been determined. When the student receives notice of the space reservation, he should initiate action to have transcripts of any college and high school work sent to the state college where space has been reserved. The college will inform him of the number of copies of transcripts required, dates for submittal, and where they should be sent. **THE STUDENT SHOULD NOT REQUEST THAT TRANSCRIPTS BE SENT UNTIL REQUESTED TO DO SO BY THE COLLEGE WHERE SPACE HAS BEEN RESERVED.**

Redirection

Applications of students who cannot be accommodated at their first choice college will automatically be forwarded to their second choice, and, if they cannot be accommodated there, to their third choice, etc.

Hardship Petitions

Each college has established procedures to consider qualified applicants who would be faced with an extreme hardship if not admitted. Prospective hardship petitioners should contact the concerned college regarding specific policies governing hardship admission.

Late Filing Period

Colleges not filling category quotas during the initial filing period will continue to accept applications during the extended filing period until quotas are filled. Application priority within the extended period will be granted in chronological order of application receipt by the colleges.

DECLARATION OF A MAJOR

Beginning freshmen and lower division transfer students are not required to declare a specific major area of study if they are undecided at the time they enter. They may instead indicate that they are "undeclared" and be assigned to an academic advisor able to help them investigate various fields while they complete the general education program of lower division requirements. All students must declare a major no later than the beginning of their junior year by completing appropriate forms in the Office of Admissions and Records.

UNDERGRADUATE ADMISSIONS REQUIREMENTS**First-Time Freshmen**

Applicants who have completed no college work after high school graduation will be considered for admission as first-time freshmen under one of the following provisions. Results of either the CEEB Scholastic Aptitude Test (SAT) or the American College Testing program examination (ACT) are acceptable in establishing eligibility.

Exceptions: College credit earned concurrent with high school enrollment; college credit earned in summer session after high school and prior to regular matriculation in college; college credit granted for the CLEP or ADVANCED PLACEMENT programs, or military or USAFI courses; or college credit granted for some non-traditional learning experience, will *not* affect the applicant's status as a first-time freshman for application quota purposes as well as admission. Further, the accelerated student, who completes his high school program mid-year, who has applied to the California State University and Colleges for the following Fall term, but chooses to attend a local community college in the spring term will be considered a first-time freshman for application quota purposes as well as admission. All such college or advanced standing credit, if fully acceptable as transfer credit, will be granted the student after admission.

Recommended High School Preparation

Overall excellence of performance in high school subjects and evidence of academic potential provides the basis for admission to the College. While no specific course pattern is required to be properly prepared to undertake a full program of studies, the applicant is strongly encouraged to include the following subjects in his high school program:

1. College preparatory English.
2. Foreign language.
3. College preparatory mathematics.
4. College preparatory laboratory science.
5. College preparatory history and/or social science.
6. Study in speech, music, art, and other subjects contributing to a strong academic background.

California High School Graduates and Legal Residents

California high school graduates and legal residents for tuition purposes must have a grade point average and total score on the SAT, or composite score on the ACT, which together provide an eligibility index placing them in the upper one-third of California high school graduates. The grade point average is based upon all high school course work completed in grades 10-12, excluding physical education and military science courses. The minimum eligibility index is: SAT = 3072 and ACT = 741. The index is computed either by multiplying the grade point average by 800 and adding it to the total SAT score, or multiplying the grade point average by 200 and adding it to 10 times the composite ACT score.

Non-Residents Graduating from High Schools in Other States or U.S. Possessions

High school graduates from other states or possessions who are non-residents for tuition purposes must present an eligibility index which places them in the upper one-sixth of California high school graduates. The minimum required eligibility index is: SAT = 3402; ACT = 826, and is calculated as in the previous section.

Eligibility Index

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a State College. Grade point averages are based on work completed in the last three years of high school, exclusive of physical education and military science. Scores shown are the SAT Total and the ACT Composite. Students with a given G.P.A. must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding G.P.A. in order to be eligible.

G.P.A.	A.C.T. S.A.T.										
	Score	Score	G.P.A.	Score	G.P.A.	Score	G.P.A.	Score	G.P.A.	Score	
(—) ¹		2.96	15	704	2.71	20	904	2.47	25	1096	
3.20	11	512	2.95	16	712	2.70	21	912	2.46	25	1104
3.19	11	520	2.94	16	720	2.69	21	920	2.45	26	1112
3.18	11	528	2.93	16	728	2.68	21	928	2.44	26	1120
3.17	11	536	2.92	16	736	2.67	21	936	2.43	26	1128
3.16	11	544	2.91	16	744	2.66	21	944	2.42	26	1136
3.15	12	552	2.90	17	752	2.65	22	952	2.41	26	1144
3.14	12	560	2.89	17	760	2.64	22	960	2.40	27	1152
3.13	12	568	2.88	17	768	2.63	22	968	2.39	27	1160
3.12	12	576	2.87	17	776	2.62	22	976	2.38	27	1168
3.11	12	584	2.86	17	784	2.61	22	984	2.37	27	1176
3.10	13	592	2.85	18	792	2.60	23	992	2.36	27	1184
3.09	13	600	2.84	18	800	2.59	23	1000	2.35	28	1192
3.08	13	608	2.83	18	808	2.58	23	1008	2.34	28	1200
3.07	13	616	2.82	18	816	2.57	23	1016	2.33	28	1208
3.06	13	624	2.81	18	824	2.56	23	1024	2.32	28	1216
3.05	14	632	2.80	19	832	2.55	24	1032	2.31	28	1224
3.04	14	640	2.79	19	840	2.54	24	1040	2.30	29	1232
3.03	14	648	2.78	19	848	2.53	24	1048	2.29	29	1240
3.02	14	656	2.77	19	856	2.52	24	1056	2.28	29	1248
3.01	14	664	2.76	19	864	2.51	24	1064	2.27	29	1256
3.00	15	672	2.75	20	872	2.50	25	1072	2.26	29	1264
2.99	15	680	2.74	20	880	2.49	25	1080	2.25	30	1272
2.98	15	688	2.73	20	888	2.48	25	1088	2.24	30	1280
2.97	15	696	2.72	20	896			2.23	30	1288	(—) ²

¹ Students earning grade point averages above 3.20 are eligible for admission.

² Students earning grade point averages below 2.0 are not eligible for admission.

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted nine quarter units (six semester units) of college credit.

Graduates of High Schools in Foreign Countries

Applicants who are graduates of foreign high schools must have preparation equivalent to that required of eligible California high school graduates. The College will carefully review the previous record of all such applicants and only those with promise of academic success equivalent to that of eligible California high school graduates will be admitted. United States citizens must take the ACT or SAT examinations and have their results forwarded to the College. Citizens of other countries whose native language is other than English must take the TOEFL examination and have their results forwarded to the College.

Non-High School Graduates

Applicants who are over 18 years of age, but have not graduated from high school will be considered for admission only when preparation in all other ways is such that the college believes promise of academic success is equivalent to that of eligible California high school graduates.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

ADMISSION OF UNDERGRADUATE TRANSFER STUDENTS

Applicants for admission to the State University and Colleges as undergraduate transfers will be considered for admission under one of the following provisions:

Applicants with 90 or More Quarter Units (60 or more Semester Units)

Applicants who have successfully completed 90 or more transferable* quarter units (60 or more transferable* semester units), or the equivalent, are eligible for admission if they have achieved a grade point average of 2.0 (C) and were in good standing at the last college attended. Nonresident applicants must have earned a grade point average of at least 2.4 (C+).

Applicants with Fewer Than 90 Quarter Units (60 semester units)

Applicants who have successfully completed fewer than 90 transferable* quarter units (60 transferable* semester units), or the equivalent, are eligible for admission if they meet the above requirements and the current first-time freshman requirements. Applicants for admission as transfer students who have been continuously enrolled at a college since graduation from high school are eligible if they meet the first-time freshman requirements in effect at the time of their high school graduation. Either SAT or ACT test results are required of transfer applicants with fewer than 90 quarter units (60 semester units).

ADMISSION OF FORMER STUDENTS

A former student in good standing must apply for re-entry if he has been absent for two or more full quarters (excluding summer session) immediately preceding the quarter in which he wishes to re-enter. If he has attended another institution during that time, transcripts (2 copies of each) must be sent to the Office of Admissions and Records indicating all work for which the student was

* Applicable to students entering on or after September 1, 1974. Until that time the former requirement of "... 60 or more semester units ..." remains in effect.

registered. Policies relating to application fees, statements of residence, and transcripts apply to reentering students as well.

Students on academic drop status should refer to the section on "Readmission of Disqualified Students" in the Academic Regulations portion of the catalog.

ADMISSION OF GRADUATE STUDENTS

Any person who holds a baccalaureate or higher degree from a regionally accredited institution may be admitted as an "unclassified" graduate student to complete courses for transfer elsewhere, to complete teacher certification requirements, or for self-improvement. Admission as an "unclassified" graduate student does not guarantee admission to graduate degree programs when they are established.

Unclassified Graduate Standing

For admission with a graduate standing as an Unclassified Graduate Student, a student shall have completed a four-year college course and hold an acceptable baccalaureate degree from an accredited institution, or shall have completed equivalent academic preparation as determined by the appropriate college authorities; and *must satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as the appropriate college authorities may prescribe.*

Classified Graduate Standing

A student who has been admitted to a State University or College campus under the Unclassified Graduate requirement above may, upon application, be admitted to an authorized graduate degree curriculum if he satisfactorily meets the professional, personal, scholastic, and other standards for admission to the graduate degree curriculum, including qualifying examination, as the appropriate college authorities may prescribe.

ADMISSION TO TEACHING CREDENTIAL PROGRAMS

Admission to the College does not constitute admission to a teaching credential program. Students who intend to work toward credentials should contact the Division of Education of the College for information.

ADMISSION OF APPLICANTS FROM OTHER COUNTRIES

The credentials of an applicant for admission from another country are evaluated on an individual basis and in accordance with the general regulations governing admission. The application, official certificates, and detailed transcripts of records should be submitted to the Office of Admissions several months in advance of the quarter in which the applicant hopes to gain admittance. Doing so will allow time for exchange of necessary correspondence and, if admission is granted, will facilitate obtaining the necessary passport and visa. All records submitted must be translated into English and certified as accurate.

An applicant from another country whose native language is not English will be considered for admission only after submitting his results on the Test of English as a Foreign Language (TOEFL), demonstrating that his command of English is sufficient to permit him to profit by instruction at the College. Information and test dates regarding the TOEFL examination may be obtained by writing to the Educational Testing Service, P. O. Box 592, Princeton, New Jersey, 08540. In addition, each student must submit as a part of his application a statement as to the availability of financial resources in the United States for his support as a student while attending the College. This statement must be certified as accurate by an embassy official or a recognized governmental agency.

Advisors are available to assist foreign students in all matters pertaining to their attendance at the College. It is required that every student from another country, upon his arrival at the College, present himself with his passport and visa to the Office of Activities and Housing.

ADMISSION OF PART-TIME STUDENTS

All students who plan to enroll in the College, including part-time students, must qualify and follow the procedures appropriate to their entrance level—freshman, undergraduate transfer or graduate student.

ADMISSION OF VETERANS

Veterans must qualify and follow the same admission procedures established for other students. Qualified veterans who present certificates of eligibility for curricula offered by the College may attend California State College, Bakersfield and receive all appropriate benefits extended to veterans. Financial affairs for veterans' dependents entering and attending under California State Veterans' Benefits provisions are handled by the Office of Financial Aids. For additional information concerning Veterans' certification, refer to the section on Veterans' Services. Generally, applicants not admissible under one of the above provisions should enroll in a junior college or other appropriate institution. Under unusual circumstances, such applicants may be permitted to enroll in the College. Permission is granted only by special action.

ADMISSION OF NON-RESIDENT STUDENTS

All regular and part-time students who have not been legal residents of the State of California for one calendar year immediately preceding the date of enrollment must:

1. Meet non-resident admission requirements (see previous sections).
2. Pay a non-resident tuition fee.

Final determination of residence status is made after a Statement of Residence has been filed with the Office of Admissions and Records. (Please refer to statement regarding Determination of Residence.)

ADMISSION OF SUMMER SESSION AND EXTENSION STUDENTS

It is not necessary for students planning to enroll only in the summer sessions to make formal application for admission to the College unless they are working for a degree or credential through California State College, Bakersfield. Students are expected, however, to have satisfied the prerequisites for the particular courses in which they enroll.

OTHER APPLICANTS

Applicants not admissible under one of the above provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the College. Permission is granted only by special action.

ENTRANCE EXAMINATIONS

All beginning freshmen and transfer students who will have completed less than 90 quarter units (60 semester units) of college level work prior to their enrollment, must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Entrance examinations are not required of upper division transfers (juniors and seniors).

International students from countries where English is not the native language must present results of the Test of English as a Foreign Language (TOEFL) prior to being considered for admission.

Registration forms for either test may be obtained from high school and community college counselors, State College testing offices or directly from the testing service at the address below:

<i>SAT</i>	<i>ACT</i>
CEEB	Registration Unit
Box 1025	P.O. Box 168
Berkeley, California 94770	Iowa City, Iowa 52240
<i>Dates Test Given:</i>	<i>Dates Test Given:</i>
October 14, 1972 (SAT only)	October 21, 1972
Calif.-Tex)	December 9, 1972
November 4, 1972 (SAT only)	February 24, 1973
December 2, 1972 (SAT and ACT)	April 28, 1973
January 13, 1973 (SAT and ACT)	July 21, 1973
March 3, 1973 (SAT and ACT)	
April 7, 1973 (SAT only)	
May 5, 1973 (ACT only)	
July 14, 1973 (SAT and ACT)	

DETERMINATION OF RESIDENCE

The following statement of the rules regarding residency determination is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The statutes governing residence determination for tuition purposes are found in Education Code Sections 23753.2-23762, Government Code Sections 243-244, and Civil Code Section 25. The determination of whether a student qualifies as a "resident" for admission and tuition purposes is made by the College after review of a "Residence Questionnaire" completed by each student upon entering the College. The residence questionnaire is designed to provide to the College information necessary for residency determination, including the applicability of any exceptions.

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 admission and tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term.

Whether a student has acquired California residence usually depends on whether the student has attained majority; i.e., has become an adult. Majority is attained at 18 years of age. If the student is a minor, residence is derived from (and therefore is the same as) that of his or her father. If the father is not living, the student's residence is that of the mother while she remains unmarried. A minor cannot change his residence by either his own act or that of his guardian.

Upon attaining majority, the student may acquire a residence apart from his or her parents. The acquisition of California residence by an adult requires both physical presence in the state and, at the same time, an intent to remain in California indefinitely, that is, an intent to regard California as one's permanent home. Although physical presence is easily proven, subjective intent is more difficult, requiring the student to present evidence of various objective manifestations of such intent.*

The residence of a married woman is that of her husband unless she is separated, in which case she can establish her own residence. An alien is not eligible to acquire residence until admitted into the United States for permanent residence under an immigrant visa.

Since the general rules of residence determination, summarized above, work hardships in some cases, the Legislature has provided a number of exceptions

* The foregoing rules will have a special application during the 1972-73 academic year with respect to persons who attain their majority as a result of the recent legislative change reducing the age of majority from 21 to 18.

which, in effect, waive nonresident tuition. These rules are limited in scope, and are quite detailed. If it appears that any of them may be applicable, the student may wish to discuss the matter with the residence clerk of the College. Exceptions are provided for:

1. Minors living under the direct care and control of a California resident for periods of time which are specified in the law.
2. Minors whose parents were California residents but who have left the state. (Depending on the length of the parents' residence in California, the minor is given a "grace period" during which he is considered a California resident even though his or her parents have become residents of another state.)
3. Minors who have a parent in active military service and stationed in California on the residence determination date; California resident minors who have a parent in active military service but stationed outside the United States on the residence determination date, and California resident spouses of such servicemen.
4. Persons who have attained their majority by the residence determination date, and who were entirely self-supporting and present in California for the entire preceding year.
5. Women who are California residents and who marry nonresidents provided residence is not established in any other state.
6. 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.
7. Full-time State College employees and their children and spouses.
8. Certain credentialed, full-time employees of school districts.
9. Certain exchange students.

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 by the Legislature between the time this catalog is published and the relevant residence determination date.

HEALTH HISTORIES

A complete physical examination by the student's personal physician is required of all newly admitted students and all former students of the College who have not enrolled in the regular program at the College during the prior two quarters. Appropriate forms are available for all admitted students by contacting the Student Health Service.

TRANSCRIPTS REQUIRED

All beginning freshmen and those transfer students with less than 90 quarter units (60 semester units) of completed college work at time of enrollment must request that complete official transcripts (two copies of each) from the high school of graduation be sent directly to the Office of Admissions and Records. All students who have attempted college work at another institution must request transcripts (two copies of each) from each college or university attended. Transcripts presented by students cannot be accepted.

No determination of admission eligibility will be made until all required documents have been received. Official transcripts must include a complete record of all previous high school and college work attempted, whether or not the applicant desires to enroll for college credit. Two separate official transcripts are required from each college attended, even though one transcript may show work completed at another college. All records submitted become the property of the College and cannot be returned to the applicant or duplicated.

Applicants with Courses in Progress

An applicant who is in attendance at a school or college at the time of application must file a transcript which includes a listing of the subjects in which he is currently enrolled. After the applicant has completed these subjects, he must notify

his school or college to forward two supplementary records showing the final grades for that term. Final admission is subject to the receipt and approval of any outstanding credentials.

Veterans

A veteran who desires to have his military records evaluated for possible credit toward a baccalaureate degree must file a copy of his service separation papers or service form DD-214 with his application.

Graduate Students

An applicant who holds a baccalaureate degree from an accredited institution, who is not seeking a degree from the College, needs only to verify his baccalaureate degree to the Office of Admissions and Records by filing two official transcripts from the institution where his degree was earned.

Former Students

A former student of the College, who is returning after graduation or after an absence of one or more quarters, is required to submit official and complete transcripts covering any college attendance since the date of his last enrollment at CSB.

Summer Session and Extension Registrants

A student seeking to enroll for summer session or extension is not required to file official transcripts unless he plans to seek formal admission to a regular program to complete requirements for a degree.

LIMITATION OF ENROLLMENT

Applicants for admission are notified that pursuant to Section 40650 of Title 5 of the California Administrative Code concerning limitation of enrollment, admission to California State College, Bakersfield does not guarantee admission to a particular major or to any courses required for that major. Although every effort will be made to notify students of majors which are at capacity, such notification cannot be guaranteed.

CANCELLATION OF ADMISSION

A student who is admitted to the College for a given term, who decides not to take advantage of such admission, should notify the Office of Admissions and Records immediately of his change in plans. A student who is admitted but does not enroll, and who later wishes to undertake work at the College, must file a new application, pay a new application fee, and meet all current requirements for admission. Material supporting the application for admission, such as transcripts and entrance examination scores, are retained only for one year from the date of their original submission.

ESTIMATED COSTS PER QUARTER

It is estimated that commuter students will pay from \$40 to \$50 for books and from \$35 to \$50 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$400 per quarter. Students who live in off-campus private housing should allow \$350 to \$450 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

CAMPUS VISITS

Prospective students and their parents are invited to visit the campus to talk with faculty and staff concerning their educational objectives and the educational programs available at the College. Although an interview is not required prior to admission, a visit to campus will aid in gaining a sense of the educational atmosphere and the collegiate environment. Campus tours may be arranged by contacting the Office of Admissions.

REGISTRATION

Registration is the final step in the matriculation process. When a student has been admitted to the College and has determined which subjects he should take, he is ready for registration. Academic advisement must precede registration.

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student may attend classes until his registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. A student may not receive credit in any course for which he is not registered. Registration by mail or proxy is not permitted unless specifically authorized by the Office of Admissions and Records.

CHANGE OF REGISTRATION

No change in a student's program of courses will be recognized unless it is made on official forms, properly approved and accepted at the Office of Admissions and Records. Unauthorized withdrawal or dropping of a course will result in a final grade of "F". Students may add courses by filing an approved "request for program change" in the Office of Admissions and Records.

REGISTRATION DATES

Registration dates and the last day to register for classes are published in the Class Schedule and the College Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A \$5.00 fee is required for late registration.

CHANGE OF ADDRESS

A student who changes his local or permanent mailing address after admission or registration should immediately notify the Office of Admissions and Records in order that registration materials, grades, correspondence, and other information reach the student without unnecessary delay.

FEES AND REFUNDS

Fees are established in accordance with State laws and the regulations of the Trustees of the California State Colleges, and are subject to change as prescribed by law.

Registration Fees

Payable at time of registration. No individual can be admitted to class prior to payment of all required fees.

Material and Services Fee (per quarter)

0 to 3.9 units	\$26.50
4 to 7.9 units	30.00
8 to 11.9 units	33.00
12 or more units	39.00

Student Activity Fees

No student shall be required to pay an aggregate amount in excess of \$20.00 for the entire academic year.

Insurance Fee

An optional basic health insurance plan will be made available to students at a nominal cost.

Other Fees and Charges (in Addition to Registration)

Non-Resident Tuition—Maximum \$370 per quarter, \$1,110 per academic year, subject to change.

Per unit, as follows:

For the first 14 units (per quarter)	\$25.00
For the 15th unit (per quarter)	20.00
For the 16th unit and over (per quarter)	None

Foreign Student Tuition

The same rate of tuition will be charged non-resident students who are not citizens and residents of foreign countries.

Identification Card 2.00

Application Fee (non-transferable and non-refundable) 20.00

Late Registration Fee (non-refundable) 5.00

Graduation Fee 10.00

Check Returned from Bank for any Cause 2.00

Facilities Fee (per quarter) 2.00

Transcript of Record 1.00

Failure to meet administratively required appointment or time limit 2.00

Replacement of equipment or materials lost or damaged Cost + 1.00

Challenge of Course by Examination 2.00

Summer Session (per quarter unit) 16.00

Extension Courses (per quarter unit)

 Lecture and Discussion Courses 12.75

 Activity Courses 16.25

 Science Laboratory Courses 25.25

Parking Fees:

Non-reserved spaces, autos

 Regular students, per quarter 9.00

 Six-week session or period 5.00

 Four-week session or period 3.00

Reserved spaces, per month or major fraction thereof

Two-wheeled, self-propelled vehicles licensed by State Department of Motor Vehicles, per quarter 25% of above

Alternate two-wheeled vehicle, per quarter 1.00

Alternate vehicle (auto) in addition to fee for first vehicle, per quarter 1.00

Locker usage fee (optional for freshmen) 2.00

Freshmen commuter fee 5.00

Non-Resident Students

The non-resident tuition fee is payable by all students who have not been legal residents of the State of California for at least one year immediately preceding the opening day of the school term. The rate of tuition to be paid by each non-resident student shall be \$1110.00 per year (\$370.00 per quarter; \$25.00 per unit for the first 14 quarter units; \$20.00 for the 15th quarter units; no charge for 16 or more quarter units).

The rate of tuition to be paid by each non-resident student who is a citizen and resident of a foreign country will be the same as the above rate.

Tuition payable by non-resident and foreign visa students is in addition to fees required of resident students, except for enrollment in extension or summer session. The non-resident fee will not be required of a student who is a child or spouse of an employee of the California State University and College System. Certain certified full-time employees of a California School District are deemed to be resident students.

Initial determination of residence status is made by College officials prior to or at the time of registration, and fees must be paid at registration. Full refund of non-resident fees paid will be made if final determination by the College's legal advisor indicates that a student is a legal resident.

Refunds

Students who find it necessary to withdraw from the College may, under conditions prescribed by law, obtain a partial refund of fees. Application for refund of materials and service fees must be made not later than 14 calendar days following the day of the term that instruction begins. In a case of illness, a duly authorized representative of the student may file the application for him.

Students who wish to make application for a refund should consult the Business Office for further information concerning the regulations which govern refunds or other fees.

Upon withdrawal from the College, the State will refund the total materials and service fee, less \$10.00.

For each unit of non-resident fee charged, the State will refund the entire fee charged during the first week of each quarter. Thereafter, 75% will be refunded the second week, 50% the third week, 25% the fourth week. There will be no refund after the fourth week.

Refunds for parking will be given upon application if the parking decal is returned. For the first 25 days of each quarter, 66% of the fees charged will be refunded. Between 26 days and 50 days, 33% will be refunded and no refunds will be given after 51 days.

NOTE: A non-resident student is any person who has not been a bonafide resident of the State of California for more than one year immediately preceding the last day a student may register without paying a late registration fee. The California State College, Bakersfield attorney on residence matters has sole authority for making residence determinations.

STUDENT SERVICES

Student Services are offered to individualize and supplement college instruction. The Student Services program is based upon the principle that personal development and maturity are prerequisites to a happy and productive life. To these ends, Student Services are designed to help students gain full benefit from college life. The function of the Dean of Students is to coordinate the enrichment program of the College and to assist each student in meeting his individual needs.

The Dean of Students is responsible for the development and operation of the Student Services program and reports directly to the President of the College. Reporting to the Dean of Students are the Office of Admissions and Records (responsible for the functions of admissions, school relations, registration, and student records); the Office of Financial Aids, the Placement Office, the Office of Activities and Housing (responsible for both on- and off-campus residential programs, student activities, cultural programs and foreign student services); the Counseling Center (responsible for personal counseling and testing and orientation); the Student Health Service; and the Educational Opportunity Program.

ACTIVITIES

Through the Office of Activities and Housing, students and faculty are assisted in the development and operation of special interest organizations and student government. A program of sponsored activities provides opportunities for relaxation and entertainment, and contributes to the cultural and intellectual life of the College.

Students attending the College in the early 1970's will have the unique opportunity to be involved in the first developmental plans of the various student activity, cultural and recreational programs. Among the first student tasks will be the development of student government programs, as well as the development of the various academic and social organizations.

At present, there are approximately 25 student clubs and organizations operating on campus. Additionally, students are actively serving on numerous campus committees, including the chief policy making body on campus, the College Council. The Activities and Housing Office makes every attempt to facilitate and channel special interests, in short, to serve student needs as they arise.

FOREIGN STUDENT ADVISING

A special advisor is provided to help with problems of housing, liaison, finances, and personal adjustment which might otherwise hinder an education.

HOUSING

The Activities and Housing Office maintains a file of accommodations of private homes and apartments for individuals desiring to live off campus. In addition, a list of students desiring roommates is available.

Beginning in the 1972-1973 academic year, all freshmen and sophomores, not living at home or with legal guardians, will be required to live on campus in the Living Learning Center. This residence Center consists of six three-story houses which will be ready for occupancy in the fall of 1972. Every house will accommodate a total of sixty students with twenty students living on each floor. To provide more personal living arrangements, a floor of twenty students is separated into two wings with only ten students sharing a common living area and bath facility.

The purpose of the Living Learning Center is to integrate social, recreational, and intellectual phases of group living. Courses can be so designed that members of a particular house group may take classes together. Other plans include assigning faculty advisors to each house and holding small group discussions within

Living Learning Center Facilities. An innovative feature will permit lower division commuter students to participate in the special academic and social programs of the campus house groups. By including the opportunity for evening lectures, debates, and music events within the academic program of the Living Learning Center, the college and its students seek to bridge the separation between the academic and co-curricular student life. Further information may be obtained from the Office of Activities and Housing.

STUDENT HEALTH SERVICE

The objective of the Student Health Service is to produce and maintain an optimum state of physical and emotional health. To this end, the Student Health Service provides those services normally administered in a physician's office.

All registered students are insured under a basic health and accident insurance plan designed to cover consultation and diagnostic services not available on campus. Students are urged to enroll in a supplementary health insurance plan to meet major medical expenses not otherwise available through the Health Center.

Students planning to enroll at the college should note that the medical history and physical examination required by law must be submitted before final registration.

COUNSELING AND PLACEMENT

The College offers to the registered student counseling services that are designed to increase his opportunity to gain the greatest possible advantage from his college experience. The Counseling Center is staffed by professionally trained personnel and provides help to students in the following areas:

PERSONAL COUNSELING

Provided for those who may desire assistance or who may have difficulties arising out of economic, social, and emotional problems. Referral of problems which require deep and extended therapy is made to cooperating agencies and individuals within the community.

VOCATIONAL COUNSELING

Provided for those who wish help in the selection of suitable vocational objectives. Psychological tests are available to assist the student in appraising his academic strengths and weaknesses, as well as other personal characteristics which may affect his educational objectives.

EDUCATIONAL COUNSELING

Provided for those who may have general questions or problems relating to ineffective study habits, scholastic deficiencies, academic motivation, or educational objectives.

ACADEMIC ADVISING

The student's faculty advisor will provide assistance in course program determinations, as well as answer questions pertaining to academic policies and procedures.

STANDARDIZED TESTS

The College provides facilities for administering standardized tests under the direction of the counseling staff. Scholastic aptitude, achievement, study habits, temperament, interest, intelligence, and other tests are available to students upon the recommendation of a member of the counseling staff.

TUTORIAL AND READING/STUDY PROGRAMS

The Counseling Center helps to coordinate services to provide tutorial assistance for students who are experiencing difficulties in the academic courses. Services are also provided by the college for students who need to improve their reading skills and/or study habits.

CAREER AND OCCUPATIONAL CENTER

The Counseling and Placement Center maintains a selection of up to date information concerning occupations, in order that students may investigate career opportunities early in their academic programs. The primary objective of the center is to assist students in realistically matching their interests and aptitudes with vocational choices in order that a successful and rewarding career may be pursued following graduation.

PLACEMENT SERVICES

The college maintains a centralized placement service through the Counseling and Placement Center. This service functions as a part of the total educational process of the college, in its cooperation with the various academic departments and as a part of the Student Services Program. Students are encouraged to discuss their educational and career plans with Counseling and Placement Center staff, in order that realistic objectives may be formulated for successful professional careers after graduation.

An active program of relations with business, industry, government, and education is established in order that seniors and qualified alumni may find positions for which they are appropriately qualified.

Students are urged to make use of the library of occupational information, to develop a set of confidential references, to review information about available positions and to arrange interviews with prospective employers through the Counseling and Placement Center.

Currently enrolled students who desire part-time jobs should contact the Office of Financial Aids for assistance.

SPECIAL PROGRAMS**EDUCATIONAL OPPORTUNITY PROGRAM**

EOP is a special program designed to admit applicants from low income and minority groups. Financial and educational assistance are available and vary according to the individual's needs. No specific admission requirements have been established for EOP applicants. Those admitted to these programs must give evidence of ability to succeed in the College.

INTERNATIONAL PROGRAMS

Information concerning study opportunities for American students in foreign universities is available in the Office of Activities and Housing. The foreign student advisor coordinates the selection of U.S. students applying for admission to one of the international programs operated by the California State University and Colleges in several foreign countries. For additional information refer to the section on International Programs under Academic Information.

FINANCIAL AIDS

The CSB Office of Financial Aids administers a number of different types of financial aid to enable students without adequate financial resources to attend the College. In order to have their applications for financial aid and/or scholarships considered, students must have been admitted to California State College, Bakersfield. For further information pertaining to financial aid programs and applications procedures, please contact the Office of Financial Aids.

A qualified applicant will be considered for a "financial aid package" which may include one or a combination of the following programs:

NATIONAL DEFENSE STUDENT LOAN

This is a long term government loan, interest free while students are enrolled in college. A student may borrow up to \$1000 per year as an undergraduate. A limit of \$5000 is placed on the total loan that may accrue during the student's

undergraduate program. The amount that may be borrowed each year depends upon the availability of funds and the number of units for which the student is enrolled.

COLLEGE WORK-STUDY PROGRAM

This program provides employment for full-time students, based upon financial need, up to 15 hours per week while classes are in progress, and 40 hours per week during vacations.

FEDERAL EDUCATIONAL OPPORTUNITY GRANTS

A student who comes from a low income family and who would otherwise be unable to continue his education may be awarded an Educational Opportunity Grant. Grants range from \$200 to \$1000 per academic year, but cannot exceed one-half ($\frac{1}{2}$) of the student's total need. This grant must be matched with funds from another assistance program administered by the College.

NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM

The loan program provides up to \$1000 annually, based upon student need, to full-time undergraduate students enrolled in nursing curricula. The scholarship program provides funds to cover fees, books, equipment, and living expenses not to exceed \$1500 per year, based upon student need.

CALIFORNIA STATE EDUCATIONAL OPPORTUNITY PROGRAM GRANTS

This program provides up to a maximum of \$500, at the present time, to a limited number of full-time students who come from disadvantaged backgrounds. Recipients of this grant must be admitted to the College's Educational Opportunity Program. This grant must also be matched with funds from another program of student aid administered by the College.

FEDERALLY INSURED STUDENT LOANS

Students enrolled at California State College, Bakersfield may take advantage of a bank loan of up to \$1500 per academic year. These loans are made to students by some local lending institutions, and are guaranteed by the Federal Government. Payment on this loan does not begin until nine months after the student graduates.

SCHOLARSHIPS

A limited number of scholarships are available to students who are either continuing or have been admitted to the College for full-time enrollment. These scholarships have been made available through the generosity of individuals and organizations within the area that the college serves.

The college receives for support of its scholarship program annual gifts from various sources, including the Houchin Foundation. These annual contributions are augmented by the income from the Lori Brock Memorial Scholarship fund.

Students should contact their high school counselors for information about scholarships that may be available from sources other than the College, such as the California State Scholarship and Loan Commission.

LAW ENFORCEMENT EDUCATION PROGRAM GRANTS

Grant funds are available for in-service law enforcement officers who are employed full-time in a local, state or Federal unit of government. These grant funds shall be used to cover the cost of tuition, books and mandatory fees only. Eligible students may pick up the application from the Office of Financial Aids.

ALAN PATTEE SCHOLARSHIP

(Children of Deceased Peace Officers or Firemen)

Surviving children, natural or adopted, of California peace officers or firemen killed in the line of duty are not charged fees or tuition of any kind while enrolled at any California State University or College, according to the Alan Pattee Scholarship Act and the Education Code, Section 23762. Students qualifying for these benefits are known as Alan Pattee scholars.

PART-TIME WORK OPPORTUNITIES

The Office of Financial Aids maintains a listing of part-time work opportunities for those students who desire part-time employment while they are attending the College.

SHORT-TERM EMERGENCY LOANS

A limited emergency loan fund is available to provide students small amounts of money on a short-term loan basis for minor emergencies.

ORIENTATION

All new students are encouraged to participate in planned orientation activities prior to the start of their first term at the college. The orientation program offers opportunities to become acquainted with the campus, to learn about available services, programs and activities and to meet the faculty and staff.

SELECTIVE SERVICE

The determination of a male student's Selective Service classification and status is the responsibility of the local Selective Service Board where the student is registered. The College will report the enrollment status of male students to local Selective Service Boards only when requested to do so by the student.

Full-time enrollment status for the Selective Service system is defined as being registered in 14 or more credit units in any term. A student should normally complete 45 quarter units in each 12-month period following the first enrollment at the College in order to be making normal progress toward a degree. Newly admitted students may request that the Office of Admissions and Records report acceptance for admission to local Selective Service Boards.

VETERANS' SERVICE

Veterans or eligible dependents of veterans who believe they are entitled to receive educational benefits administered through the Veterans Administration, should initiate their application for these benefits at the earliest possible date. Once the application is approved by the Veterans Administration the student will receive his Certificate of Eligibility. Both copies of this certificate should be presented to the Office of Admissions and Records at the time of his initial enrollment at the College. In the event that a student has made application for Veterans' Educational Benefits, but has not received his Certificate of Eligibility, he should inform the Office of Admissions and Records so that they may file a Certification of Enrollment with the Veterans' Administration to facilitate his receipt of payments at the earliest possible date. Certification of Enrollment will be made on an academic year basis and it will be the responsibility of the Veteran to immediately inform the Office of Admissions and Records of any change in his enrollment status. The Director of Financial Aids will serve as the Veterans' Advisor of the College, and students having problems or questions should feel free to contact him.

The College will certify the following course levels to the Veterans' Administration:

Full time	14 units
$\frac{3}{4}$ Time	10-13 units
$\frac{1}{2}$ Time	7-9 units

Less than $\frac{1}{2}$ time (1-6 units) will receive payment for tuition and fees only.

STUDENT CONDUCT

Students are expected to conduct themselves so as to reflect credit to themselves and to the College. One of the fundamental objectives of the College is to foster the development of students as active and responsible citizens in a democratic society. Students are, therefore, expected to make steady growth in maturity, self-reliance, and self-discipline as they progress toward a degree or credential. To help students achieve this end, the College places reliance not only upon its instructional program, but also upon student government and student-faculty collaboration in many aspects of College community life. For the vast majority of students, these constructive means of defining and learning good standards of conduct and integrity are effective. Student committees are responsible for group conduct at functions sponsored by any officially recognized campus organization whether the events are held on the campus or elsewhere.

In the few instances where disciplinary action is necessary because students have failed to respond to the positive approach which is emphasized in dealing with questions of conduct and responsibility, the College is guided by the California Administrative Code.

This Code provides that a student may be placed on probation, suspended, or expelled for any one of the following reasons:

1. Disorderly, unethical, vicious, or immoral conduct.
2. Misuse, abuse, theft, or destruction of State property.

A student dismissed for disciplinary reasons may be readmitted to the College by administrative action or by College Review Board action.

ACADEMIC INFORMATION

The academic program of the College provides for a student's course work to consist of three approximately equal segments: general education requirements, to be satisfied during the freshman and sophomore years; concentration requirements, which may be begun as a sophomore and will occupy a major part of the junior and senior years; and electives. The requirements for general education and for concentration have been designed to provide substantial opportunity for the student to select from a variety of possibilities.

INTEGRATION OF LIVING AND LEARNING

The college plan has been designed to insure that the classroom and non-classroom portion of the students' college experiences supplement each other.

For lower division students there will be academic villages in each of which 700 residential students, together with a comparable number of commuting students, will have their classrooms, lounge study areas, and dormitory rooms grouped in a single part of the campus. The first six "houses" of Academic Village I open September, 1972.

Although most offices for faculty members of the College are grouped by departments in order to facilitate professional interchange, the plan establishes groups of "resident Fellows" who have special relationships with students in particular living units.

In the College's first years, any dormitory rooms not filled by freshmen and sophomores will be made available to upper division students who wish to live on the campus. As more buildings are erected the College's plan calls for providing juniors and seniors with their own dormitories and other nonclassroom facilities.

ACADEMIC ADVISING

Each freshman and sophomore is assigned a faculty advisor who is associated with the house of an academic village to which the student is assigned. When a student is ready to become an upper division major in one of the schools or divisions of the College he is assigned a faculty advisor in his area of concentration. Assignment of this adviser is made by the Dean of the School following an interview with the student. (All students are expected to confer with the Dean prior to assignment of the advisor.)

Prior to registration each student must confer with his advisor in order to work out an approved program of studies. In addition, discussion with the advisor is encouraged as often as the student may feel it desirable.

GENERAL EDUCATION

In conformity with the 1968 revision of the General Education requirements established by the State Board of Trustees, the College requires 60 quarter hours of lower division courses distributed among natural sciences and mathematics, humanities, behavioral sciences, and Basic Subjects. The requirements also include three hours of work in a Sophomore General Education Seminar and three hours in physical education.

GENERAL EDUCATION REQUIREMENTS

1. Ten quarter hours (two courses) in Basic Subjects. This is to be satisfied by one quarter of Written Composition and Speech and one quarter of either Mathematical Inference, Logic, or Advanced Composition. Either or both parts of this requirement will be waived for students who receive a satisfactory score on a proficiency examination administered by the College. A course taken to satisfy part of this requirement may not be counted toward satisfaction of another General Education requirement.

2. Fifteen quarter hours (three courses) from at least two departments (not including Nursing) in the School of Natural Sciences and Mathematics. This work must include one course (numbered 100) dealing with a discipline in perspective.
3. Twenty quarter hours (four courses) from at least three departments in the School of Humanities. This work must include one course dealing with the nature of a discipline: English 101, Fine Arts 101, History 101, Philosophy 101, Religious Studies 101.
4. Fifteen quarter hours (three courses) in the School of Behavioral Sciences. This can be satisfied by courses taken in at least two of the following departments: Economics, Political Science, Psychology, Sociology/Anthropology.
5. Three quarter hours in the Sophomore General Education Seminar.
6. Three quarter hours in physical education.

TOTAL—66 quarter hours.

Sophomore Seminar

During each quarter of his second year every student takes a Sophomore General Education Seminar, meeting two hours every alternate week for one hour of credit per quarter. This Seminar involves written comment and oral discussion of fifteen brief but significant assignments dealing with different areas of the natural sciences and mathematics, humanities, and behavioral sciences. Students in each Seminar section will be drawn from one house of an Academic Village. The Seminar will be designed to give students an overview of the fields covered in lower division General Education work preparatory to their movement into upper division work in their areas of concentration.

Students transferring to the College with more than one year of academic credit earned elsewhere do not take this course.

ACADEMIC OFFERINGS

During its first years the College is concentrating its efforts on the development of the strongest possible programs in a limited number of disciplines in the liberal arts and sciences and in the professional areas of Business Administration, Education, and Nursing.

As enrollment increases and available resources make curricular expansion appropriate, programs will be developed in additional areas of the liberal arts and in a number of professional fields.

Students graduating in June 1973 will be able to receive bachelor's degrees with majors in the following:

Anthropology	History
Biology	Mathematics
Business Administration	Philosophy
Chemistry	Political Science
Earth Sciences	Psychology
Economics	Sociology
English	Spanish
Fine Arts	

The first graduate degree to be authorized is the Master of Arts in Education, which may be awarded in June, 1973, and thereafter.

The college is also authorized to award a bachelor's degree with a Special Major, for programs not conforming to regular concentrations. A student may propose a program of correlated studies in two or more fields for a Special Major. Proposals are considered for approval by the Academic Vice President.

The College's Academic Master Plan provides for the offering of degrees in a number of additional areas in each of the next five years. Listing of these degrees in the catalog is not permitted by the Office of the Chancellor of the State Col-

leges because of the possibility that lack of resources, changes in student demand, etc., could occasion delay or cancellation of these offerings. Because Cal State Bakersfield is a new institution, however, the college has received permission to provide informal information as to the degrees scheduled to be approved for awarding in the coming few years and this information will be made available to interested students on request. The college is required to inform students, however, that the date for initiating degrees in addition to those already approved for 1973 are provisional, and that it cannot be responsible for any hardship incurred by students as a result of changes in the future timetable.

CONCENTRATION REQUIREMENTS AND SENIOR SEMINAR

The program of the College is designed to induce students to recognize the cumulative and interrelated nature of their undergraduate program.

BACHELOR OF ARTS

Each candidate for a Bachelor of Arts degree in one of the liberal arts will be required to have a major of at least 36 upper division quarter hours, plus any required supporting courses, and also have a minor of at least 15 quarter hours in an area complementing his major. In addition to taking regular courses in his area of concentration, each student takes a one-quarter Senior Seminar for six credits. During the first two-thirds of this quarter he meets with other majors in his department to consider the nature of the discipline, bringing to bear the material of the various courses he has taken in the area. The second part of the Seminar is devoted to consideration of the interrelationships between his major and minor concentrations. This work takes the form of crossover seminars led by one faculty member from each of the two departments working with, for instance, those seniors who are majoring in History and minoring in Philosophy and also those Philosophy majors who are History minors.

Those pairings of departments which have general approval of major-minor combinations during the first years of the College are set forth in Table I. Additional combinations may be approved later if the faculty in two departments feels that their two disciplines are closely enough related to justify crossover work.

BACHELOR OF SCIENCE

Students majoring in one of the sciences or in a professional program are required to have a major of at least 55 credit hours, including a Senior Seminar, plus any required supporting courses. They are not required to have a minor, though course work in a related area may be counted toward the major.

TABLE I
MAJOR-MINOR CONCENTRATIONS

NOTE: Each candidate for a BA in one of the liberal arts is required to have a minor of at least 15 quarter hours in a related discipline. Part of his Senior Seminar is devoted to consideration of the relationships between the two disciplines in which he is concentrating.

The exhibit below indicates the combinations of major and minor which are automatically acceptable provided that the major and minor have been established by the year in question, that the staffs of the departments are adequate to administer the crossover meetings, and that the specific courses taken have been approved by the major department.

Additional combinations may be approved later either as a result of faculty decisions that a major-minor combination is generally appropriate or in response to a petition from a student who is interested in relating two fields which are not usually recognized as being complementary.

MAJORS

MINORS	Fine Arts	English	Spanish	History	Philosophy	Economics	Political Science	Psychology	Anthropology	Sociology
Art	X	X	X	X				X	X	X
Music	X		X	X				X	X	X
Speech and Drama	X		X	X		X	X	X	X	X
English	X		X	X	X	X	X	X		X
French	X	X	X	X	X					
German	X	X	X	X	X					
Spanish	X	X		X	X	X	X	X	X	X
History	X	X	X		X	X	X	X	X	X
Philosophy	X	X		X		X	X	X	X	X
Religious Studies	X	X		X	X		X	X	X	X
Economics					X	X		X	X	X
Political Science		X		X	X	X		X	X	X
Psychology	X	X		X	X	X	X		X	X
Anthropology	X			X			X	X		X
Sociology		X	X	X		X	X	X	X	
Afro-American Studies	X	X		X	X	X	X	X	X	X
Mexican-American Studies	X	X	X	X	X	X	X	X	X	X
Asian Studies	X			X	X	X	X		X	X
Latin American Studies	X		X	X		X	X		X	X
Geography				X		X	X		X	X
Biology						X	X	X	X	X
Mathematics					X	X	X	X		X
Business Administration						X	X	X	X	X
Physical Education		X		X						

The cumulative significance of the program features outlined above is that college-wide requirements for a degree are as follows:

General Education	66	quarter hours
Minimum concentration, including Senior Seminar	51	quarter hours
Electives	69	quarter hours
Total hours required for graduation	186	quarter hours

In addition to the college-wide concentration requirements each school or department may have additional requirements for its majors. These are listed under each area.

INDIVIDUAL STUDY

A major goal of this College is the inculcation in its students of a commitment to continuing self-education in the years following their graduation. If the College has been successful in this endeavor, many of its students will have reached a point by their senior year in which they will have the competence and the self-discipline necessary to carry out independent study projects. The program of the College encourages these students to enroll for individual study and research, either on a genuinely independent basis or in cooperation with faculty members who are carrying out research programs.

AMERICAN INSTITUTIONS REQUIREMENT

The California Education Code requires that each student qualifying for graduation with a bachelor's degree shall demonstrate competence in the following areas of American institutions:

1. The Constitution of the United States
2. American history, including the study of American institutions and ideals
3. The principles of state and local government established under the Constitution of the State of California

Each student shall meet these requirements, either by passing a comprehensive examination on these fields prepared and administered by the College or by completing appropriate courses.

Students transferring from other accredited institutions of collegiate grade who have already met these requirements will not be required to take further courses or examinations therein.

All three parts of the requirement must be met. Students may satisfy each part by separate examination or by designated courses, or by combinations of courses and examinations.

Information as to CSB courses which will count toward satisfaction of this American Institutions Requirement, and as to arrangements under which proficiency examinations will be given on the campus, can be secured from the History or the Political Science department chairman.

PRE-PROFESSIONAL PROGRAMS

The academic programs of the College provide appropriate preparation for graduate work in a variety of fields. Students who have reached tentative decisions as to institutions in which they may want to undertake graduate work should consult the catalogs of those graduate schools as they plan their undergraduate program.

Designated officials at CSB will provide students with guidance in the selection of programs designed to prepare them for subsequent study in professional schools oriented toward careers in such fields as business administration, theology, engineering, forestry, and college teaching.

PRE-LAW

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his having taken specific courses. Advice on preparation for law school is available to CSB students from the Director of Activities and Housing, who serves as Pre-Law Advisor.

PRE-MEDICAL PROGRAMS

The College offers course work appropriate to meet the requirements of medical and other professional schools in the health sciences including dentistry, veterinary medicine, and pharmacy.

While the pre-medical student may major in any area of interest to him, most medical schools also require certain minimum amounts of course work in biology (two years), chemistry (two years), and physics (one year). Courses which would ordinarily be used to satisfy these requirements include: Chemistry 201, 202, 203, and 311, 312, 313; Biology 201, 202, 203, 304, and 411, 412, or other upper division electives; Physics 201, 202, 203; or equivalent. Course work in mathematics is highly recommended.

Although application to medical school may be made after three years of college work, competition is severe and the student is advised to select courses so that, should admission be denied, he would be able to complete requirements for the B.S. degree, including a major, within one additional year.

Students interested in pre-medical and other health science programs are advised to consult information concerning admission requirements to pre-professional schools available in the office of the Dean of the School of Natural Sciences and Mathematics and to confer with the dean.

INTERNATIONAL PROGRAMS

A study abroad program of global scope is offered by the California State University and Colleges International Programs. Year-long study opportunities for students from all nineteen campuses are available at distinguished institutions of higher learning throughout the world.

Cooperating universities abroad include the University of Provence, France; the Free University of Berlin and the University of Heidelberg, Germany; the University of Florence, Italy; the University of Stockholm and the University of Uppsala, Sweden; the University of Madrid and the University of Granada, Spain; Tel Aviv University and the Hebrew University of Jerusalem, Israel; Waseda University, Japan. In the United Kingdom, cooperating universities, which may vary from year to year, have included Dundee, Leicester, Liverpool, London, Oxford, Sheffield, Southampton, and Wales. An area studies program, with instruction in English, is also available in Taiwan, Republic of China.

Selected students remain enrolled and continue to earn residence credit at their California State College campus. Full credit is earned for academic work successfully completed at the cooperating institutions abroad. Application of credit earned toward the degree requirements of the home campus is in accordance with college regulations. Students are selected from each campus on the basis of academic, linguistic and personal qualifications, as well as career objectives. Requirements include:

Upper division or graduate standing by the beginning of the academic year abroad.

Grades of B or better in at least 30 semester or 45 quarter units.

Proficiency in the language of instruction, as specified below.

Faculty recommendations.

Proficiency in the language of the host country is a requirement for the Programs in France, Germany, Italy (except for students applying for the area studies program), and Spain. Even where language proficiency is not required, however, competence in the language of the host country will assure broader curricular opportunities.

Average expenses for the entire year—including round-trip transportation between California and the study centers, room and board, health and accident insurance, home campus fees, moderate vacation traveling, textbooks, and personal expenses—range from \$2,600 to \$3,050. Students ordinarily remain eligible for any financial aids for which they otherwise would qualify on their home campus.

Application for the 1973-74 academic year must be submitted before March 1, 1973 (except for United Kingdom applicants who must submit applications by January 5, 1973). Applicants are notified of acceptance by April 1, 1973. Detailed information may be obtained from the Office of the Academic Vice President or by writing to the California State University and Colleges International Programs, 5670 Wilshire Boulevard, Los Angeles, California 90036.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

To qualify for a bachelor's degree, a student must satisfy the specific requirements in the following areas:

UNITS

A minimum of 186 quarter units is required. At least 60 units completed after advancement to junior standing must be in courses recognized for upper division credit.

RESIDENCE

A student must complete a minimum of 36 quarter units in resident study at the College. At least 18 of these 36 units must be completed among the last 30 units taken in fulfillment of degree requirements.

SCHOLARSHIP

Each student must complete, with a grade point average (G.P.A.) of 2.0 (C) or better: (1) all acceptable college units attempted, (2) all units attempted in a major field of study, and (3) all units attempted at this College.

Credits in courses that may be applied toward both General Education and Minor area requirements may be used for both purposes.

Students may elect to meet the graduation requirements in effect at any one of the three times indicated below:

1. During the term they entered the College.
2. During the term they began college work, provided they have been in continuous attendance in regular sessions and in the same general curriculum in any state colleges or California community colleges.
3. During the term in which graduation requirements are completed.

CHANGE OF DEGREE OBJECTIVE

Whenever a student wishes to change his degree objective from "Undeclared" or any specified major to another major area of study, he is required to submit the "change of degree objective" form to the Office of Admissions and Records. Students who have completed 75 quarter units or more must receive written approval from the Dean of their new School prior to submitting the form to the Office of Admissions and Records. Other students may submit the form directly.

SECOND BACHELOR'S DEGREE

The College does not encourage students to seek a second bachelor's degree. A student who has the ability and the interest will normally be better advised to satisfy the prerequisites to a second field and seek the master's degree. There are exceptions, however, and for this reason the College would follow the guidelines listed below:

1. A student may not be granted two bachelor's degrees at the time of meeting the requirements for graduation from the College.
2. A student desiring a second bachelor's degree should have, prior to his admission, the approval of the Department Chairman of the major in which he seeks the second degree.
3. To earn a second bachelor's degree:
 - a. the student should meet the general education requirements of CSB;
 - b. the student should meet the concentration requirements for the second degree;

c. units taken for the first bachelor's degree may be counted, but the student must take an additional 36 units of work and meet residency requirements. A minimum of 18 quarter units of the last 30 quarter units must be taken at CSB.

GRADING SYSTEM

Grade Symbol	Explanation	Grade Points Per Quarter Hour Unit
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
W	Withdrawal-Passing	0
WF	Withdrawal-Failing	0
I	Incomplete	0
CR	Credit	0
NC	No Credit	0

Credit—for advanced placement credit, or credit by examination, or for passing a "credit—no credit" course with a grade of C or better.

Grade point averages are computed by dividing the number of grade points earned by the number of units attempted. Only units and grade points earned by a student while enrolled at this College are used to compute resident grade point averages.

W (Withdraw-Passing) is the recorded grade if the student withdraws from a course after the last day to withdraw without penalty. A "W" grade is then recorded only if the student is passing at the time of withdrawal. A course with a "W" grade is not counted as work attempted and is not included in computing the student's grade point average.

WF (Withdraw-Failing) is the recorded grade if the student is failing at the time he officially withdraws from a class after the last day to drop a class without risk of penalty. (An "F" is the recorded grade when a student is registered for a course and placed on the class roster and then drops out of the course unofficially—that is, without filing a "change of program" in the Office of Admissions and Records.) A course that is completed with an "F" or "WF" is counted as attempted work and is included in computing the student's grade point average.

I (Incomplete) is recorded when a student has been doing satisfactory work in a course, but for reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. Each incomplete grade must be removed by the end of the subsequent academic quarter unless the instructor has set a later date for stated reasons, this date to be no more than a year from the end of the quarter in which the incomplete was incurred.

Students may not remove an "Incomplete" by re-enrolling in the course. An "Incomplete" appearing on either the student's permanent college record or transcripts from other institutions will be considered as an "F" and will affect his grade point average. If a student subsequently completes a course which is recorded as "Incomplete" on a transcript from another institution, it is his responsibility to submit a corrected official transcript and advise the Office of Admissions and Records that he wishes to receive credit.

An "Incomplete" remaining on a student's permanent record after the expiration of the time limit for removal will automatically become an "F" and be counted as such in determining grade point averages. Incompletes earned in summer session must be completed in the next quarter of resident study or the next resident summer session, whichever occurs first.

CREDIT, NO-CREDIT COURSES

To encourage students to broaden their educational experience without fear of jeopardizing their cumulative grade point average, the College permits many students to take one course per quarter on a credit, no-credit grading basis. This program is open to any full-time student who (a) has completed his general education requirements and (b) has successfully completed 15 units of credit at the College the preceding quarter of enrollment.

An eligible student desiring to enroll in a course on a credit, no-credit basis must indicate his intention at the time of enrollment. Students may change their enrollment for credit, no-credit grading only during the period in which they are allowed to make changes in their regular academic programs. A grade of CR is awarded for work of C or better.

Regular courses taken on a credit, no-credit basis may not be counted toward major or minor concentration requirements for graduations.

Credit, no-credit registration is also used for all students enrolled in courses numbered 0-100, not counting toward graduation and in some special courses such as Music 403, Individual Instruction, where letter grades are not deemed appropriate.

AUDITORS

Admitted students may register in courses as auditors without credit with permission of the instructor provided there is room. An auditor must pay the same registration fees as other students and may not change his registration to obtain credit after the last day to add a course. A student registered for credit may not change to audit status after the last day to drop a course without a grade. An auditor is not permitted to take examinations in the course. An audited course will not be posted on a student's permanent academic record unless he has formally registered for the course and, in the opinion of his instructor, has attended a substantial number of class meetings.

GRADE CHANGE POLICY

A change in letter grade can be approved by the Department Chairman *only* in the case of a declared clerical error. The definition of clerical error is an error made by the instructor or by his assistant in grade estimating or posting. Under no circumstances, except for completion of work when "I" was issued, may a grade change be made as the result of work completed or presented following the close of a grading period.

STUDENT CLASSIFICATIONS

Class Level:

Freshman	0 to 44½ quarter units
Sophomore	45 to 89½ quarter units
Junior	90 to 134½ quarter units
Senior	135 or more quarter units
Graduate (Unclassified)	Possesses acceptable baccalaureate or advanced degree

Quarter Unit: A quarter unit of credit normally represents no less than one hour of classwork and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester unit of credit.

Admission Status:

Final	Met all admission requirements
Probational	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension	Permitted to register for extension course work only
Summer	Permitted to register for summer session course work only

Registration Status:

Continuing.....	Student enrolled in regular programs in last quarter
Former.....	Returning student who registered in a previous term, but not the most recent regular quarter
New.....	Student who is registering in a regular term for the first time

Full-Time:

1. For fee purposes, students registering for more than 6 quarter units of credit.
2. For certification under the Veterans' Readjustment Benefits Act of 1966 (Public Law 89-358), undergraduate students registering for 14 quarter units or more of credit.
3. For all other purposes, undergraduate students registering for 12 quarter units or more of credit.

Part-Time: Students registering for less than 12 quarter units of credit, except as noted above.

COURSE NUMBERING SYSTEM

- 1- 99 Courses which carry no credit toward a degree or a credential.
- 100-199 Lower division courses designed as freshman level, but also open to other students.
- 200-299 Lower division courses designed as sophomore level, but also open to other students.
- 300-399 Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit.
- 400-499 Upper division courses of junior and senior level, not open to lower division students, which may give credential credit for post-baccalaureate students.
- 500-599 Graduate courses also open to seniors.
- 600-699 Graduate courses limited to graduate students.
- 900-999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials.

CLASS SCHEDULE

An official class schedule prepared each term by the College includes the registration schedule, procedure for registration, fees, classes offered by hours, and other pertinent registration information. The schedule is available several weeks in advance of registration each term and copies may be obtained from the College Bookstore for a small fee.

ACADEMIC COURSE LOAD

A student is normally permitted to enroll in a maximum of three full-term courses each quarter, the equivalent of 15 quarter hours, plus one or two single-credit courses. A full-time student with a CSB cumulative grade point average of 3.3 or better may carry extra courses without petition. A student with a CSB grade point average between 2.5 and 3.3 may request permission to carry more than 17 units per quarter by petition to the Council of Deans through the Academic Vice President. Loads in excess of 17 hours are not permitted for first-quarter CSB students.

CONCURRENT ENROLLMENT

A student at CSB who chooses to enroll for concurrent work at another institution or in this college's extension program may do so. No student will be permitted to receive credit toward graduation for a combination of courses taken at CSB and elsewhere which total more than would have been approved in any one quarter under the College's overload policy. A student desiring to combine CSB and other work to a total that would require approval of a petition if all the work were taken at this college should submit a petition for consideration prior to the time for such enrollment.

CLASS ATTENDANCE

Class attendance is expected of all students enrolled at the College. The instructor in each course sets the standard he expects his students to meet in this regard. When a student is absent from classes, it is his responsibility to inform his instructors of the reason for his absence and to arrange to make up missed class work and assignments. If a student is to be absent for the remainder of a term, withdrawal from the course or from the College should be initiated by the student in the Office of Admissions and Records (see WITHDRAWAL FROM COLLEGE). Where such absence or withdrawal is caused by illness, the student must report to the Health Service upon return to the College.

REPEAT COURSES

When any course is repeated at CSB, both grades are considered in computing grade-point averages. However, successful completion of a course originally passed carries no additional unit credit toward a degree or credential.

REMEDIAL COURSES

In order to permit specially admitted students to overcome deficiencies in their academic preparation, the College offers a number of remedial courses open to these specially admitted students. These courses, which carry credit that does not count toward graduation, are numbered from 1 to 99.

EVALUATION AND ACCEPTANCE OF CREDIT

After a student has been accepted for admission, the Office of Admissions and Records will evaluate previous college work in terms of its relationship to the graduation requirements of the College. Each transfer student seeking a degree will be issued an evaluation of transfer credit which will serve as the basis for determining the remaining requirements for the student's specific objective. The evaluation remains valid as long as the student matriculates at the date specified, pursues the objective declared, and remains in continuous enrollment. These evaluations are conditional and are subject to revision by the Dean of the School of the student's major during the first quarter that the student is in attendance; therefore, transfer students should discuss their evaluation in detail with their academic advisors to insure that all credit earned has been granted and that they have satisfied prerequisites for future requirements.

The following provisions shape the evaluation of transcripts offered for transfer to this College. In determining eligibility for admission, all non-remedial courses taken successfully at an accredited college or university are counted. Credit toward a CSB degree is awarded for all courses regarded by this College as appropriate for transfer programs with the following provisions:

- a. No credit is granted for technical or vocational courses designed for one- or two-year occupational programs;
- b. Credit for activity and performance courses taken in addition to required courses and physical education is granted up to a limit of 6 quarter hours per year of transfer work;
- c. Courses in applied areas are accepted on a limited, course by course basis in circumstances where they are appropriate to academic programs available at California State, Bakersfield.

The equivalency of transfer courses to courses at CSB is determined on the basis of such characteristics as: prerequisites, including class standing; purposes of the course, including categories of students served; credit hours and types of instruction. All courses accepted for transfer credit that are not determined to be equivalent or parallel to a CSB course may be used to meet this College's elective requirements.

Transfer of Credit from a Community College

Community college credit is allowed up to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who has already completed 70 units of college work may apply on course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college, nor may credit be allowed for professional courses in education or courses not appropriate in purpose, scope, and depth to a baccalaureate degree. Community colleges may certify through established procedures that a student has completed in total the 60 quarter (40 semester) unit State College general education requirement in basic studies, science, humanities, and social sciences, or that individual completed courses meet all or a portion of one of the indicated areas of general education requirements.

Credit from Non-Accredited Colleges

Credits earned in non-accredited colleges may be accepted on a conditional basis and will be fully accepted only after a student has been enrolled for the equivalent of two quarters of full-time study and is eligible to continue in good standing.

Credit for Extension and Correspondence Work

The College will accept for credit towards a baccalaureate degree, on the basis of evaluation of courses submitted on official transcripts, no more than 36 quarter units of credit earned through extension and/or correspondence courses. Of this amount, only 18 quarter units may be accepted in transfer from other colleges.

Credit for Military and Peace Corps Service

Students with military service of one year or more may receive 9 ungraded, lower division, elective units of credit and waiver of their physical education requirement. Students with Peace Corps service of one year or more may receive undergraduate transfer credit for training courses completed at an accredited college, and waiver of their physical education requirement. To receive credit, the student must present evidence of such completion by written certification by a recognized authority, such as papers from a military separation center or a statement signed by a senior officer.

Grades in Transfer Courses

Courses completed at other institutions in which the grades of A, B, C, D, CR, or P have been earned will be counted for transfer purposes.

Summer Enrollment at Other Institutions

Students enrolled at the College who wish to receive transfer credit for courses offered at other institutions in the summer should obtain prior approval of these courses from their School Dean before enrolling in such courses.

WITHDRAWAL FROM COLLEGE**MEDICAL WITHDRAWAL**

A student who finds it necessary to withdraw from the College for medical reasons must report to the Student Health Service with written verification of illness or incapacity from a physician. Upon approval of the verification, the Student Health Service will refer the student to the Counseling Center to initiate withdrawal procedures. A student who is given a medical withdrawal during a quarter may return to the College as a continuing student (application for readmission is not necessary) if no more than one full quarter has elapsed; however, it will be necessary for the student to notify the Office of Admissions and Records of his intent to return. Notification must be made before application deadline for that quarter. The student must apply for readmission according to regular admission procedures, if he is absent for more than one quarter.

MILITARY SERVICE WITHDRAWAL

Any student who presents evidence of entering the armed forces may petition through the Counseling Center for dismissal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record.

OTHER WITHDRAWALS

A student contemplating withdrawal from the College because of personal or academic problems is encouraged to consult with the Counseling Center. Students deciding to withdraw may initiate procedures through the Office of the Registrar. Clearance signatures to be obtained are listed on the withdrawal form.

SCHOLARSHIP STANDARDS**GOOD STANDING**

Good standing indicates that a student is eligible to continue in attendance and is not under academic disqualification or disciplinary suspension from the College.

PROBATION

Probation designates a student whose academic achievement has been unsatisfactory. A student is placed on academic probation whenever his quarter or cumulative grade point average is less than 2.0, except for beginning freshmen who are exempt from this requirement in their first quarter of attendance. A student on probation is eligible to continue his attendance at the College.

ACADEMIC DISMISSAL

A student will be subject to academic dismissal if his cumulative grade point average at the end of a quarter during which he was on probation is less than 2.0. This grade point average is based only on work done at this college, including its summer session and its extension program. A student whose academic performance makes him subject to dismissal may request waiver of his dismissal if there are extraordinary extenuating circumstances.

READMISSION OF DISQUALIFIED STUDENTS

Students dismissed for academic reasons will ordinarily be considered for readmission only when they have satisfied one of the following conditions:

1. If the student was in the lower division (completed fewer than 90 quarter units), took college work elsewhere, or in CSB summer session, and
 - a. brought his total college work completed to 90 or more quarter units with an overall grade point average of "C" or better, with recent work clearly indicating the student is capable of performing college work with above average achievement, or
 - b. earned college credit elsewhere, or in CSB summer session, attaining at least a "B" average in not less than 15 quarter units;
2. If the student was in the upper division (completed 90 quarter units or more), and
 - a. earned college credit elsewhere, or in CSB summer session, attaining at least a "B" average in not less than 9 quarter units, or
 - b. remained absent from college for at least *one year*, during which time he should have sought to remedy the conditions that may have contributed to his scholastic difficulty.

Students who have satisfied these conditions will be considered for readmission only after filing a regular application for re-entry and furnishing transcripts of all college work taken since disqualification. Readmission is not automatic. Each applicant is considered on an individual basis. Those students accepted for readmission will re-enter on academic probation.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The College expects that both faculty and students will honor these principles and in so doing protect the validity of College grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

If any instance of academic dishonesty is discovered by an instructor, it is his responsibility to give a failing grade to the student for the course. In every case, the instructor should notify in writing the Dean of Students and the Dean of the School in which the student is enrolled of the circumstances of the case. In all cases of academic dishonesty, the first offense will result in the student receiving an "F" in the course and the second offense will result in the termination of the student's enrollment at the College.

Each student may appeal a judgment made by the College. When, in the judgment of the Dean of the School, action other than or in addition to a failing grade is warranted, the Dean may refer the case to a joint student-faculty committee.

EXTENSION AND SUMMER SESSION PROGRAMS

Courses are available through the Continuing Education Division and are offered as a separate function from the courses offered during the regular fall, winter, and spring quarters. Inquiries concerning courses to be offered, admission to extension courses, and other details should be directed to the Director of Continuing Education at the College.

Extension offerings on the campus include transfer courses numbered X100 to X600 which carry credit usable toward a degree, subject only to the statutory limitation of 36 quarter units of extension work that may be included in a degree program. The acceptability of these courses toward major or minor concentration is subject to approval of the school dean within whose academic area the course falls.

The CSB Extension Program also may offer on campus non-credit courses numbered X1 to X99 and non-transfer professional or in-service courses numbered X900 to X999.

In addition to its offerings on campus, CSB Extension also provides instructional programs throughout a multi-county service area. These courses may include any of the types available on campus and also may include courses drawn from the regular college curriculum.

POST-BACCALAUREATE CREDIT

All graduate level courses taken during the term in which a student earns his degree that are not needed to fulfill degree requirements will, upon the approval of the "request for post-baccalaureate credit" form, be indicated on the student's permanent academic record as available for post-baccalaureate credit. Request forms are obtained from and filed with the Office of Admissions and Records.

OPPORTUNITIES FOR CREDIT AND ADVANCED PLACEMENT

PROFICIENCY EXAMINATIONS

Qualified students may receive a waiver of some course requirements on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations by inquiring at the Office of the Academic Vice President.

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted nine quarter units (six semester units) of college

credit. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program. A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

COLLEGE-LEVEL EXAMINATION PROGRAM

The College Entrance Examination Board has established the College-Level Examination Program (CLEP) to enable those who have reached the college level of education outside the classroom through correspondence study, television courses, on-the-job training, and other means—traditional or non-traditional—to demonstrate their achievement and to use the test results for college credit or placement. Up to ten units of credit will be granted in each subject area to students who obtain a score meeting the approval of the school within whose curricular area the general examinations or subject examination falls.

The College-Level Examination Program (CLEP) makes it possible for students to apply the results of the College-Level Examinations for credit or placement. There are five General Examinations of which the student may write in one or more of the following areas: English Composition, Humanities, Mathematics, Natural Sciences, and Social Science. The General Examinations are intended to provide a comprehensive measure of undergraduate achievement in these five basic areas of the Liberal Arts. They are not intended to measure advanced training in any specific discipline, but rather to assess a student's knowledge of fundamental facts and concepts, his ability to perceive relationships, and his understanding of the basic principles of the subject. There also are approximately eighteen Subject Examinations from which the promising student may avail himself of the opportunity to earn credit by examination. The Subject Examinations differ from the General Examinations in that the former are more closely tied to course content and are intended to cover material that is typical of college courses in these subjects.

A student who has taken examinations through the College-Level Examination Program should request that his scores be sent to the Office of Admissions and Records.

CREDIT BY EXAMINATION

A student who, through previous formal or independent study, has thorough knowledge of the facts, ideas and concepts of a course may petition to receive course credit by examination. In this manner, he may accelerate his progress through the College.

After discussion with the instructor of a course eligible for challenge, a student in good standing who wishes to attempt to earn such credit may petition the chairman of the department in which the designated course is offered for permission to challenge the course. The petition must be filed during the first five days of the term; if the petition is approved the examination must be administered and the grade recorded prior to the first day of the pre-registration period for the following term. A student may not challenge a course in which he is currently enrolled or for which he has already received credit.

Examinations are marked "credit" or "no credit." No official record is made of examinations in which "no credit" is earned; units for a course in which "credit" is earned will count toward graduation. Credits received are not considered in computing a student's grade point average, and credit earned by examination will not fulfill requirements for credit taken in residence.

CREDIT BY INDIVIDUAL STUDY

Individual study courses for 1 to 5 units of credit at the 400 level may be made available to students receiving the approval of the Dean of the School in which the departmental courses are offered. Students must present a 3.0 grade point average in at least 15 quarter units of study at CSB and may apply a maximum of 20 quarter units of individual study toward graduation requirements. Registration for individual study courses must be completed at the same time and through the same procedures as registration for any other course.

HONORS PROGRAM

The College offers to selected and interested freshman students the opportunity to participate in an honors program. This program is designed to service the well-qualified and highly motivated student who seeks to find the maximum challenge and thereby derive the maximum benefit from his college education.

In certain of the departments, divisions, and schools of the College, individual honors courses and programs will be developed for freshmen, sophomore, junior and senior students. Information on the development of plans for these programs is available from the Office of the Academic Vice President.

TRANSCRIPTS

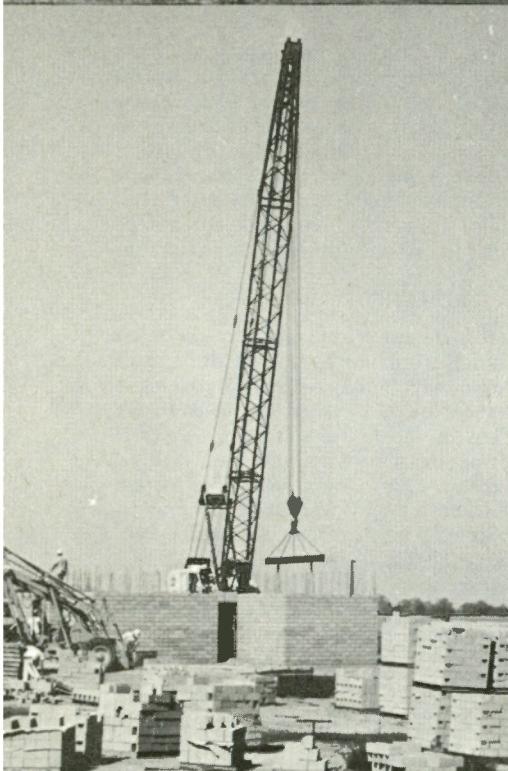
Official transcripts of courses attempted at the College are issued only with the written permission of the student concerned. Partial transcripts are not issued.

A student is entitled to one free transcript. A fee of \$1.00 for each subsequent transcript issued must be received before the record can be forwarded. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned nor copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. No transcript can be issued until all accounts with the College are clear and the record is free of encumbrances.

APPLICATION FOR GRADUATION

Candidates for degrees to be awarded at the end of a regular term must file applications with the Office of Admissions and Records no later than the end of the first week of instruction of the quarter in which they expect to complete graduation requirements. Applications for degrees to be awarded at the end of a summer session should be completed and filed in the Office of Admissions and Records before the end of the previous spring quarter. No application will be accepted for summer session degrees after the end of the first week of instruction of the regular summer session. Applications will not be approved unless all graduation requirements have been met as of the deadline date for filing, with the exception of courses included on the applicant's current official program.

All students are urged to apply for graduation the quarter before they plan to graduate. They may thus be notified prior to the advising and registration period for their last quarter of any deficiencies in graduation requirements.



The CSB campus is a study in contrasts, from the quiet of a study session for two over a sandwich, to the clamor of building construction, to vigorous interchange of ideas between faculty and students.



COLLEGE-WIDE ACADEMIC PROGRAMS

The following courses are offered outside the framework of the schools, divisions, and departments into which the remainder of the College's academic work is divided.

COLLEGE-WIDE COURSES

Honors 101. Freshman Honors Seminar

An interdisciplinary seminar offered on various topics. For the well qualified and highly motivated student seeking the maximum challenge in his college education. Prerequisite: invitation by the Academic Vice President. One unit credit.

General Education 150. Current Issues

Lectures and discussion on varied topics. One lecture, one discussion per week; one unit of credit. May be repeated. Offered only on a credit, no-credit basis.

General Education 201. Sophomore General Education Seminar

This seminar will involve written comment and oral discussion of fifteen brief but significant assignments dealing with different areas of the natural sciences and mathematics, humanities, and behavioral sciences. This course is designed to give students an overview of the fields covered in lower division work preparatory to their movement into upper division concentration. One two-hour meeting per week for one unit of credit each quarter of the sophomore year. Each seminar group will consist of members of one house from an academic village. This course is required of all students doing their sophomore work on the campus.

General Education 277. Special Topics

Variable subject matter courses offered in topics announced at the time of preregistration for each term. One unit of credit. Offered only on a credit, no-credit basis.

INTER-SCHOOL OR DIVISION COURSES

For a variety of reasons, some courses in the College may from time to time be offered on an inter-school or inter-divisional basis. For 1971-72, the following interdisciplinary courses are so designated and each may carry credit in one of the indicated departments:

Intds 313. Sociology of Religion

Carries credit in either religious studies or sociology. See departmental listings for course description.

Intds 331. Philosophy of Science I

Carries credit in natural science or philosophy. See departmental listings for course description.

Intds 333. Political Philosophy and Thought

Carries credit in either philosophy or political science. See departmental listings for course description.

Intds 354. Concepts of Political Geography

Carries credit in either earth sciences or political science. See departmental listings for course description.

Intds 375. Administrative Processes in Government

Carries credit in either business and public administration or political science. See departmental listings for course description.

Intds 472. Seminar in Selected Areas of the History of Scientific Thought

Carries credit in either history or natural sciences. See departmental listings for course description.

Intds 475. Problems in Public Administration

Carries credit in either business and public administration or political science. See departmental listings for course description.

Intds 661. Managerial Economics

Carries credit either in business and public administration or economics. See departmental listings for course descriptions.

ETHNIC AND AREA STUDIES

In addition to programs in individual disciplines that may culminate in a departmental major and minor, the College plan provides for programs in interdisciplinary fields. In the first years these programs will take the form of ethnic and area study minors available to candidates for B.A. degrees with majors in disciplines to which these ethnic and area studies are related. The four programs of this type available to students graduating in June, 1972, and later are Afro-American Studies, Mexican-American Studies, Asian Studies, and Latin-American Studies.

Ethnic and area studies minors, like minors in individual departments, will consist of a minimum of three appropriate courses. Most students offering an ethnic or area studies minor will design their College programs to include more related work than is required by the three-course minimum. They should plan their programs in the awareness that a substantial number of courses in addition to those officially listed as counting toward the minor will contribute significantly to the comprehensiveness of their academic concentration.

The work in each field of ethnic and area studies will be supervised by a faculty committee headed by a chairman. A student planning an ethnic or area studies minor should select the courses to constitute that minor in consultation with the chairman of the appropriate committee as well as with the major department.

Courses from the offerings of the College that may be used toward each ethnic and area studies minor are set forth below. Other courses may also be approved by special arrangement.

AFRO-AMERICAN STUDIES MINOR

Just 370 only left
Anthropology 355. Peoples of the Caribbean

Anthropology 361. Peoples of Africa

Behavioral Science 327. Race and Ethnic Relations

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Economics 344. Economics of Poverty

English 206. Survey of Black Literature

History 465. History of Black America to 1865

History 466. History of Black America since 1865

Music 325. Afro-American Music

Sociology 340. Social Stratification and Class

MEXICAN-AMERICAN STUDIES MINOR

Anthropology 305. Prehistory of Meso-America

Anthropology 353. Peoples of Mexico

Art 319. The Art of Central and South America and Its Influence in the United States

Behavioral Science 327. Race and Ethnic Relations

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Economics 344. Economics of Poverty

History 345. History of Colonial Mexico

History 346. History of Modern Mexico

History 365. The Mexican-American and the History of the United States

Sociology 477B. The Mexican-American Family
Spanish 110. Spanish for the Spanish Speaking
Spanish 415, 416, and 418. Hispanic-American Literature
Spanish 420. Barrio Spanish
Spanish 495. Workshop in Mexican-American Literature

ASIAN STUDIES MINOR

Anthropology 477L. Peoples of Asia
Art 320. Oriental Art
Behavioral Science 307. Developing Political Systems
Earth Sciences 352. Spatial Geography
History 221. East Asian Survey I
History 222. East Asian Survey II
History 325. Traditional China
History 326. Modern China
History 330. Traditional Japan
History 331. Modern Japan
History 335. South Asia Before the Moguls
History 336. Southwest Asia from the Expansion of Islam to Modern Times
History 410. Proseminar in Chinese History
History 411. Proseminar in Japanese History
Religious Studies 221. Living World Religions II. Eastern
Religious Studies 344. Confucianism and Taoism
Religious Studies 346. Hinduism
Religious Studies 347. Buddhism

LATIN-AMERICAN STUDIES MINOR

Anthropology 305. Prehistory of Meso-America
Anthropology 350. Contemporary Latin American Society and Culture
Anthropology 353. Peoples of Mexico
Anthropology 357. South American Indians
Behavioral Science 307. Developing Political Systems
Earth Sciences 352. Spatial Geography
Economics 314. Theory of Economic Development
History 211. Survey of Latin American History
History 341. Colonial Latin American History to 1830
History 342. Modern Latin America since 1830
History 345. History of Colonial Mexico
History 346. History of Modern Mexico
History 421. Proseminar in Latin American History
Spanish 303. Introduction to Hispanic-American Literature
Spanish 415. The Hispanic-American Novel
Spanish 416. Contemporary Hispanic-American Poetry
Spanish 418. The Contemporary Hispanic-American Novel
Spanish 419. Hispanic-American Culture and Civilization

SCHOOL OF BEHAVIORAL SCIENCES

The five disciplines of anthropology, economics, political science, psychology, and sociology are contained within the School of Behavioral Sciences. In all areas, the central focus tends to be on man in the context of his various social environments rather than upon his institutions alone.

This School is committed to the broadest possible sound education and an undergraduate who elects to do much of his work in this School will find that the Programs available are designed to permit a large amount of flexibility in the specific direction of his individual course of study.

The School recognizes that many of the questions leading toward knowledge that may help to solve critical social problems are not confined neatly by the boundaries of conventional academic disciplines. Thus, the student may find that many of his courses deal with the concerns of more than one discipline, and indeed some of his courses will be listed in two or more departments. He may also find that many of his courses do not require particular, substantive, course prerequisites, since advanced courses in the behavioral sciences often require general conceptual familiarity and analytic ability rather than direct, specific, cumulative knowledge. It should be possible for mature, superior students in other fields, as they develop analytic abilities, to take advantage of certain more advanced work within the School.

In addition to an interdisciplinary focus, the School also recognizes two other aspects of modern social science. One of these involves systematic empirical observation and quantitative analysis, with substantial use of electronic computers. The other reflects a growing concern and awareness of the great social problems of our age.

Accordingly, students who major in the subject matter of this School will ordinarily be expected or encouraged to demonstrate some competency in certain basic skills of the contemporary world: statistics, computer techniques and, in some circumstances, foreign language. They will also find that, in a majority of their courses, they will be involved in original research concerned with real people and real problem areas.

Finally, many courses in this School will provide the opportunity for systematic examination of policy decisions by a variety of societal institutions along with opportunity for similar examination of a student's own attitudes and values.

In keeping with the desire of this School to keep its program as current and relevant as possible throughout its development, the faculty will regularly be proposing alterations, additions, and deletions. Suggestions from students will be welcomed.

GENERAL EDUCATION

Students must take three 5 quarter unit lower division courses drawn from at least two departments in the behavioral sciences in order to fulfill the General Education requirements. These may be chosen from any of the regular listings of the Departments of Economics, Political Science, Psychology and Sociology/Anthropology, providing the appropriate prerequisites for the specific courses are satisfied. Courses used to satisfy General Education requirements may not be used for the major concentration.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a major within the School of Behavioral Sciences include:

1. A Major of at least nine courses acceptable to the major department including at least seven at the upper division level.
2. An approved Minor of at least three courses in a related department (which may be outside the School of Behavioral Sciences), approved by the major department.
3. At least one acceptable college-level course in statistics. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.

INTER-DEPARTMENTAL COURSES IN BEHAVIORAL SCIENCES

For a variety of reasons, some courses in the behavioral sciences may from time to time be offered on an inter-departmental basis rather than within a particular discipline. For 1972-73, the following courses are so designated, and each may carry credit in one of the indicated departments:

Behavioral Science 51. Foundations of Social Science

A one-term course open by special permission to students whose previous records or test scores indicate that they would benefit from an elementary study of the social, economic, political, and psychological aspects of man's interrelationships. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

Behavioral Science 307. Developing Political Systems

Carries credit in either anthropology or political science. See departmental listings for course description.

Behavioral Science 311. Small Group Theory and Research

Carries credit in political science, psychology or sociology. See departmental listings for course description.

Behavioral Science 312. Social Psychology

Carries credit in either psychology or sociology. See departmental listings for course description.

Behavioral Science 317. Socialization

Carries credit in either psychology or sociology. See departmental listings for course description.

Behavioral Science 318. Culture and Personality

Carries credit in anthropology, psychology or sociology. See departmental listings for course description.

Behavioral Science 319. Political Economy of National Security

Carries credit in either economics or political science. See departmental listings for course description.

Behavioral Science 322. Introduction to Public Choice

Carries credit in either economics or political science. See departmental listings for course description.

Behavioral Science 327. Race and Ethnic Relations

Carries credit in either anthropology or sociology. See departmental listings for course descriptions.

Behavioral Science 330. Psychology of Political Behavior

Carries credit in either political science or psychology. See departmental listing for course description.

Behavioral Science 331. Sociology of Political Behavior

Carries credit in anthropology, political science or sociology. See departmental listings for course description.

Behavioral Science 332. Political Anthropology

Carries credit in either anthropology or political science. See departmental listings for course description.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Carries credit in anthropology, psychology or sociology. See departmental listings for course description.

Behavioral Science 371. Colonialism and Culture Change

Carries credit in either anthropology or political science. See departmental listings for course description.

ECONOMICS DEPARTMENT

The study of economics leads to an understanding of contemporary social and business problems. Many of the courses will involve students in original research and will assume, at the very least, minimal quantitative skills. Most of the courses will relate economic principles, policies, and theory to other disciplines. Several courses in mathematics are strongly recommended for majors, particularly for those planning graduate work in economics, other behavioral sciences, or such fields as business administration and engineering.

A major in the field provides an excellent foundation for students entering business, law, public or governmental service, social work and teaching. Students who wish to enter teaching or pure research should elect the option of taking two basic courses in Essentials of Economic Theory. Those who wish to enter an applied field in business or government or who wish to prepare for a career as an operations analyst should elect the option of taking courses that emphasize techniques in operations research.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern Economics and satisfactorily complete at least nine courses in economics of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific programs of study in consultation with their advisor. Required courses are:

- A. One introductory course in economics. (Students meeting this requirement at CSB should select from Economics 100, 101, or 102).
- B. One college-level course in statistics, approved by the Department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Economics 300, Introduction to Quantitative Methods in Economics.
Economics 301, Advanced Value and Distribution Theory.
Economics 302, Advanced National Income Theory.
- D. One course that emphasizes non-American economic systems. Select from:
Economics 312, International Economics
Economics 314, Theory of Economic Development
Economics 316, Comparative Economic Systems
Behavioral Science 319, Political Economy of National Security
- E. One course that emphasizes aspects of the United States national economic system. Select from:
Economics 330, Industrial Organization
Economics 340, Introduction to Regional, Urban and Rural Economics
Economics 344, The Economics of Poverty
- F. Two additional courses in economics (may be from D and E above.)
- G. An approved minor acceptable to the Department.
- H. Economics 490, Senior Seminar in Economics.

REQUIREMENTS FOR THE MINOR IN ECONOMICS

Three upper division courses in economics, approved by the major department.

Courses

NOTE: All courses in the Department not otherwise designated carry five quarter units of credit.

Lower Division**Economics 100. Perspectives in Economics**

Introduction to Economic analysis and its application. Relation of economic study to other disciplines. Issues of economic policy. Selected investigations into varied problem areas. Lectures and discussions.

Economics 101. Essentials of Economic Theory: Micro-economics

Value and distribution theory, including the theory of household behavior, the theory of the firm, and the pricing of factors of production. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions.

Economics 102. Essentials of Economic Theory: Macro-economics

Theories of income, employment, and price level. Both the income-expenditure approach and the monetarist approach are studied. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions.

Economics 277. Contemporary Economic Problems.

An in depth study of several contemporary problems such as pollution, the draft, welfare reform, inflation. Subjects will vary from term to term. Lectures and discussions may be repeated once on a different topic for credit. Prerequisite: One course in economics or permission of instructor.

Upper Division**Economics 300. Introduction to Quantitative Methods in Economics.**

The nature of theorizing and model building. Positive versus normative economics. The nature of economic prediction. The use of quantitative methods in economics. The necessary tools of economic analysis. Lectures and discussions.

Economics 301. Advanced Value and Distribution Theory.

Demand theory and the Sludsky Equation, the theory of revealed preference, production and cost theory, the theory of the firm, and welfare economics. Emphasis is placed on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 302. Advanced National Income Theory.

Keynesian and classical theories of the determination of the level of economic activity. Emphasis is placed on the role of money and the price level. Analysis of monetary and fiscal policy. Emphasis is placed on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 312. International Economics

Examination of relations among regions and nation-states including theory of trade, balance of payments, commercial policies, financial policies, economic integration and related policy issues. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 314. Theory of Economic Development

Economic growth organization, institutions, and processes of western nations during the past century and in present day underdeveloped areas. Particular emphasis on Latin America. Various theories of growth considered in light of empirical evidence. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor. (Formerly Economics 310.)

Economics 316. Comparative Economic Systems

Analysis of capitalist and socialist economic systems emphasizing levels of reliance on market mechanism and/or planning. Problems of growth are viewed. Emphasis on United States, Soviet Union, Mexico, Great Britain. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 319. Political Economy of National Security

Systematic study of the economic and political ramifications of national defense policy. Application of economic analysis to defense budgeting. Relations between defense and industrial capacity. Compulsory service and alternatives as methods of influencing the level of military manpower. Lectures and discussion. Prerequisite: Economics 100 or equivalent or permission of instructor.

Economics 320. Economics of Fiscal Theory and Policy

Analysis of the federal and state-local instruments of taxation. Emphasis is placed on the theory of optimality in public expenditures and the mechanics of budgetary decision-making. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 322. Introduction to Public Choice

Economic activity in a collective decision-making process. Applications of economic analysis to political phenomena. The theory of constitutions. Vote exchange over public goods. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Economics 325. Money, Banking and the Economy

A thorough study of the banking system, the demand and supply of money, monetary policy, the quantity theory of money, the interest rate, the theory of portfolio choice, and international finance. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 330. Industrial Organization

Relations of government to industry and labor problems. Analysis of the structure and operation of American industry. Includes pricing and output decisions of firms under different market structures, theories of monopolistic competition, structure and performance of markets. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 340. Introduction to Regional, Urban, and Rural Economics

The theory of optimal market networks and the formation of cities. Emphasis is placed on the welfare effects of population shifts and clustering patterns. The dynamics of regional, urban, and rural growth and decline. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 344. The Economics of Poverty

Economic analysis of causes for, effects of, and remedies for poverty. Alternative evaluations. Economics of social security, public assistance and poverty programs. Includes relevance of discrimination, crime, and social upheaval. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 402. Mathematical Economics

Application of mathematics to selected topics in consumption and production theory. The theory of constrained optimization, mathematical programming, the Kuhn-Tucker Theorem. Selected investigations. Lectures and laboratory. Prerequisite: Economics 300.

Economics 407. Operations Research

Development of the quantitative methods necessary for industrial economic decision-making. Algorithms for multivariate constrained optimization problems. The methods of linear, nonlinear, and integer programming. Input-Output analysis, simulation, queuing

theory, capital budgeting, and game theory. Lectures and laboratory. Prerequisite: Economics 300.

Economics 443. Natural Resource Economics

Economic principles of the physical basis of economic activity, including such resources as water, minerals, petroleum, and land. Cost-benefit analysis. Role of public policy. Lectures and discussions. Prerequisite: Economics 301.

Economics 477. Selected Topics in Economics

Offered periodically as announced. Examples of courses currently planned for the future include: Advanced Public Choice Theory; Econometrics; Advanced Regional, Urban, and Rural Economics; Human Resources; History of Economic Doctrines. May be repeated for different course content.

Economics 480. Directed Research Seminar in Economics

Elaboration of principles of research design. Student conducts and writes up an individual study under faculty supervision. Prerequisite: permission of instructor.

Economics 490. Senior Seminar in Economics

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of economics to student's minor field of study. Prerequisite: Senior major or consent of instructor. Six units of credit.

Economics 499. Individual Study

Consent of Department and approval by Dean of School of Behavioral Sciences.

Graduate Courses

Economics 500. A Survey of Economic Theory

An introduction to economic theory and its uses in business analysis. Supply and demand analysis, cost theory and market models. National income analysis and the quantity theory of money. Economic prediction and model building.

Intds. 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision-making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

POLITICAL SCIENCE DEPARTMENT

Study of political science in this school is designed to serve several purposes, all of which lie at the core of a sound, liberal arts education. Among these are: (1) to provide an understanding of contemporary political systems and institutions, (2) to develop basic evaluational abilities and accompanying skills, (3) to acquaint students with the fundamental concepts, methods, and skills of social science and political inquiry, and (4) to provide an awareness of the relation of political processes to other aspects of society.

Study in this field may provide useful preparation leading to careers in government service, journalism, law, politics, and teaching.

Many of the courses will involve students in direct, original research, and will assume, at the very least, minimal quantitative skills.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate a familiarity with basic tools underlying modern social sciences and satisfactorily complete at least nine courses in political science of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific program of study in consultation with their advisor. Required courses are:

- A. One introductory course in political science. (Students meeting this requirement at CSB should select from Political Science 100, 102 or 103).
- B. One college-level course in statistics, approved by the Department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Political Science 300. Political Inquiry (replaces Political Science 201).
- D. One course dealing primarily with international or national political systems. Select from:
 - Political Science 304. The Culture of the International Political System
 - Political Science 305. Comparative Political Analysis: Western Political Systems
 - Political Science 306. Comparative Political Analysis: Communist Political Systems
 - Behavioral Science 307. Developing Political Systems
 - Political Science 309. The Foreign Policy Processes
- E. One course with special emphasis on institutional policy processes within political subsystems. Select from:
 - Intds. 310. The Administrative Processes in Government
 - Political Science 312. The Electoral and Political Participation Processes
 - Political Science 314. The Adjudication Processes I: Judicial Systems
 - Political Science 315. The Adjudication Processes II: Civil Liberties
 - Political Science 316. The Legislative and Bargaining Processes
 - Political Science 318. Community Political Processes
- F. One course in general political theory, thought, or methodology. Select from:
 - Intds. 333. Political Theory I: Political Philosophy and Thought
 - Political Science 334. Political Theory II: Current Applications of Political Thought
 - Political Science 335. Political Theory III: Contemporary Empirical Theory

Political Science 401. Advanced Research Design and Methods in Social Science

- G. Two additional courses in political science (may be from A, B, or C).
- H. An approved minor acceptable to the Department
- I. Political Science 490. Senior Seminar in Political Science

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

Three upper division courses in political science, approved by the major department.

COURSES

NOTE: All courses in the Department not otherwise designated carry five quarter units of credit.

Lower Division**Political Science 100. Perspectives in American Political Processes**

Selected issues in American politics are examined in relation to a range of decision-making processes found in American political institutions. Knowledge from other disciplines is related to political problems and their study. Lectures and discussions. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 102. The International Political System

Introduction to theories of international politics. The role of political, military, cultural, economic, and ideological factors in the behavior of nation states. Lectures and discussions.

Political Science 103. Introduction to Comparative Governmental Systems

Comparison of major types of political systems and subsystems in the world. Structure, dynamics, and evaluation. Lectures and discussions.

Political Science 277. Contemporary Political Topics

Extensive analysis of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the Middle East Crisis, the politics of student protest, the 1972 presidential election, the politics of ecology, etc. Prerequisite: One course in a behavioral science or permission of instructor. May be repeated once for credit.

Upper Division**Political Science 300. Political Inquiry**

Assumptions of scientific research and issues in philosophy of social science. Values and prescriptions. Basic principles in design, data collection, and analysis. Contemporary theory and approaches to the study of politics. Relation with other disciplines. Library and field work. Lectures and discussions. Prerequisite: An introductory course in political science; a college-level course in statistics (may be taken concurrently with Political Science 300). Primarily for majors. (Formerly Political Science 201.)

Political Science 304. The Culture of the International Political System

Norms, belief systems, and bargaining processes in international relations and organizations. Selected investigations. Lectures and discussions. Prerequisite: Political Science 102 or one upper division course in political science and junior standing.

Political Science 305. Comparative Political Analysis I: Western Political Systems

Analysis of institutions and practices affecting democratic parliamentary and presidential governments. Emphasis on whole systems, particularly Britain and Western Europe. Detailed analysis of one system. Selected investigations. Lectures and discussions. Prerequisite: One course in political science and sophomore standing.

Political Science 306. Comparative Political Analysis II: Communist Political Systems

Analysis of major similarities and differences among institutions and practices in communist societies. Regional emphasis varies. Detailed analysis of one system. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor.

Behavioral Science 307. Comparative Political Analysis III: Developing Political Systems

Analysis of major similarities and differences among institutions and practices in developing societies. Emphasis on African, Asian or Latin American nations. Detailed analysis on one system. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor.

Political Science 309. The Foreign Policy Processes

Internal and external determinants of foreign policy formation and substance. Comparative, but with emphasis on American experience. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor.

Behavioral Science 311. Small Group Theory and Research

Application of principles of social psychology to the understanding of small groups; experimentation and testing in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology or sociology; or permission of the instructor.

Political Science 312. The Electoral and Political Participation Processes

Party systems, group influences, mass communications, public opinion in politics and elections. Comparative but with emphasis on American experience. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 314. The Adjudication Processes I: Judicial Systems

Constitutional and political aspects of judicial systems. Emphasis on American federal, state, and local courts. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 315. The Adjudication Processes II: Civil Liberties

The nature and scope of the protection of civil and political rights under constitutions, particularly in the U.S. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 316. The Legislative and Bargaining Processes

Public policy formation by legislatures; relations with other institutions; bargaining. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 318. Community Political Processes

Comparative studies of mobilization and exercise of power at subnational levels. Emphasis on the metropolitan community in America. Spatial relationships. Special investigations. Lectures and discussions. Prerequisite: One course in political science; or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Behavioral Science 319. Political Economy of National Security

Systematic study of the economics and political ramifications of national defense policy. Application of economic analysis to defense budgeting. Relations between defense and industrial capacity. Compulsory service and alternatives as methods of influencing the level of military manpower. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Behavioral Science 322. Introduction to Public Choice

Economic activity in a collective decision-making process. Applications of economic analysis to political phenomena. The theory of constitutions. Vote exchange over public goods. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Behavioral Science 330. Psychology of Political Behavior

Idiology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures and discussions. Prerequisite: One course in political science, psychology, or sociology and sophomore

standing.

Behavioral Science 331. Sociology of Political Behavior

The cultural and social bases of politics. Political processes in organized groups and social systems. Selected investigations. Lectures and discussions. Prerequisite: One course in anthropology, political science or sociology; or permission of the instructor.

Behavioral Science 332. Political Anthropology

Analysis of power allocation in tribal and peasant societies. Multicentric and centralized authority systems. Principles of social order in the simpler societies. Analysis of problems of political brokerage in such societies which are undergoing change. Lectures and discussion. Prerequisite: One course in anthropology or political science or permission of instructor.

Intds. 333. Political Theory I: Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of "right," "equality," "justice," "obligation," "utility." Lectures and discussions. Prerequisite: One course in political science or Philosophy 201, and sophomore standing.

Political Science 334. Political Theory II: Current Applications of Political Thought

Selected ideas from classical writings (including American) applied to current political problems and issues. Special attention to American institutions and development and to democratic theory. Lectures and discussions. Prerequisite: One course in political science and sophomore standing.

Political Science 335. Political Theory III: Contemporary Empirical Theory

Theories of action, communication, decision-making, groups, organizations, systems, etc. Use of models in political science. Relation between normative and empirical theory. Lectures and discussions. Prerequisite: Political Science 201, two other courses in political science and junior standing.

Intds. 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principals and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: one course in geography or one course in political science.

Behavioral Science 371. Colonialism and Culture Change

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kinds of social movements growing out of the colonial context. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Intds. 375. The Administrative Processes in Government

Creation, execution, and coordination of public policy by executives and bureaucracies. Problems of administrative organization. relations with other institutions and processes. Comparative but with emphasis on American experience. Lectures and discussions. Prerequisite: One course in political science or Business and Public Administration; or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 401. Advanced Research Design and Methods in Social Science

Selected issues in philosophy of social science; experimental design; problems in sampling and measurement; special applications of multivariate statistical models, including factor analysis. Lectures, discussions, and arranged field explorations. Prerequisite: Political Science 300 and three other courses in sociology and political science, or consent of instructor.

Intds 475. Problems in Public Administration

An analysis of different aspects of the role of the administrator in various governmental circumstances. Emphasis on state and local government. Prerequisite: Intds 375. (Formerly BPA 475)

Political Science 477. Selected Topics in Political Science

Offered periodically as announced. Courses currently planned for the future include: Political System Output Analysis; Political Stability and Change; Public Policy, Empirical Analysis, and Prescription; Simulations in Legislative and Bargaining Processes; Simulations in International Political Processes; Contemporary Ideologies; Evaluation of Political Systems and Institutions. May be repeated for different course content.

Political Science 480. Directed Research Seminar in Political Science

Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 300 and consent of instructor.

Political Science 490. Senior Seminar in Political Science

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of political science to student's minor field of study. Prerequisite: Senior major or consent of instructor. Six units of credit.

Political Science 499. Individual Study

Consent of department and approval by Dean of the School of Behavioral Sciences.

PSYCHOLOGY DEPARTMENT

Psychology today can be considered in a variety of ways. Among these, it can be (1) an applied science or professional field, (2) a set of humanistic concerns, (3) a physiological or biological science, and (4) a social science.

While the offerings in psychology will be as broad as possible, most of the basic course orientations will treat the discipline as a social science, in keeping with the location of the Department within the School of Behavioral Sciences.

Students who study psychology at the College will later pursue a wide range of careers. The Psychology Department will attempt to provide the kind of solid understanding of basic psychological principles that can serve as a foundation for the widest number of vocational and professional interests. Many of the courses will involve students in laboratory, field, and case study work and will assume, at the very least, minimal quantitative skills.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern social sciences plus satisfactorily complete a minimum of nine courses in psychology, of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific program of study in consultation with their advisor. Required courses are:

- A. Psychology 100, Perspectives in Psychology; or equivalent.
- B. A college level course in statistics, approved by the Department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.

C. Psychology 300, Psychological Inquiry (replaces Psychology 201).

D. One advanced laboratory course in psychology. Select from:

Psychology 301. Experimental Psychology: Learning, Thinking, Motivation.

Psychology 302. Experimental Psychology: Sensation and Perception.

E. Two courses with emphasis on personal and interpersonal psychology.

Select from:

Psychology 310. Developmental Psychology.

Behavioral Science 312. Social Psychology.

Psychology 315. Theory and Research in Psychopathology.

Psychology 316. Personality.

F. Three other courses (may be from D and E).

G. An approved minor acceptable to the department.

H. Psychology 490. Senior Seminar in Psychology.

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

Three upper division courses in psychology, approved by the major department.

COURSES

NOTE: All courses in the Department not otherwise designated carry five quarter units of credit.

Lower Division

Psychology 100. Perspectives in Psychology

Survey of currently important psychological ideas in relation to other disciplines. Major dimensions, theories, and applications of psychology. Selected investigations into varied problem areas. Lectures, discussions, and arranged observations.

Psychology 277. Contemporary Issues in Psychology

Intensive examination of selected issues in contemporary psychological thinking which seem likely to exert considerable influence on the development of the discipline. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated once on a different topic for credit. Prerequisite: Consent of the instructor.

Upper Division**Psychology 300. Psychological Inquiry**

Assumptions of scientific research and issues in philosophy of social science. Selected concepts and methods of experimentation in psychology, with emphasis on measurement, design of research, quantitative handling of data, and analysis. Lectures and laboratory. Prerequisite: A college-level course in statistics and Psychology 100. Primarily for majors. (Formerly Psychology 201.)

Psychology 301. Experimental Psychology: Learning, Thinking, Motivation

Examination of selected learning, cognitive and motivational processes in animals and humans. Lectures and laboratory. Prerequisite: Psychology 300; or permission of the instructor.

Psychology 302. Experimental Psychology: Sensation and Perception

Selected study of human and animal sensory and perceptual processes. Lectures and laboratory. Prerequisite: Psychology 300.

Psychology 310. Developmental Psychology

Problems, theories, methods, results in the study of the psychological development of the individual from birth to old age, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology; or permission of the instructor.

Behavioral Science 311. Small Group Theory and Research

Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology or sociology; or permission of the instructor.

Behavioral Science 312. Social Psychology

Group affiliation, group standards, social perception, and other social influences on the experience and behavior of individuals, and interactions among groups. Lectures and discussion. Prerequisite: One course in psychology or sociology; or permission of the instructor.

Psychology 313. Descriptive Psychopathology

Exploration of the phenomena of emotional disorder through literary and first person accounts, films, tapes, and supervised field work. Special attention given to the phenomenology of the emotionally disturbed person and to the social, educational, and legal context within which he functions. Lectures, discussions, and regularly scheduled field placements. Prerequisite: One upper division course in psychology and consent of the instructor.

Psychology 315. Theory and Research in Psychopathology

Principal theories concerning emotional disorder, from psychiatry, psychology, sociology, and other disciplines. Methodology and findings of research in psychopathology. Implications for prevention and treatment. Lectures and discussion. Prerequisite: One course in psychology or permission of the instructor. Not open to students who have taken Psychology 314 (Abnormal Psychology).

Psychology 316. Personality

Principal theories and approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology and behavior change. Exercises in research and assessment. Lectures, discussion, and laboratory. Prerequisite: One course in psychology; or permission of the instructor.

Psychology 317. Childhood Psychopathology

Examination of types of psychological disorder most frequently affecting children. Descriptions of disordered behavior syndromes and major theories concerning causation. Implications for early detection, prevention and treatment. Emphasis on phobias, disorders of interpersonal relationships, anti-social acts, and subnormal intellectual functioning. Prerequisite: One upper division course in psychology or permission of the instructor.

Behavioral Science 318. Culture and Personality

The relation of personality to culture and group life in primitive, modernizing, and modern societies. Attention to field of psychological anthropology. Lectures and discussion. Prerequisite: One course in anthropology, psychology, or sociology or permission of the instructor.

Psychology 319. Psychological Tests and Measurement

A survey of basic concepts in the assessment of intelligence and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: A college-level course in statistics and one upper division course in psychology.

Behavioral Science 330. Psychology of Political Behavior

Ideology, values, extreme belief in affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures, discussions, and laboratory. Prerequisite: One course in political science, psychology, or sociology and sophomore standing.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Integration of materials on effects of barrio or ghetto cultural, economic, political, and social environment on the values, personality, and development of its residents. Special attention to alternative sociological and psychological theories of prejudice and racism. Examination of literature evaluating programs such as Head Start from psychological point of view. Construction of new theory. Selected investigations. Lectures, discussions, and arranged field observation. Prerequisite: Any three courses in the behavioral sciences and junior standing.

Psychology 401. Measurement in Psychology

Philosophies, techniques and problems concerning measurement of psychological phenomena. Course content varies with a focus on selected areas of psychology, including social, experimental, clinical, developmental. Lectures, discussion, and laboratory. Prerequisite: Psychology 300 and junior standing.

Psychology 422. Human Behavior Change

Psychological principles relevant to behavior change. Theories of psychotherapy, behavior modification, and other applied areas. Current controversies explored in terms of ethics, efficacy, and goals of psychological intervention. Prerequisite: Psychology 316.

Psychology 477. Selected Topics in Psychology

Offered periodically as announced. Examples of courses currently planned for the future include: Brain-Behavior Relationships, Mathematical Psychology, Attitude Formation and Change, Aggression and Violence. May be repeated for different course content.

Psychology 480. Directed Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual study under faculty supervision. Prerequisite: Psychology 300 and consent of instructor. (Note: Admission to this course may require proficiency in computer analysis and/or statistics beyond the level required for all majors.)

Psychology 490. Senior Seminar in Psychology

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of psychology to student's minor field of study. Prerequisite: Senior major or consent of instructor. Six units of credit.

Psychology 499. Individual Study

Consent of instructor who will serve as sponsor, approval by Chairman of Department of Psychology and Dean of the School of Behavioral Sciences. (Note: Instructor may establish prerequisites in terms of specific courses or research skills.)

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

The disciplines of sociology and anthropology are concerned with man in a wider variety of contexts than the other behavioral sciences. Course work offered in this department is intended to provide basic understanding of how cultures, societies, communities and smaller groups are organized and sustained and how they change. There are no courses which deal specifically with applied problem, issue and policy areas. Instead, work in this department is intended to bring these concerns into the context of a more fundamental understanding of culture, social organization and change, and social psychology.

Basically, sociology and anthropology are a part of a liberal education, fundamentally important in helping a student acquire a better comprehension of his own place in his family, his community, his vocation or profession and his other group contexts. At the same time, work in these disciplines can provide useful background for such careers as social research, social work, demography, journalism, management and teaching, to suggest a few.

Most courses in sociology and anthropology expose the student to original research problems, and many involve students in direct, original research. Such courses assume minimal quantitative skills. Wherever possible, the courses relate anthropological and sociological principles and theory to other disciplines.

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

For a major in anthropology, a student must demonstrate familiarity with basic tools underlying modern social science and satisfactorily complete nine courses acceptable to the Department including at least seven of which must be upper division level. Upon declaring their major, students should plan their specific program of study in consultation with their advisor. In general, the following are required:

- A. One introductory course in anthropology. (Students meeting this requirement at CSB are encouraged to take Anthropology 200 in lieu of Sociology/Anthropology 100).
- B. One college-level course in statistics, approved by the Department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing, either independently or through appropriate course work.
- C. Sociology/Anthropology 300, Social Inquiry.
- D. One upper division course which deals at a general level with problem areas or aspects of culture.
- E. One upper division course that deals at a general level with culture change.
- F. One upper division course in social theory.
- G. Three additional courses in anthropology.
- H. An approved minor acceptable to the Department.
- I. Anthropology 490, Senior Seminar in Anthropology.

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

Three upper division courses in anthropology, approved by the major department.

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

For a major in sociology, a student must demonstrate familiarity with basic tools underlying modern social science and satisfactorily complete nine courses acceptable to the Department including at least seven at the upper division level. Upon declaring their major, students should plan their specific program of study in consultation with their advisor. In general, the following are required:

- A. An introductory course in sociology. (Students meeting this requirement at CSB are encouraged to take Sociology 200 in lieu of Sociology/Anthropology 100).
- B. One college-level course in statistics, approved by the Department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing either independently or through appropriate course work.
- C. Sociology/Anthropology 300, Introduction to Social Inquiry.
- D. One upper division course which deals at a general level with aspects of social

structure and social process.

E. One upper division course which deals at a general level with aspects of social psychology.

F. One upper division course in social theory.

G. Three additional courses in sociology.

H. An approved minor acceptable to the Department.

I. Sociology 490, Senior Seminar in Sociology.

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

Three upper division courses in sociology, approved by the major Department.

DEPARTMENTAL COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Sociology/Anthropology 100. Perspectives in Anthropology and Sociology

Survey of currently important anthropological and sociological ideas in relation to other disciplines. Major dimensions, theories, and applications of sociology. Selected investigations into various problem areas. Lectures and discussions. May be used as a prerequisite for sociology or anthropology courses.

Upper Division

Sociology/Anthropology 300. Social Inquiry.

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research. Basic principles of research design, development of research instruments and data collection. Students will select and develop a research problem through data collection. Lectures and laboratory. Prerequisites: An introductory course in sociology or anthropology, or junior standing; a college-level course in statistics (may be taken concurrently with Sociology/Anthropology 300). Primarily for majors. (Formerly Sociology/Anthropology 201)

NOTE: Majors in sociology and anthropology are urged to complete this course as early as possible, certainly no later than the first quarter of their junior year.

Sociology/Anthropology 301. Analysis of Survey Data.

Problems and techniques of measurement, data processing and analysis. Using various data sources, including student projects undertaken in Sociology/Anthropology 300, students will develop and refine indices of variables, will process and analyze data and will prepare a report of their analyses. Lectures and laboratory. Prerequisite: Sociology/Anthropology 300; or permission of the instructor.

Sociology/Anthropology 302. Analysis of Field Data.

Special problems of data collection using participant observation and other observational techniques. Problems of systematization, interpretation and analysis. Students will conduct field work or use existing data sources, will analyze data and will prepare a report of their analyses. Lectures and laboratory. Prerequisite: Sociology/Anthropology 300; or permission of the instructor.

ANTHROPOLOGY COURSES.

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Anthropology 200. Cultural Anthropology.

The nature of culture and of social behavior, social organization, religion and other topics examined through anthropological study of contemporary peoples. Lectures, discussions, and arranged observations. Recommended for majors. Not open to students with credit in Sociology/Anthropology 100. (Formerly Anthropology 101)

Anthropology 202. Physical Anthropology

Origin of man and his place in nature. Vertebrate and primate evolution and interpretation of fossil human evidence. Concepts of race classification. Lectures and discussions. Prerequisite: one course in biology. (Formerly Anthropology 200.)

Anthropology 277. Contemporary Anthropological Topics.

Extensive analysis of selected contemporary problems in anthropology. Subjects will vary from term to term, but might include such topics as cultural factors in the modernization of specific areas of the world, the use of anthropological techniques in studying contemporary problems in American society, special areas in anthropology such as general archeology, etc. Prerequisite: one course in a behavioral science; or permission of the instructor. May be repeated once on a different topic for credit.

Upper Division**Anthropology 303. Prehistory of North America.**

Examination of the range and variation of North American Indian culture and society before European contacts. Analysis will be based primarily on archeological data. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 305. Prehistory of Meso-America.

Examination of the range and variation of cultures of Mexico and Central America before European contacts. Analysis will be based primarily on archeological data. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor. (Formerly Anthropology 477G)

Behavioral Science 307. Developing Political Systems.

Analysis of major similarities and differences among political institutions and practices in developing societies. Emphasis on African, Asian, or Latin American nations. Detailed analysis of one system. Special investigations. lectures and discussions. Prerequisite: one course in anthropology or political science; or permission of the instructor.

Intds. 313. Sociology of Religion.

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, will be examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization will be studied. Particular attention will be given to the function of religion in contemporary secular societies. Lecture and discussion.

Behavioral Science 318. Culture and Personality.

The relation of personality to culture and group life in primitive, modernizing, and modern societies. Attention to field of psychological anthropology. Lectures and discussions. Prerequisite: one course in anthropology, psychology, or sociology; or permission of the instructor.

Anthropology 320. Language and Culture.

The relationships between language and cultural patterns. Problems of meaning. Lectures and discussions. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 325. The Art of the North American Indian.

A survey of the major forms and styles of North American Indian art with special emphasis on the relationship of art and the artist to society and culture. Lectures and discussions. Prerequisite: one course in anthropology; or permission of the instructor.

Behavioral Science 327. Race and Ethnic Relations.

An examination of interaction between peoples of differing race, ethnic, and cultural backgrounds. Attention will be given to the development of American race relations with a brief comparison of such relationships to those in other parts of the world. Lectures and

discussions. Prerequisite: one course in anthropology or sociology; or permission of the instructor (formerly Sociology 327)

Behavioral Science 331. Sociology of Political Behavior.

The cultural and social bases of politics. Political processes in organized groups. Role of minorities in politics. Selected investigations. Lectures and discussions. Prerequisite: one course in anthropology, political science or sociology; or permission of the instructor.

Behavioral Science 332. Political Anthropology.

Analysis of power allocation in tribal and peasant societies. Multicentric and centralized authority systems. Principles of social order in the simpler societies. Analysis of problems of political brokerage in such societies which are undergoing change. Lectures and discussions. Prerequisite: one course in anthropology or political science; or permission of the instructor.

Anthropology 333. Economic Anthropology.

Analysis of allocation of material goods and services in selected tribal and peasant societies. Formalist as compared with substantivist approaches. Examination of reciprocity, redistribution and exchange. Lectures and discussion. Prerequisite: one course in anthropology or economics; or permission of the instructor.

Anthropology 341. The Pre-Industrial City.

An analysis of the range and variation of urbanization before the industrial revolution. Attention will be given not only to the European pre-industrial cities, but also to those of other culture areas of the world. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 350. Contemporary Latin American Society and Culture.

A survey of indigenous cultures as well as contemporary dominant cultures in Latin America. Examination of continuity of cultural heritage among Latin American people. Lectures and discussions. Prerequisite: one course in anthropology; or permission of the instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio.

Integration of materials on effects of barrio or ghetto cultural, economic, political, and social environment on the values, personality, and development of its residents. Special attention to alternative sociological and psychological theories of prejudice and racism. Examination of literature evaluating programs such as Head Start from psychological point of view. Construction of new theory. Selected investigations. Lectures, discussions, and arranged field observation. Prerequisite: Any three courses in the behavioral sciences and junior standing; or permission of the instructor.

Anthropology 353. Peoples of Mexico.

Contemporary Mexican society and culture. An analysis of the extensive ethnographic literature ranging from the preliterate hunter and gatherer to the urbanite. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 355. Peoples of the Caribbean.

A sampling of the medley of contemporary societies and cultures within the Caribbean area which have been referred to as Afro-America or Plantation America. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor. (Formerly Anthropology 477C)

Anthropology 357. South American Indians.

A survey of ethnographic literature concerning the preliterate societies of the South American continent. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 359. North American Indians.

A survey of ethnographic literature concerning the preliterate societies of the North American continent. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor. (Formerly Anthropology 477F)

Anthropology 341. The Pre-Industrial City.

An analysis of the range and variation of urbanization before the industrial revolution. Attention will be given not only to the European pre-industrial cities, but also to those of other culture areas of the world. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 361. Peoples of Africa.

A survey of the various cultures in Africa south of the Sahara. Attention will focus on some of the more important concerns found in the anthropological literature, such as political organization, ritual behavior and problems related to colonialism. Lectures and discussions. Prerequisite: one course in anthropology; or permission of the instructor. (Formerly Anthropology 477D).

Anthropology 370. Peasant Societies.

Survey of modern peasant societies of Europe, India, Southeast Asia, the Near East, Latin America. Stress will be on problems of modernization: social, political and economic change; urbanization; pioneering of frontier areas. Lectures and discussions. Prerequisite: one course in anthropology; or permission of the instructor. (Formerly Anthropology 477K).

Behavioral Science 371. Colonialism and Culture Change.

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kinds of social movements growing out of the colonial context. Lectures and discussion. Prerequisite: one course in anthropology; or permission of the instructor.

Anthropology 380. Applied Anthropology.

Application of anthropological theory, methods and procedures to problems of undeveloped areas (technical aid, land reform, community development and programs of planned change). The role of anthropology in the developmental process will be studied. Lectures and discussions. Prerequisite: one course in anthropology; or permission of the instructor. (Formerly Anthropology 477J).

Anthropology 402. Selected Topics in Anthropological Theory.

An intensive investigation of selected concerns within anthropological theory. This involves an in-depth critique of designated theoretical issues as determined by the instructor. Lectures and discussion. Prerequisite: Anthropology major and senior standing; or permission of the instructor. May be repeated for different course content.

Anthropology 403. Cross-cultural Studies in Anthropology.

The contribution of cross-cultural studies to anthropological theory. Methodological problems inherent in studies ranging from controlled comparisons to worldwide samples will be considered. Student projects will be used to develop skills in the techniques of cross-cultural research. Lectures and laboratory. Prerequisite: Anthropology major and senior standing; or permission of the instructor.

Anthropology 477. Selected Topics in Anthropology.

Offered periodically as announced. Examples of courses currently planned for the future include the following: Peoples of Asia; Urban Anthropology; Kinship and Social Structure; Medical Anthropology. Prerequisite: one course in anthropology; or permission of the instructor. May be repeated for different course content.

Anthropology 480. Directed Research Seminar in Anthropology.

Students conduct and write up an individual study under faculty supervision. Prerequisite: permission of instructor.

Anthropology 490. Senior Seminar in Anthropology.

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of anthropology to students' minor field of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor; or permission of the instructor. Six units of credit.

Anthropology 499. Individual Study.

Individual study under the direction of a faculty member. Prerequisite: permission of the instructor and approval of the Department and Dean of Behavioral Sciences.

GRADUATE COURSES**Anthropology 577. Advanced Topics in Anthropology.**

Exploration at an advanced level of selected topics in anthropology. Prerequisite: permission of the instructor. May be repeated for different course content.

SOCIOLOGY COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Sociology 200. Social Structure.**

An introduction to the structure of social groups, institutions, and societies. Emphasis on urban industrial societies. Lectures, discussions, and arranged observations. Recommended for majors. Not open to students with credit in Sociology/Anthropology 100.

Sociology 277. Contemporary Sociological Topics.

Extensive analysis of selected contemporary problems in sociology. Subjects will vary from term to term, but might include such topics as intergroup relations among especially selected groups, the use of observational techniques in sociological research, analysis of specific social problems, etc. Prerequisite: one course in behavioral science or permission of instructor. May be repeated once on a different topic for credit.

Upper Division**Behavioral Science 311. Small Group Theory and Research.**

Application of principles of social psychology to the understanding of small groups; experimentation and testing in group situations. Lectures and laboratory. Prerequisite: one course in political science, psychology or sociology; or permission of the instructor.

Behavioral Science 312. Social Psychology

Group application, group standards, social perception, reference groups, and other social influences on the behavior of individuals, and interactions among groups. Lectures and discussions. Prerequisite: one course in psychology or sociology; or permission of the instructor.

Intds 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, will be examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization will be studied. Particular attention will be given to the function of religion in contemporary secular societies. Lectures and discussion.

Sociology 314. Collective Behavior

Structure and boundaries of social groups. Special attention to characteristics of mobs, crowds, social movements, revolutions. Role of social unrest in developing and changing social organizations. Selected investigations. Lectures and discussions. Prerequisite: one course in sociology; or permission of the instructor.

Behavioral Science 317. Socialization.

This course involves an in-depth introduction to the socialization process along the following three avenues: 1) the effect of society on individual character, 2) the influence of individuals on the social structure, and 3) the subject of identity beyond roles. Lectures and discussions. Prerequisite: one course in psychology or sociology; or permission of the instructor. (Formerly Sociology 477C).

Behavioral Science 318. Culture and Personality

The relation of personality to culture and group life in primitive, modernizing, and modern societies. Attention to field of psychological anthropology. Lectures and discussions. Prerequisite: one course in anthropology, psychology, or sociology; or permission of the instructor.

Sociology 320. Social Control

Power relationships and patterns. Processes of decision and enforcement. Relative significance of institutional and non-institutional controls. Problems of the non-conformist. Special investigations. Lectures and discussions. Prerequisite: one course in sociology; or permission of the instructor.

Sociology 322. Social Change

An examination of the sources of stability and change in social systems. Attention will be given to change at various levels of organization, but emphasis will be on change at the societal level. Lectures and discussion. Prerequisite: one course in sociology; or permission of the instructor.

Sociology 324. Sociology of Deviant Behavior

Examination of sociological approaches to the study of deviance with special emphasis on criminal behavior of the person and group within American society. Special investigations. Lectures and discussion. Prerequisite: one course in sociology; or permission of the instructor.

Behavioral Science 327. Race and Ethnic Relations

An examination of interaction between peoples of differing race, ethnic, and cultural backgrounds. Attention will be given to the development of American race relations with a brief comparison of such relationships to those in other parts of the world. Lectures and discussions. Prerequisite: one course in anthropology or Sociology; or permission of the instructor. (Formerly Sociology 327)

Behavioral Science 331. Sociology of Political Behavior

The cultural and social bases of politics. Political processes in organized groups. Role of minorities in politics. Selected investigations. Lectures and discussions. Prerequisite: one course in anthropology, political science or sociology; or permission of the instructor.

Sociology 340. Social Stratification and Class

Trends in occupational stratification. Relation of social class to interest groups, community, and nation. Special attention to ethnic minorities. Selected investigations. Lectures and discussions. Prerequisite: one course in sociology; or permission of the instructor.

Sociology 341. Sociology of Complex Organizations

An examination of the structure, both formal and informal, of complex organizations such as industrial and business firms, governmental agencies, educational institutions, etc. Topics to be covered include external constraints on organizations as well as examination of internal structures. Lectures and discussions. Prerequisite: one course in sociology; or

permission of the instructor.

Sociology 342. Urban Sociology

Sociological and ecological analysis of the city in terms of changing structure and process. Urban-rural relationships. Social and demographic characteristics of urban populations, especially rural to urban trends. Special investigations. Lectures and discussions. Prerequisite: one course in sociology; or permission of the instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Integration of materials on effects of barrio or ghetto cultural, economic, political, and social environment on the values, personality, and development of its residents. Special attention to alternative sociological and psychological theories of prejudice and racism. Examination of literature evaluating programs such as Head Start from psychological point of view. Construction of new theory. Selected investigations. Lectures, discussions, and arranged field observation. Prerequisite: Any three courses in the behavioral sciences and junior standing; or permission of the instructor.

Sociology 361. Sociology of Education.

Study of education as a social system; its functions and its social bases. Attention will be given to the internal processes and structure of educational institutions and to their inter-dependent relationships with the enviroring society. Lectures and discussion. Prerequisite: one course in sociology; or permission of the instructor. (Formerly Sociology 461)

Sociology 364. Family and Society

The family as a social institution. Variations in patterns of courtship, marriage, family structures and kinship systems. Functions of the family. Factors associated with change in family structure and functions. Lectures and discussion. Prerequisite: one course in sociology; or permission of the instructor. (Formerly Sociology 477A)

Sociology 367. Sociology of Medicine

A systematic study of the sociological aspects of health, illness and the healing professions and organizations. Focus is on analysis of the social components of both physical and mental health and disease, the dynamics of the doctor-patient relationships, social epidemiology and the organization of health care both in the United States and in selected other countries. Lectures and discussion. Prerequisite: one course in sociology; or permission of the instructor.

Sociology/Anthropology 400. The Development of Social Thought

An examination of the emergence and growth of significant issues which characterized the development of social theory. The focus is on those aspects of social thought which continue to play a central role in the formulation of contemporary theory. Lectures and discussion. Prerequisite: Three upper division courses in anthropology and/or sociology; or permission of the instructor.

Sociology/Anthropology 401. Contemporary Sociological Theory

A systematic analysis of perspectives present in modern sociological theory. The emphasis is on the understanding and application of current theories to problems in sociology and in anthropology. This involves consideration of a variety of the most significant theoretical approaches in recent sociology. Lectures and discussion. Prerequisite: three upper division courses in anthropology and/or sociology; or permission of the instructor. (Formerly Sociology 400)

Sociology 402. Selected Topics in Sociological Theory

An intensive investigation of selected concerns within sociological theory. This involves an in-depth critique of designated theoretical issues as determined by the instructor. Lectures and discussion. Prerequisite: sociology major and senior standing; or permission of the instructor. May be repeated for different course content.

Sociology 477. Selected Topics in Sociology.

Offered periodically as announced. Examples of courses currently planned for the future include the following: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements. Prerequisite: one course in sociology; or permission of the instructor. May be repeated for different course content.

Sociology 480. Directed Research Seminar in Sociology

Students conduct and write up an individual study under faculty supervision. Prerequisite: permission of the instructor.

Sociology 490. Senior Seminar in Sociology.

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to students' minor field of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor; or permission of the instructor. Six units of credit.

Sociology 499. Individual Study.

Individual study under the direction of a faculty member. Prerequisite: permission of the instructor and approval of the Department and Dean of Behavioral Sciences.

Graduate Courses**Sociology 577. Advanced Topics in Sociology.**

Exploration at an advanced level of selected topics in sociology. Prerequisite: permission of the instructor. May be repeated for different course content.

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The School of Business and Public Administration offers an educational program designed to prepare its students to become professional administrators prepared to serve in all sectors of organized human endeavor. Students majoring in Business Administration will find that the program also provides an appropriate foundation for graduate study in compatible areas.

The School emphasizes the development of a graduate who will be: (1) equipped and willing to make decisions in the areas of policy formulation and the conduct of the affairs of business and public organizations; (2) aware of the social, economic, political, and philosophical implications and interrelationships involved in his decisions, and (3) analytic in orientation and cognizant of the conceptual foundations of his areas of application.

The curriculum is designed for students who wish to complete the requirements for a Bachelor of Science degree with a major in Business Administration. Students may consult with their advisor to arrange a sequence of courses which will allow an effective concentration in a particular area of business which is of individual interest. Examples of such areas are: accounting, agribusiness, finance, management, marketing or public administration.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

1. COGNATE REQUIREMENTS:

Accounting: BPA 201 and 202

General Mathematics: Math 120

Statistics: Math 140

Computer Programming: Math 110 or 210

Economics: Econ 101 and 102

One introductory course in Anthropology, Political Science, Psychology or Sociology

2. UPPER DIVISION COURSES:

A minimum of eleven courses in Business and Public Administration or Economics, including the following:

BPA 320. Management Science I

BPA 322. Management and Organizational Behavior

BPA 340. Marketing Management

Intds. 375. Administrative Processes in Government

BPA 381. Financial Management and Organization

BPA 470. Legal Environment of Business *

BPA 490. Senior Seminar in Policy Formulation

3. Business Administration majors must take at least 75 quarter hours of their program outside the School of Business and Public Administration and the Department of Economics.

REQUIREMENTS FOR A MINOR

A minor in Business Administration is made available for candidates for a BA degree. (A minor is not required of students majoring in business administration.)

A student desiring a minor in Business Administration should take at least three upper division courses in the School for which the student meets the required prerequisites after obtaining approval from his major department.

* BPA 203 and 204 or their equivalent may be used to satisfy this requirement.

Courses

NOTE: All courses in the School not otherwise designated carry five quarter units of credit.

LOWER DIVISION**BPA 201. Introduction to Financial Accounting**

The nature and purposes of financial information systems, the accounting cycle, the theory, analysis and interpretation of financial statements.

BPA 202. Introduction to Managerial Accounting

The role of accounting in management information systems, a study of cost accumulation systems, budgeting, cost analyses, capital budgeting and performance measurement. Prerequisite: BPA 201.

BPA 203. Business Law I

Law of contracts, agency, sales and security devices; their application to business transactions.

BPA 204. Business Law II

Law of real and personal property, commercial paper, bankruptcy, bailments and liens.

UPPER DIVISION**BPA 301. Intermediate Accounting I**

Emphasis on accounting theory, concepts and underlying issues, together with an evaluation of the special problems that arise in applying accounting concepts. Prerequisite: BPA 202.

BPA 302. Intermediate Accounting II

Continuation of BPA 301 with emphasis on contemporary accounting theory and practice regarding long-term investments in tangible and intangible assets. Prerequisite: BPA 301.

BPA 303. Managerial Accounting

Internal accounting with emphasis on generation of information for managerial planning and control. Consideration is given to cost systems, incremental analysis, relevant costs, operating and capital budgeting concepts, and responsibility and profit center reporting as tools of analysis as well as techniques of measurement within a conventional cost accounting framework. Prerequisite: BPA 202.

BPA 304. Federal Income Tax Accounting I

Basic concepts applicable to all taxpayers with particular emphasis on the individual taxpayer. Prerequisites: BPA 201 and 202 or permission of instructor.

BPA 305. Federal Income Tax Accounting II

Taxation of partnerships, corporations, estates and trusts. Prerequisite: BPA 304.

BPA 320. Management Science I

An introduction to the use of mathematical and statistical models in managerial decision making. Emphasis is on the formulation of mathematical models from an applied viewpoint with regard to allocation, competition, inventory, project management, and transportation problems. Probability theory, PERT, inventory control models and linear programming are among the models examined. Prerequisites: Math 120 and 140.

BPA 321. Management Science II

A continuation of BPA 320 with emphasis on non-linear programming, dynamic programming, games and strategies, Markov analysis, queuing and simulation models. Prerequisite: BPA 320.

BPA 322. Management and Organizational Behavior

Fundamental concepts applied to management processes and organizational relationships. Operating structures, individual motivation and control, group interactions, communication systems, conflict elements and their resolution, are examined in the course. Applications to real situations, taking into account the impact of internal and external forces. Prerequisite: Junior standing.

BPA 324. Current Perspectives in Labor Relations

An introductory course in labor relations intended to acquaint the student with the principal labor relations problems confronting modern managers. Attention is given to both the public and private sectors of the American economy. Topics include labor movements, labor markets, unionism and collective bargaining institutions, and public policy. Prerequisite: Junior standing.

BPA 330. Administrative Computer Techniques

Introduction to the logic and practice in digital computer solution of problems encountered in accounting, inventory, sales, and other operational aspects of a firm. Use of a procedure-oriented artificial language such as COBOL or PL/1 to solve problems of graduated difficulty. Prerequisite: BPA 202 and Math 110.

BPA 340. Marketing Management

A study of the nature and role of marketing in advanced economies in a managerial context. Analysis of consumer wants, motivation and purchasing power, and introduction to and formulation of optimizing mixes between product, pricing, distribution, and promotion variables. Prerequisite: Economics 101 and 102.

BPA 350. Consumer Behavior

An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: BPA 340.

BPA 352. Marketing Communication Strategy

An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Prerequisite: BPA 340.

BPA 353. Management of the Sales Function

Both managerially and analytically oriented. Emphasis on sales planning, analysis, and control, including market and sales forecasting, territorial layout and quantitative analysis of the field sales force, especially profitability studies of product line, territories, and salesmen effectiveness. Prerequisite: BPA 340.

BPA 354. Marketing Channels and Institutions Management

Centers upon a critical analysis and valuation of concepts, theories and strategies that influence the wholesaler's and retailer's decisions pertaining to current and emerging issues. Analysis of problems in management of the movement and handling of goods from point of production to point of consumption or use, including the management of retailing and wholesaling institutions. Development of strategy for choice of effective channels. Prerequisite: BPA 340.

BPA 355. Agricultural Prices and Marketing

Agricultural price determination and forces affecting change. Organization of commodity and farm supply markets. Role of government policy in marketing. Framework for analyzing agricultural marketing problems. Prerequisite: BPA 340.

Intds. 375. Administrative Processes in Government

Creation, execution, and coordination of public policy by executives and bureaucracies. Problems of administrative organization. Relations with other institutions and processes. Comparative, but with emphasis on American experience. Prerequisite: One course in Political Science or BPA 322.

BPA 380. Social Insurance

Theory and practice of economic security programs designed to alleviate economic insecurity such as OASDHI, workmen's compensation, unemployment insurance, and public assistance. Prerequisite: Junior standing.

BPA 381. Financial Management and Organization

Theoretical concepts underlying the analysis of the need, acquisition, and management of funds used to finance an organization, with emphasis on internal control. Prerequisites: BPA 201 and 202.

BPA 382. Financial Markets

Analysis of money, capital, and security markets. Application of interest theory and flow of funds analysis to the markets for stocks, bonds, mortgages and other financial institutions. Prerequisite: BPA 381.

BPA 383. Investments

Supply and demand for capital. Principles of analysis of various types of securities, securities markets, and financial institutions. Formulation of investment strategies. Prerequisite: BPA 381 or permission of instructor.

BPA 384. Risk Management

An introduction to risk management, with emphasis on the application of insurance in coping with uncertainty. Prerequisite: Junior standing.

BPA 385. Real Estate Investment

Concepts and practical methods of analyzing real estate investments, including a survey of institutions dealing in this market. Prerequisite: BPA 381.

BPA 386. Financial Institutions

A survey of financial institutions with emphasis on operating practices and interrelationships. Special attention to local institutions. Prerequisite: BPA 381.

BPA 400. Advanced Accounting

Special problems of accounting for partnerships, combined corporate entities, fiduciaries, special sales contracts, and governmental units. Prerequisite: BPA 302.

BPA 401. Advanced Managerial Accounting

The generation, communication and use of information to assist management in the planning and control functions; the application of quantitative techniques to management accounting problems. Prerequisites: BPA 303 and BPA 320.

BPA 408. Auditing

The fundamentals of auditing theory and practice; ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisite: BPA 302.

BPA 420. Interpersonal Relations in Administration

The study and analysis of interpersonal behavior in organizations. Emphasis is upon broadening the student's understanding of the interaction between structure and human behavior. Applications from the behavioral sciences to administrative problems. Prerequisite: BPA 322.

BPA 423. Personnel Management

The study of concepts fundamental to the management of employees in work organizations: motivation, remuneration, leadership, communication and personnel development. Prerequisite: Junior standing.

BPA 424. Collective Bargaining

Dynamics of the relationship between unions and management. Emphasis is on understanding the forces affecting the actions and decisions of the parties to labor contracts and labor negotiations. Special attention is given to social, political and organizational factors which influence labor-management interactions. Prerequisite: BPA 322 or BPA 324.

BPA 430. Management Decision Analysis

The application of statistical methods employed in the making of managerial decisions. Emphasis is on applications and limitations of Bayesian and traditional multivariate statistical techniques. Prerequisites: Math 120 and 140.

BPA 445. Marketing Research and Control

A study of the concepts underlying, and methods employed in, securing internal and external information for marketing decision making and control. Prerequisites: Math 140 and BPA 340.

BPA 450. Marketing Problems

Application of marketing principles to a wide variety of problems related to the formulation of marketing policy. Case method. Prerequisites: BPA 340 and one other course in marketing or permission of instructor.

BPA 460. International Marketing

Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing and manpower management activities. Emphasis on the application of basic marketing principles to the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Prerequisites: BPA 340 and senior standing.

BPA 470. Legal Environment of Business

Designed to acquaint the student with the legal aspects of business operations and with the legal rights, obligations, and responsibilities of a member of society in his relationships with others. Prerequisite: Junior standing.

BPA 474. Business and Society

An examination of the social and economic setting in which today's businessman must operate. Special emphasis on management's social responsibilities. Prerequisite: Junior standing.

Intds. 475. Problems in Public Administration

An analysis of different aspects of the role of the administrator in various governmental circumstances. Emphasis on state and local government. Prerequisite: Intds. 375.

BPA 477. Selected Topics in Business

Study of one or two selected topics in business each term. These topics will be ones not covered in depth in regular course work. Examples are: agribusiness, automation, business ethics, executive mobility, industrial engineering, location of industrial enterprise, pollution, or wage incentives. Prerequisite: Announced for each course.

BPA 480. International Finance

An analysis of the problems facing financial managers in international operations, including a study of international financial institutions. Case analysis. Prerequisite: BPA 381.

BPA 481. Financial Management

The analysis of financial problems of the firm. Formulation of financial policy. Case method. Prerequisite: BPA 381.

BPA 482. Security Analysis and Portfolio Management

Analysis of financial statements and security valuation. Emphasis on investment portfolios rather than individual financial instruments. Application of quantitative techniques for investment decisions. Prerequisite: BPA 383.

BPA 490. Senior Seminar in Policy Formulation

A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisite: Senior standing.

BPA 496. Internship in Administration (1-5)

Students will be assigned to various business firms or agencies and will work under joint supervision of work supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance.) Prerequisite: consent of instructor.

BPA 499. Individual Study (1-5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of instructor and School dean.

BPA 501. Accounting Information Systems

A study of financial information systems and the analysis and interpretation of financial statements, with emphasis on the use of financial data in decision making. Open to students with no accounting background.

BPA 502. Managerial Accounting Problems and Practices

A study of internal accounting as a tool used to generate information for decision making. Problems and case material are used to develop operational understanding of elementary cost systems, capital budgeting, intracompany pricing, performance evaluation, incremental analysis, and other selected quantitative techniques employed by management in the performance of the planning and control function. Prerequisite: BPA 501 or equivalent.

Graduate Courses

NOTE: Graduate courses are open only to students with baccalaureate degrees who have

(1) acquired a common body of knowledge in business and administration and (2) met the achievement requirements of the School of Business and Public Administration. The common body of knowledge (in terms of CSCB courses) is as follows:

Math. Analysis (Math 120)

Statistics (Math 140)

Accounting Information Systems (BPA 501 and 502)

Survey of Economic Theory (Econ. 500)

Financial Management (BPA 381)

Management Science I (BPA 320)

Management and Organizational Behavior (BPA 322)

Marketing Management (BPA 340)

BPA 605. Seminar in Accounting Theory

Advanced topics in financial accounting theory and practice. Prerequisite: Accounting 400 or equivalent.

BPA 622. Managerial and Organizational Performance

Examination of major concepts and theories as they affect behavior and performance in organizations. Communication, motivation, decision-making, and related processes are analyzed for their content and impact. The course seeks to develop the ability to analyze and evaluate organizational conditions and to expand the student's understanding of human

behavior in organizations.

BPA 623. Seminar in Personnel Management.

Special topics in the area of personnel management are examined in depth, including recruitment, selection, training, evaluation, wage and salary administration and related personnel functions. Prerequisite: BPA 423 or permission of instructor.

BPA 624. Seminar in Labor-Management Relations

Special topics in the area of labor-management relations are examined in depth, including labor history, labor legislation, collective bargaining, impasse resolution techniques, comparative industrial relations systems, and labor markets. Prerequisite: permission of instructor.

BPA 630. Statistical Analysis for Managerial Decisions

A systematic treatment of Bayesian and classical approaches to the analysis of managerial decision problems. Topics include probability, probability distributions for discrete and continuous data and their application to Bayes' Theorem, Central Limit Theorem, variance analysis, and multiple regression and partial correlation methods.

BPA 631. Management Science Methods

Development of analytical techniques and models of management science with applications to business problems and management decision-making. Topics include linear programming, dynamic programming, network analysis, and deterministic and probabilistic management science models.

BPA 640. Seminar in Marketing Management

Development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. Intensive analysis of management's marketing problems including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research.

BPA 642. Seminar in Consumer Behavior

Intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. Research orientation requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis on developing creative marketing strategy and programs on the basis of such research. Prerequisite: BPA 640.

Intds. 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision-making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

BPA 676. Public Policies Toward Business

Analysis of laws, judicial decisions and governmental regulations affecting business operations and management decisions. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

BPA 680. Financial Policy

Formulation of financial policies for obtaining and using financial resources. Emphasis will be placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and mergers and reorganizations.

BPA 685. Seminar in Capital Markets

Examines the flow of funds through financial institutions in selected capital markets, including the markets for bonds, mortgages, and corporate stocks. Also covered are the theoretical and empirical effects of governmental monetary policy.

BPA 686. Seminar in Financial Management

Discussion and analysis of cases and readings concerned with contemporary problems in financial decisions. Emphasis will be placed on the discrepancies between theory and practice. Attention will also be directed to evolving financial concepts and theories.

BPA 690. Policy Determination and Administration

A capstone course which focuses attention upon policy determination in the areas of finance, marketing, production and personnel administration, and which seeks to integrate policy decisions from a top-management perspective. Required of every student is a research paper which treats policy formulation in a specific area of business operations. Prerequisite: Advancement to candidacy.

BPA 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor. Prerequisite: Advancement to candidacy.

SCHOOL OF EDUCATION

The College provides opportunities for pre-professional preparation in education through the School of Education. Programs are offered of sufficient scope to prepare students for completing State of California elementary and secondary teaching credentials and fifth-year and graduate options.

Since students planning to enter the teaching profession combine academic with professional studies, work in the School of Education is designed to complement the instruction provided by other components of the College.

The School of Education also has administrative responsibility for courses in physical education.

ADVISING

In consonance with College policy, all students taking courses in professional education are assigned to academic advisors for counsel regarding general education, majors and minors, and non-education electives. Students seeking to qualify for credentials or planning to enroll in professional education courses should seek supplemental information from advisors in the office of the School of Education. Leaflets outlining recommended sequences of courses leading to the several credentials may be obtained in the office of the School.

TEACHING CREDENTIAL PROGRAMS

Requirements for teaching credentials in California are in a period of transition from programs for Standard credentials issued under the Fisher Act to new ones to be issued under the Teacher Preparation and Licensing Law of 1970 (The Ryan Act). The School of Education plans to offer credential programs under the new regulations commencing with the fall quarter of 1972. Leaflets describing the new programs may be obtained in the office of the School of Education.

Excerpts from

The Teacher Preparation and Licensing Law of 1970 (The Ryan Act)

Article 4. Credential Types, Authorizations, and Requirements

13125. The commission shall issue only the following two types of credentials . . .
(a) A teaching credential.
(b) A services credential.

13125.1. The period for which a credential . . . is valid shall be as follows
(a) For an internship credential: two years.
(b) For a preliminary credential, pending completion of the fifth year of study: seven years . . .

13127.1. No life credential shall be issued until all requirements for the credential have been met and the candidate has taught for two years in California public schools.

13128. Authorization for teaching credentials shall be . . .

(a) "Single subject instruction" means the practice of assignment of teachers and students to specified subject matter courses, as is commonly practiced in California high schools and most California junior high schools.

(b) "Multiple subject instruction" means the practice of assignment of teachers and students for multiple subject matter instruction, as is commonly practiced in California elementary schools and as is commonly practiced in early childhood education.

(c) "Specialist instruction" means any specialty requiring advanced preparation or special competence including but not limited to, reading specialist, mathematics specialist, specialist in special education, or early childhood education . . .

13129. A teacher who is authorized for single subject instruction may be assigned with

his consent, to teach any subject in his authorized fields at any grade level; preschool; kindergarten and grades 1 to 12, inclusive . . . and similarly, a teacher authorized for multiple subject instruction may be assigned, with his consent, to teach in any self-contained classroom; preschool; kindergarten and grades 1 to 12, inclusive; . . .

13130. The minimum requirements for the teaching credential . . . are:

- (a) A baccalaureate degree or higher degree, except in professional education, from an approved institution.
- (b) A fifth year of study to be completed within seven years of the first employment of the certified employee.
- (c) An approved program of professional preparation.
- (d) Passage of a subject matter examination or its waiver . . .
- (e) Demonstration of a knowledge of the various methods of teaching reading, to a level deemed adequate by the commission, by successful completion of a program of study approved by the commission or passage of a commission-approved reading examination.

Article 5. Subject Matter Examinations

13145. The adequacy of subject matter preparation and the basis for assignment of certified personnel shall be determined by the successful passage of a subject matter examination as certified by the commission, except as specifically waived as set forth in Article 6 (commencing with Section 13157) of this chapter.

13147. Subject matter examinations authorizing "single subject instruction" shall be required for all subjects taught in California public schools . . .

A general subject matter examination authorizing teaching "multiple subjects" shall include an examination of the candidate's knowledge of the following areas: English, social science, fine arts, general science, and mathematics.

Article 6. Subject Matter Examination Waivers

13157. The commission shall waive the subject matter examination requirement for graduates of accredited public and private institutions of higher education who hold specified subject matter degrees.

Eligibility for an examination waiver can only be achieved when the subject matter of the degree is the same as one of the subject matter examination categories specified by the commission, and the degree has been conferred by an approved institution of higher learning.

13157.3. The subject matter examination authorizing multiple subject classroom instruction may be waived for holders of approved "diversified" or "liberal arts" degrees, or their equivalent, conferred by accredited institutions of higher education approved by the commission.

13157.4. A "diversified" or "liberal arts" degree is any degree, or program included within a degree, conferred by an institution approved by the commission. It shall consist of 84 semester hours, or equivalent quarter units (126), equally distributed among the following four areas: (32 qtr. units each)

1. English, including grammar, literature, composition, and speech.
2. Mathematics and the physical sciences or life sciences.
3. Social Sciences, other than education and education methodology.
4. Humanities and the fine arts, including foreign languages.

Article 7. Professional Preparation

13160. Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher learning.

**The Elementary Teaching Credential Program
(Fisher Act regulations)**

The requirements for The Standard Teaching Credential with a Specialization in Elementary Teaching are:

1. A bachelor's degree from an approved institution
2. An approved program of general studies, compatible with the State of California Credential requirements, which will satisfy the College general education requirements, selected from humanities, social sciences, natural sciences, mathematics, fine arts, and foreign languages.
3. An approved major, compatible with the State of California Credential requirements, which will satisfy the College requirements.
4. Professional preparation to include:
 - a. Education 401—Social Foundations of Education
 - b. Education 301—Psychological Foundations of Education
 - c. Education 310—Curriculum and Instruction in the Elementary School I-II
 - d. Education 403—Methods of Reading Instruction in the Elementary School
 - e. Education 484—Student Teaching in the Elementary School

NOTE: The Elementary Credential may be issued on the basis of partial fulfillment of requirements to an applicant who has a bachelor's or higher degree from an approved institution and who has completed student teaching in the elementary school.

5. A fifth year of college post-baccalaureate work taken at the upper division or graduate level to complete a balanced program of academic and professional preparation. A master's degree is not required, but the student is encouraged to qualify for it.

Early Childhood Specialization

The College is developing a program leading to an early childhood education specialization on the elementary credential. A student must complete all requirements for the credential, and in addition, the requirements of the Early Childhood Education Program as follows:

1. 15 designated quarter units in psychology or behavioral sciences
2. 10 designated quarter units in sociology and anthropology
3. 15 designated quarter units in education or related areas

It should be noted that although any major or major/minor combination acceptable for the elementary credential may be selected, a major in psychology or sociology will ordinarily provide the most direct route to the early childhood education specialization. Additional information may be obtained in the office of the School of Education.

**The Secondary Teaching Credential Program
(Fisher Act regulations)**

The requirements for The Standard Teaching Credential with a Specialization in Secondary Teaching are:

1. A bachelor's degree from an approved institution
2. An approved program of general studies, compatible with the State of California Credential requirements, which will satisfy the College general education requirements, selected from humanities, social sciences, natural sciences, mathematics, fine arts, and foreign languages.
3. An approved major, compatible with the State of California Credential requirements, which will satisfy the College requirements.
4. Professional preparation to include:
 - a. Education 401—Social Foundations of Education
 - b. Education 301—Psychological Foundations of Education
 - c. Education 351—Curriculum and Instruction in the Secondary School
 - d. Education 452—Special Methods of Teaching the Major or Minor in the Secondary School
 - e. Education 485—Student Teaching in the Secondary School

5. A fifth year of college post-baccalaureate work taken at the upper division or graduate level to complete a balanced program of academic and professional preparation. A master's degree is not required, but the student is encouraged to qualify for it.

STUDENT TEACHING

Some form of student teaching is required by law of all students seeking teaching credentials or specialist certificates. Since student teaching is based upon close and contractual liaison with public school settings and personnel, permission and placement to do student teaching are not automatic upon completion of course work. Each candidate for student teaching must be screened by actions of a professional committee and formally notified of admission to the student teaching program. Each applicant for admission must have completed no fewer than fifteen quarter units of work at California State College, Bakersfield prior to enrolling for student teaching. Application forms for admission to student teaching must be picked up at the office of the School of Education, completed, and returned to the office of the School at least one quarter prior to anticipated enrollment.

Criteria for Admission to Student Teaching

Admission to student teaching will be based upon the following:

1. Filing of a completed application for student teaching.
2. Completion of no fewer than fifteen quarter units of work at California State College, Bakersfield prior to registration for student teaching.
3. Presentation of an acceptable profile of special admission competencies including the following as defined in California Administrative Code, Title 5, Sec. 41101, (a)-(g):
 - a. *Academic Aptitude.* Any candidate who falls below the twenty-fifth percentile on national college norms of a generally recognized college aptitude test must demonstrate compensating strength in other qualities.
 - b. *Scholarship.* Each college shall evaluate the scholarship of the student by means of grade points and/or comprehensive examinations in order to determine his scholastic fitness for the teacher education program.
 - c. *Professional Aptitude.* The candidate shall demonstrate suitable aptitude and fitness for teaching and for adjustment to public school conditions. This requirement must be evaluated by committee action and may be based upon tests, interviews, and personal studies.
 - d. *Physical Fitness.* The candidate shall meet the standards of physical fitness required by the State Board of Education for a credential.
 - e. *Fundamental skills.* The candidate shall demonstrate proficiency in the fundamental skills, as determined by observation, written tests, and individual examinations. Fundamental skills may include oral and written language and mathematics.
 - f. *Personality and Character.* The candidate shall demonstrate personality and character traits in keeping with the standards of the teaching profession. Evaluations, based upon tests, observations, and interviews, shall be determined by committee action.
 - g. *Many-sided Interest.* The candidate shall demonstrate diverse and well-balanced interests. He shall be able to understand and interpret his major interest and field of study in suitable relationship to all others.
4. Presentation of evidence of satisfactory progress in an area of academic concentration and in professional education courses.
5. Demonstration of readiness to accept the responsibilities of student teaching.

THE MINI-CORPS

The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for bilingual instruction. Through the Mini-Corps qualified undergraduates working toward teaching credentials can obtain early classroom experience while serving as assistants to teachers of migrant, Spanish-speaking children.

Additional information may be obtained from the CSCB Mini-Corps Director or from the School of Education.

GRADUATE PROGRAMS IN EDUCATION

The School of Education of CSCB will offer programs of studies leading to the Master of Arts degree in Education commencing with the 1972-73 academic year in the following areas of concentration: Early Childhood Education; Curriculum and Instruction, Elementary; and Curriculum and Instruction, Secondary. The College is authorized to award the degree no earlier than June, 1973.

Objectives of the Degree

The broad objective of the Master of Arts degree in Education is to make available in the CSCB service area a pattern of graduate studies for upgrading the knowledges and skills of teachers and other school personnel in specialized professional studies.

Specific objectives include: 1) provision of a coherent program of professional studies for credentialed teachers at the Master's degree level which will promote evidence of master teacher status and fulfill requirements for the fifth or additional years of the elementary and secondary or special credentials, 2) knowledge of educational research in specialized areas, and research techniques in professional education, 3) broad awareness of the role of the public schools in society, 4) understanding of the processes of curriculum change and improvement of instruction, and 5) further development of abilities in and commitment to leadership in education and professional services.

Basic Assumptions

1. The Master of Arts degree in Education should be the result of a carefully integrated program of academic studies.
2. The Master of Arts degree in Education should be founded upon a common core of courses or experiences and diversified by study in areas of concentration and supporting academic disciplines.
3. The Master of Arts degree in Education should be terminated by the successful completion of a comprehensive examination, project, thesis or some combination thereof.
4. The Master of Arts degree in Education should be oriented toward improvement of teaching and utilization of research.
5. Requirements of the Master of Arts degree in Education should be designed with reference to teacher or specialist certification provisions but should not be limited by them.

Admission to Graduate Curricula

All persons who desire to pursue an authorized graduate curriculum in the School of Education must first apply to the Dean of Graduate Studies of the College for general admission and classification. Admission to graduate status in the School of Education is of three types: POST-BACCALAUREATE, CONDITIONALLY CLASSIFIED and CLASSIFIED. A student may qualify for whichever status is appropriate.

POST-BACCALAUREATE standing in the School of Education is open to baccalaureate graduates of any regionally-accredited institution subsequent to admission to post-baccalaureate status and who express an interest in an authorized graduate degree curriculum in the School of Education. They will be directed to the Chairman of the Graduate Studies Committee of the School for further consideration.

CONDITIONALLY CLASSIFIED graduate standing in the School of Education is permitted only after meeting each of the following criteria and standards of the Graduate Studies Committee of the School.

1. He shall have met all of the criteria for post-baccalaureate standing with the College.
2. He shall have been officially assigned to a graduate program advisor within the School.
3. He shall have qualified for admission according to a sliding scale equivalency between the undergraduate GPA in the last 90 quarter units and a test score, or by means of avenues for exceptions.
4. He shall have scored satisfactorily on the GRE.

Admission to CLASSIFIED graduate standing in the School of Education will be permitted only after meeting each of the criteria specified for CONDITIONALLY CLASSIFIED

standing in addition to each of the following:

1. He shall submit evidence of approval of a degree-oriented program of graduate studies acceptable to the Dean of Graduate Studies of the College and the Graduate Studies Committee of the School of Education.
2. He shall have completed no fewer than fifteen (15) quarter units of graduate level course work compatible with a degree program and acceptable to the School of Education while in residence at CSCB.

Degree Programs, Basic Pattern

The Master of Arts degree in Education will be conferred upon only those students who complete an authorized graduate degree curriculum established by the School of Education to meet the standards required by the School and the Dean of Graduate Studies of the College. The basic pattern of all programs in the School of Education shall consist of 1) core studies (15 units), 2) professional concentration options (15 units), 3) academic supporting studies (10 units), and 4) a terminal project, thesis, or comprehensive examination (5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the College. Degree programs shall be planned cooperatively by the student and his advisor within the School of Education and subject to approval by both the Chairman of the Graduate Studies Committee of the School and the Dean of Graduate Studies.

Advancement to Candidacy

A graduate student in CLASSIFIED status seeking the Master of Arts degree in Education will be ADVANCED to CANDIDACY only upon satisfactory completion and verification of the following:

1. Completion of no fewer than forty-five (45) quarter units of graduate credit beyond the baccalaureate degree and approved as part of a masters degree program.
2. Completion, approval, and filing of a terminal project, thesis, or examination directed by a committee of no fewer than three professors.
3. Possession of an official teaching credential.
4. Certification by the Graduate Studies Committee of the School of Education or the Dean of Graduate Studies of the College that the candidate has met all provisions of the degree.

Credits Acceptable Toward Degrees

Units of credit acceptable toward the degree of MA in Education are governed by the following regulations:

1. The MA in Education requires a minimum of 45 quarter units of graduate credit acceptable to both the School of Education and the Dean of Graduate Studies of CSCB.
2. All course work acceptable toward the MA in Education must have been completed within seven years of the date when all the requirements for the degree are completed, except that the School of Education, at its option, may extend the time for students who pass a comprehensive examination in the relevant course or subject field.
3. Not fewer than 36 quarter units shall be completed in residence at CSCB.
4. Not fewer than 22.5 quarter units shall be in courses organized primarily for graduate students.
5. Not more than 9 quarter units shall be in extension, by transfer, or a combination thereof.
6. Not more than 5 quarter units shall be allowed for a thesis, project, or preparation for a comprehensive examination, or combination thereof.
7. All units of credit allowed toward requirements of the MA in Education shall appear on an official transcript of the College and have been passed with a grade-point average of 3.00 (grade of B on a five-point scale) or better, except that a course in which no letter grade is assigned shall not be used in computing the grade-point average.
8. Units of credit allowed shall be distributed in accordance with the approved, basic pattern of the degree.
9. No units of credit shall be allowed toward the degree which have not been officially approved by a graduate program advisor in the School of Education.

Compatibility of the MA Degree with Credential Objectives

Requirements for the MA degree in Education shall be compatible with recognized and approved credentials objectives, provided that all of the regulations stated under the section on "Credits Acceptable Toward Degrees" have been met in full. Credential objectives shall not be given preeminence over requirements of the degree.

Advisement and Planning of a Degree Program

All graduate programs leading to the MA degree in Education shall be planned in consultation with an assigned graduate program advisor in the School of Education and submitted for approval in official format to both the Graduate Studies Committee of the School and the Dean of Graduate Studies of the College. No guarantee can be given that units of graduate credit earned in the School of Education or other schools of the College without approval by an official program advisor in the School of Education will be allowed toward a program of studies leading to a graduate degree. Such "unapproved" courses are taken at his own risk by the student.

Graduate program advisors will be appointed by the Chairman of the Graduate Studies Committee within the School of Education in consultation with the Dean of the School.

Applications and Inquiries

All applications for POST-BACCALAUREATE, CONDITIONALLY CLASSIFIED, and CLASSIFIED status in a graduate degree program in the School of Education are to be obtained and submitted for approval in the Office of the School. Deadlines for submission and /or application will be specified and announced by the Graduate Studies Committee of the School. Necessary forms and directions will be available upon request. All applicants for graduate standing and degree shall be notified in writing of official actions taken regarding individual status or degrees.

Inquiries regarding graduate degrees in Education may be addressed to either the Dean of Graduate Studies of CSCB, the Chairman of the Graduate Studies Committee of the School of Education, or the Dean of the School of Education.

EDUCATION COURSES

All courses in Education not otherwise designated carry five quarter units of credit.

Lower Division

Education 140. Early Field Experience in the Elementary School (1)

Supervised observation and participation in an elementary school classroom. Designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. Offered on credit/no credit basis only.

Education 141. Early Field Experience in the Secondary School (1)

Supervised observation and participation in a secondary school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the profession. Offered on credit/no credit basis only.

Education 299. Student Leadership and College Governance (3)

Includes current readings in higher education, guest speakers, parliamentary procedures and group work. Offered on credit/no credit basis.

Upper Division

Education 310. (formerly 301) Psychological Foundations of Education

Psychological foundations of the teaching-learning processes; learning theories and their relationships to public school practices; child growth and development; evaluation. Should be taken as early as possible in the professional sequence. Prerequisite to all curriculum and methods courses.

Education 320. (formerly 310) Curriculum and Instruction in the Elementary School I (Language Arts and Social Studies)

A comprehensive course in general elementary school curriculum and methods of instruction, including instructional procedures, media, and materials used in teaching in elementary schools; classroom organization and management; evaluation. Emphases on language arts and social studies. Prerequisite or corequisite: Education 310 and admission to the elementary teaching credential program.

Education 321. (formerly 311) Curriculum and Instruction in the Elementary School II (Science and Mathematics)

A comprehensive course in general elementary school curriculum and methods of instruction, including instructional procedures, media, and materials used in teaching in elementary schools; classroom organization and management; evaluation. Emphases on science and mathematics. May be taken before Education 310. Prerequisite or corequisite: Education 310 and admission to the elementary teaching credential program.

Education 325. (formerly 351) Curriculum and Instruction in the Secondary School

A comprehensive course in general secondary school curriculum and methods of instruction; instructional procedures, methods, media, and materials used in teaching in secondary schools; classroom organization and management; evaluation. Prerequisite or corequisite: Education 310 and admission to the secondary teaching credential program.

Education 410. (formerly 401) Social Foundations of Education

Historical, philosophical, and sociological foundations of public education in the United States; democratic values and the development of tax-supported schools, relationships of the school in the community.

Education 420. (formerly 403) Methods of Reading Instruction in the Elementary School *

Methods of reading instruction in the elementary school, including the phonics method; instructional procedures, media, and materials. Prerequisite or corequisite: Education 310.

Education 421. (formerly 441) Audio-Visual Education

Resource materials and techniques related to instructional theory and practice. Laboratory experience includes preparation of instructional media and equipment operation.

Education 421.1. Audio-Visual Competency Laboratory (1)

An orientation to selected educational media and allied equipment. Classes designed to fulfill requirement for audio-visual competency prior to student or intern teaching. Lecture, demonstration, and laboratory. Offered only on credit no credit basis.

Education 422. (formerly 442) Teaching the Bicultural Child *

An examination of the research and other published materials related to social change, cross-cultural education, and the goals of education.

Education 425. (formerly 452) Special Methods of Teaching the Major in the Secondary School

Methods of teaching specific subjects in the secondary school; instructional procedures, media, and materials; includes field work and conferences. Prerequisites: Education 310, 325, and admission to the secondary teaching credential program.

Education 430. (formerly 440) Education of the Socially Disadvantaged *

A sociological-psychological survey of the disadvantaged and their relations with the schools. Analysis of inherent problems: motivation, communication, English as a second language.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 431. Elementary School Curriculum

A general course in elementary school curriculum. Major issues; modern designs for the elementary curriculum. The selection, sequential arrangement, and organization of the content of the important curricular areas; time allotments and the program; relation to instructional equipment; and problems of evaluation and appraisals. Prerequisite: Education 310 and two basic elementary school methods courses.

Education 440. (formerly 484) Student Teaching in the Elementary School (15)

Supervised teaching in an elementary school daily for one quarter. Includes field work and conferences in methods of teaching. The student must be free of college campus obligations during the public school day. Includes weekly seminar. Prerequisites: Education 310, 320, 321, 420, and admission to student teaching. Applications for student teaching must be filed in the office of the School of Education a full quarter in advance of anticipated enrollment in the course. (Students may register for five (5), ten (10), or fifteen (15) units in any quarter. Total student teaching must be cumulative to a minimum of 15 quarter units.) Offered only on credit/no credit basis.

Education 445. (formerly 485) Student Teaching in the Secondary School (11)

Supervised teaching in the student's major or minor subject(s) in a secondary school for one quarter. Participation in three classes, five days a week. Includes conferences with college supervisor and cooperating public school teacher and weekly seminar. Prerequisites: Education 310, 325, 425, and admission to student teaching. Applications for student teaching must be filed in the office of the School of Education a full quarter in advance of anticipated enrollment in the course. Offered only on a credit/no credit basis.

Education 499. Individual Study (1-5)

Admission with consent of Dean, School of Education.

Graduate Courses**Education 510. (formerly 535) Measurement and Evaluation**

The functions of measurement and evaluation; concepts of test theory, construction, and interpretation, including evaluation of classroom learning and study of typical tests in aptitude, achievement, interest and personality areas. Prerequisite: Mathematics 102 or equivalent.

Education 511. (formerly 501) Educational Psychology and Learning Theory

Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory. Prerequisite: Education 310 or equivalent.

Education 512. (formerly 502) Growth and Development of Children and Adolescents

Advanced study in child and adolescent development. Contemporary research and evidence from field experiences with children and adolescents in a variety of environments; examination of patterns and causes of behaviors. Prerequisite: Education 310, Psychology 310 or equivalent.

Education 513. Introductory Seminar in Early Childhood Education (3)

An examination of the status of Early Childhood Education in general; optional program patterns; basic theories, research, and practice of Early Childhood Education.

Education 514. Growth and Cognitive Development in Early Childhood (3)

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite or corequisite: Education 513.

Education 520. Modern Instructional Strategies (3)

Basic theories and instructional practices of induction-deduction, questing, discovery learning, game theory, Socratic dialogue, role-playing, improvisation, computer assisted instruction, programming, individualizing, team teaching, peer instruction, and group

dynamics. Prerequisite: Education 320 and 321 or 425 or equivalent.

Education 521. Speech and Language Development and Disorders in Early Childhood Education (3)

Consideration of the organic and socio-psychological development of speech, language, and communication capacities and skills. Particular attention to defects and disorders. Prerequisite or corequisite: Education 513.

Education 522. Methods and Materials for Early Childhood Education (3)

Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: Education 513.

Education 523. Creative Experiences for Early Childhood Education (3)

Study with practicum in specific experiences of creative expression; examines several modes and related materials. Prerequisite or corequisite: Education 513.

Education 525. (formerly 547) Methods and Program Development in Reading in Secondary Schools

A study of secondary reading programs, their problems and possibilities; methods and techniques for teaching developmental reading; diagnostic materials appropriate for the senior high school level; some attention to literature for teen-agers.

Education 526. (formerly 581) Diagnosis and Correction of Reading Problems *

Consideration of the causes of reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; some materials and methods of instruction. Prerequisite or corequisite: Education 420 or 525 or consent of instructor.

Education 527 Art Education in the Elementary School

Instructional methods, materials, content, and evaluation of the program in art in the elementary school. Prerequisite: Education 310 or permission of instructor.

Education 528. Music Education in the Elementary School

The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Education 310 or permission of instructor.

Education 530. (formerly 510) Curriculum Design and Development (3)

Basic and traditional theories of curriculum, organizational patterns, strategies for change and development; relies heavily upon historical and functional models. Prerequisite or corequisite: Education 320 and 321 or 325 or consent of instructor.

Education 531. Advanced Curriculum Development, Evaluation and Research (3)

Contemporary theories of curriculum design and development as suggested by evidence from research; processes, materials and patterns of evaluation of curricula. Prerequisite: Education 530 or consent of instructor.

Education 532. Concepts of Science Education (3)

Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels.

Education 533. Curriculum Concepts for Elementary Science Education (3)

Special research studies and/or independent studies in science curricula of the elementary school.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 534. Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curricula of the secondary school.

Education 535. (formerly 545) Special Problems in Science Education (3)

Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based)

Education 536. (formerly 546) Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation.

Education 544. Practicum in Early Childhood Education

Laboratory and field experiences with children in different environments; studies of behavior via modes of observation and research projects; methods and materials. Prerequisite or corequisite: Education 513 and 522 or consent of instructor.

Education 545. (formerly 529) Supervision and Evaluation of Instruction

Seminar on the research, processes and techniques of educational supervision. Considers basic methods and materials of supervision and evaluation of instruction in the schools.

Education 546. (formerly 582) Practicum in Diagnosis and Correction of Reading Problems *

Laboratory and field work with students with reading problems; case study and reporting; interviewing; applied methods and materials. Prerequisite or corequisite: Education 526 or consent of instructor.

Education 560. (formerly 530) Introduction to Guidance, Counseling and Pupil Personnel Services

Consideration of the philosophy and principles of guidance counseling theories, pupil personnel programs, and professional competencies required as a guidance counselor. Consent of instructor required.

Education 561. (formerly 534) Organization and Administration of Pupil Personnel Services

Various forms of organization and administration of pupil personnel services with particular attention to the relationship of pupil personnel services to other school functions. Prerequisite or corequisite: Education 560 or consent of instructor.

Education 562. Counseling in Early Childhood Education (3)

Close examination of the principles and practices of counseling in Early Childhood Education; some practicum with consideration of reporting and records. Prerequisite or corequisite: Education 513, 514 and 544 or consent of instructor.

Education 571. (formerly 555) Organization and Administration of Public School Districts (3)

Study of the organization and administration of public school systems on the national, state, and local levels in the United States; typical patterns, problems and strategies of solution for problems.

Education 572. (formerly 556) Legal Aspects of Education (3)

The laws of public education, examined from the point-of-view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

Education 573. Financing Public School Districts (3)

A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting. Prerequisite or corequisite: Education 571 or consent of instructor.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 580. Research in Elementary Science Education (3)

Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 581. Research in Secondary Science Education (3)

Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 582. Research Seminar in Early Childhood Education (3)

A topical consideration of researches in early childhood education related to program patterns, curricula, growth and development, methods, materials and evaluation of learning. Prerequisites: Education 513, 514, 522 or consent of instructor.

Education 590. Problems in Early Childhood Education (1-5)

Repeatable with different topics. In-depth study of various areas in early childhood education.

Education 591. Problems in Elementary Education (1-5)

Repeatable with different topics. In-depth study of various areas in elementary education.

Education 592. Problems in Secondary Education (1-5)

Repeatable with different topics. In-depth study of various areas of secondary education.

Education 593. Curriculum Problems and Practices (1-5)

Repeatable with different topics. In-depth study of curriculum problems in education.

Education 594. Workshops in In-service Education (1-5)

Repeatable with different topics. Special programs in in-service education.

Education 595. Recent Developments in Education (1-5)

Repeatable with different topics, significant developments in education; presentation of recent research and ideas.

Education 610. Philosophical Foundations of Education (3)

Examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: Education 410.

Education 611. Sociological Foundations of Education (3)

Applications of insights derived from the social sciences to principles and practices of education. Prerequisite: Education 410.

Education 612. Historical Foundations of Education (3)

Detailed study of the history of education. Prerequisite: Education 410.

Education 615. Comparative Education (3)

Education patterns of various countries, their problems and trends as part of the cultural settings. Prerequisite: Education 410.

Education 616. The Community College (3)

Origins of the community college; philosophy and objectives; roles and functions; curriculum development and organization; and relationships to other segments of education.

Education 640. (formerly 540) Elementary Intern Teaching Practicum

Supervised participation and laboratory experience in elementary teaching. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit-no credit basis.

Education 641. (formerly 541) Intern Teaching in the Elementary School

Assisted and supervised intern teaching in an elementary school. Includes field work, conferences, and weekly seminar. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit-no credit basis.

Education 642. (formerly 560) Secondary Intern Teaching Practicum

Supervised participation and laboratory experience in secondary teaching. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit-no credit basis.

Education 643. (formerly 561) Intern Teaching in the Secondary School

Assisted and supervised intern teaching in a secondary school. Includes field work, conferences, and weekly seminar. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit-no credit basis.

Education 680. Research Design and Analysis in Education

Consideration of alternate designs for descriptive and inferential studies in education; analytic methods applied to findings and conclusions. Prerequisites: Mathematics 140 (elementary statistics) and conditional graduate standing in Education.

Education 681. Directed Research Seminar in Education (3)

Review and comparative analysis of proposed designs for studies in education leading to thesis or project. Prerequisites or corequisites: Mathematics 140 and Education 680 or consent of instructor.

Education 682. Research in Early Childhood Education (3)

Review and comparative analysis of proposed designs for field studies in early childhood education leading to thesis or project. Prerequisite: Mathematics 140 (elementary statistics) and Education 680 or consent of instructor.

Education 683. Research in Elementary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in elementary curriculum and instruction; critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in education and Education 320 and 321 or equivalents.

Education 684. Research in Secondary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in education and Education 325 or equivalent.

Education 685. Research in Community College Curriculum and Instruction (3)

Review and analysis of specific, topical researches in community college curriculum and instruction; critical assessment of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 686. Research in Foundations of Education (3)

Review and analysis of specific, topical researches in psychological, sociological, historical, philosophical or comparative foundations of education; critical examinations of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 410 or equivalent.

Education 687. Research in Physical Education (3)

Review and analysis of specific, topical researches in physical education; critical consideration of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education and Physical Education 452 or consent of instructor.

Education 688. Research in Special Education (3)

Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education.

Education 690. Masters Thesis in Education

A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Classified graduate standing in the School of Education, approval of a thesis committee and the Graduate Studies Committee of the School.

Education 691. Masters Project in Education (3-5)

Design and implementation with a report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Classified graduate standing in the School of Education, approval by a project committee and the Graduate Studies Committee of the School.

Education 692. Masters Examination in Education (3-5)

Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by an examination committee. Prerequisites: classified graduate standing in the School of Education, approval by an examination committee and the Graduate Studies Committee of the School.

Education 699. Individual Study in Graduate Education (1-5)

Admission with consent of Director, Graduate Studies, School of Education.

PHYSICAL EDUCATION COURSES

All courses in Physical Education not otherwise designated carry five quarter units of credit.

Lower Division**Physical Education 150. (formerly 100) Fundamental Skills (1)**

Instruction in a variety of sports activities. Two meetings per week. Offered only on a credit/no-credit basis.

Physical Education 250. (formerly 200) Intercollegiate Sports (1)

Daily instruction in intercollegiate activities. May be repeated according to season. Field trips required. Five meetings per week. Offered only on a credit/no-credit basis.

Physical Education 350. (formerly 300) Theory and Practice of Coaching Basketball (3)

Selected study of theory, philosophy, method and techniques of basketball. Particular emphasis will be placed on practice and game preparation, offensive and defensive individual and team fundamentals, training and conditioning, motivational techniques, evaluative processes and administrative procedures. Two lectures and a three hour laboratory.

Upper Division**Physical Education 400. Motor Learning**

A study of selected factors that influence the acquisition and retention of fine and gross motor skills with emphasis on the role of motor and sensory systems. Prerequisite: Psychology 100 or consent of instructor and junior standing.

Physical Education 401. Kinesiology

The study and application of physical structure and muscular movements in various physical education activities. Description and application of certain anatomical concepts and physical laws to joint and muscular action. Prerequisite: Biology 201 or human anatomy and junior standing.

Physical Education 403. Physical Education for the Physically Handicapped

A study of physically handicapped children who require specialized physical education and rehabilitation. Prerequisite: Biology 201 or human anatomy and physiology and junior standing.

Physical Education 404. Physiology of Exercise

A study of human physiological adaptation during exercise. Prerequisite: Biology 201 or human physiology and junior standing.

Physical Education 405. Motor Development

A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence with emphasis on age and sex differences. Prerequisite: Psychology 100 or Biology 201 and junior standing.

Physical Education 452. (formerly Ed. 477) Topics in Physical Education (1-5)

Variable subject matter dealing with selected facets of physical education. May be repeated for different course content.

SCHOOL OF HUMANITIES

Learning opportunities in the School of Humanities, California State College, Bakersfield, have been designed to encourage students to appreciate the relevance of humanistic study to life in the modern world.

The curriculum pattern of the School of Humanities is based on a program of introductory and developmental courses on the lower division level for each of the disciplines in the School of Humanities and a series of upper division courses for each area of study.

Each introductory course is designed to show the applicability of its subject matter to the acquisition of a life form capable of coping both with the diversity and unpredictability of human endeavor, and also with the eternally similar needs and aspirations of man. Stress is accorded the role played by a particular discipline in the civilizing of mankind. Attention is given to the methodology of each area of humanistic study as a way of evaluating its integrity. The significance of the subject matter for the contemporary world will be considered.

The developmental courses are designed to treat their subject matter from a substantive point of view, and also to show how understanding of the material in each course can contribute to an understanding of the problems of our age. They also provide background valuable for more advanced work in a particular area of major and minor concentration.

Upper division work in the various departments of the School, while it may be taken for elective credit by any eligible student, is designed primarily to meet the needs of majors and minors.

Courses used to satisfy General Education requirements may not be used for the major concentration.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a major within the School of Humanities include:

1. A Major of at least seven courses, including the Senior Seminar.
2. An approved Minor of at least three courses in a related department (which may be outside the School of Humanities).
3. Foreign language competence equivalent to third-quarter proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of California State College, Bakersfield.

Mathematics 210 (Computer Programming and Data Processing I) is recommended for all students in the School of Humanities.

Students in the School of Humanities must also meet the *General Education Requirements* of the College.

Requirements for Interdepartmental Speech and Drama Minor

Three courses, two of which must be upper division from English 108, English 109, English 421, English 475 (Drama), Drama 220, Drama 303, Drama 304, Drama 305, Drama 306, Drama 320, Drama 477, and Drama 499, acceptable to the Major department.

Interdepartmental Courses in Humanities

Some courses in the School of Humanities are offered on an interdepartmental basis rather than within a particular discipline. For 1972-73, the following courses are so designated and each may carry credit in one of the indicated departments.

Humanities 374. History of Christian Thought I

Carries credit in History and Religious Studies. See departmental listings for course description.

Humanities 375. History of Christian Thought II

Carries credit in History and Religious Studies. See departmental listings for course description.

Humanities 395. Continental Literature in Translation.

Carries credit in English, French, German or Spanish depending on area being covered in any particular quarter and with the prior approval of the Chairman of the Foreign Language Department. Prerequisite: English 101 or its equivalent or one course from the English 200 series or its equivalent. In order to receive credit in their Major or Minor field, students are expected to do the readings in their target language.

Humanities 470. Aspects of the Relationship Between Art, Literature, and History

Carries credit in English, Fine Arts, and History. See departmental listings for course description.

Humanities 479. Literature and the Other Arts

Carries credit in English and Fine Arts. See departmental listings for course description.

ENGLISH DEPARTMENT

The English curriculum is divided into a remedial group (English 51 and 52), a written composition and speech course which satisfies one-half of the Basic Subjects requirement of the College (English 100), and introduction to the nature of literature (English 101), two lower division and one advanced course in speech (English 108, 109, and 408), an advanced composition course (English 110), a series of developmental courses, and a number of courses established primarily, although not exclusively, for majors and minors. The introduction to the nature of literature course (English 101) is structured to allow the student to experience what literature is, how it functions, and the value relationship of its study to the contemporary world. It is recommended, but not required, that all students complete English 101 before taking any other English literature course. English 101 may also be used to satisfy five hours of the General Education requirement in Humanities.

The developmental courses (English 203 through 205) are designed to allow the student to study literature itself and to experience the relationship of literature to man and his life; to experience the tie between literature and living. These courses may be used to satisfy an additional five hours of the General Education requirement in Humanities; they may be also taken by students majoring or minoring in English. Courses numbered 300 and 400 are courses primarily for majors and minors, but open to all students who have satisfactorily completed at least either English 101, its equivalent, or one course from the 200 series, or its equivalent (except English 108 and 109). Courses from the 400 series may be conducted in an interdisciplinary way with the cooperation and help of other departments. In such cases, they may be cross-listed with such departments.

REQUIREMENTS FOR THE MAJOR

The minimum requirements for an English major are:

- A. Satisfactory completion of English 101 or its equivalent. (May be waived for transfer students and for other students in special cases.)
- B. Seven courses in English from the 300 series or above, including the Senior Seminar, English 490, with departmental consent. (Although the developmental courses in the 200 series are not prerequisites for advanced work in English, it is likely that a student's work in any particular 300 or 400 course would benefit from his having taken the comparable 200 course.)
- C. Satisfactory completion of an acceptable minor.
- D. Three-quarter-equivalent foreign language proficiency. *Note:* This requirement will be waived for any student who has begun his college work prior to the opening of C.S.B.

Students majoring in English must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

REQUIREMENTS FOR THE MINOR

The minimum requirements for an English minor are:

1. Three courses at the 200 level or above, at least two of which must be upper division, acceptable to the Major department.

For the interdepartmental Speech and Drama minor with the Fine Arts Department, see page 108 under heading Speech and Drama minor.

COURSES

NOTE: All courses not otherwise described carry five quarter units of credit.

Lower Division**English 51. Fundamentals of Communication**

A one-term course designed to develop skills in writing, speaking, and discussing. Open by special permission to students whose previous records or placement scores indicate that they will benefit from special work prior to enrolling in English 101. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 52. Developmental Reading

A one-term course open by special permission to students whose previous records or test scores indicate that they will benefit from a course designed to improve their reading speed and comprehension before they undertake courses that involve substantial amounts of required reading. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 100. English Composition and Speech

Study and exercise in the nature of prose to help students develop a mature and functional expository style as well as demonstrated competence in effective communication. Three lectures and two three-hour reading, writing, and speech laboratories. This course satisfies one half of the Basic Subjects portion of the College's General Education requirement.

English 101. Introduction to the Nature of Literature

The development of the critical sense and the study of the relation of the form of literature to the society which produced it. Study of the application of basic research techniques to representative forms of literature—the short story, the drama, and the poem.

English 108. Introduction to Public Speaking

An introduction to practical speech problems with training in the principles concerning the organization of various forms of public address and effective delivery.

English 109. Principles of Group Discussion

Theory and methods of group discussion; practice in organizing and conducting informal and public discussion for the solving of problems; attention to the role of group discussions in the contemporary world.

English 110. Advanced Composition

Experience in advanced expository writing. Prerequisite: English 100 or equivalent. One or more substantial papers each week. This course can satisfy the second half (after English 100) of the Basic Subjects requirement.

English 203. The Development of English Literature: 450-1798

The emergence of the English "people" as reflected in medieval and Renaissance readings: i.e., Beowulf, Sir Gawain and the Green Knight, Chaucer, Spenser, and Milton; the rise of the middle class in the age of "common sense." Readings in Dryden, Pope, Swift, Richardson, Fielding, Johnson, and Burns; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 204. The Development of English Literature: 1798-Present

Revolution to Empire, selected readings in Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 205. Introduction to the Study of American Literature

American literature from colonial times to the present.

English 206. Survey of Black Literature

Literature of and about the Black Man in America.

Upper Division**English 318. History of the Language (Formerly English 350.)**

English phonology, morphology, syntax, spelling, and punctuation. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 320. Survey of English Literature: 450-1500 (Formerly English 307.)

The beginnings of English literature; Beowulf in translation, Sir Gawain and the Green Knight, the rise of English nationalism, Chaucer, Langland. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 330. Survey of English Literature: 1500-1660 (Formerly English 308.)

The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 335. Shakespeare (Formerly English 312.)

Selected readings in the tragedies, comedies, plays and poems. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 340. English Literature of the Restoration and Eighteenth Century: 1660-1798 (Formerly English 309.)

The "neo-classic" age and the age of "sensibility." The rise of the middle class and its novelistic literature. Selected studies in Dryden, Restoration drama, Swift, Pope, Addison and Steele, Johnson, Burns, and Blake. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 350. Romantic English Literature: 1798-1837 (Formerly English 310.)

Prose and Poetry. Studies in Wordsworth, Coleridge, Keats, Shelley, and Byron. New directions in criticism. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 351. Victorian English Literature: 1837-1901 (Formerly English 311.)

Prose and Poetry. Studies in Tennyson, Browning, Arnold, Swinburne, Ruskin, and Newman. Literature, criticism, and the scientific revolution. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 360. Twentieth-Century English and American Literature (Formerly English 315.)

The literature of withdrawal and of engagement. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 380. American Literature to the Civil War (Formerly English 313.)

The Beginnings to the Civil War; Colonial Literature, Franklin, Paine, Emerson, Thoreau, Poe, Longfellow, Melville, Hawthorne, and others. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 381. American Literature from the Civil War to 1900 (Formerly English 314.)

Whitman, Harte, Twain, Crane, Howells, Dickinson, and others. The rise of realism. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

Humanities 395. European Literature in Translation

Selected works of Continental Europe in translation. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 402. Creative Writing

Investigation and discussion of one mode of expression (poetry, fiction, etc.) with individual or group analysis of student work. Prerequisite: consent of instructor.

English 408. Communications Theory and Semantics (Formerly English 421.)

Communication models in relation to natural and formal language systems; contributions of theories of information, semantics, psycholinguistics, and general systems to the study of communication. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 415. Introduction to Linguistics (Formerly English 419.)

Descriptive and historical linguistics; relationship between language and culture. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 416. Studies in Linguistics (Formerly English 420.)

Selected aspects of descriptive and/or historical linguistics. Prerequisite: English 415.

English 475. Genre Studies

Studies in the novel, drama, poetry, criticism. Specific formal study and course content to be determined by instructor each quarter. Prerequisite: Satisfactory completion of at least one course from the 100 or 200 series or its equivalent, except English 108 and 109.

English 477. Studies in Literature and Society

Varying subject matter course in contemporary literature dealing with literary response to a current philosophical or sociological question. Examples of themes to be dealt with are:

- A. Technology
- B. Media
- C. The Affluent Society
- D. Secularization of Society
- E. The American Dream
- F. Communication and Society (fulfills the advanced composition requirement for teaching credential)

Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

Humanities 479. Literature and the other Arts

An interdisciplinary approach to a topic, period, or style that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 490. Senior Seminar

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of English to student's minor field of study. Prerequisite: Senior standing and consent of instructor. Six quarter units of credit.

English 494. Children's Literature (Formerly English 481.)

Analysis of selected works of literature suitable for children with attention to standards of selection and methods of use as teaching materials. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent. Does not count toward the major.

English 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

Graduate Courses**English 515. Theories of Grammar**

An examination of the assumptions and applications of traditional or "school" grammars, descriptive/structural linguistics, and generative-transformational grammars.

English 570. Studies in Literary Criticism

An historical survey of important texts in literary criticism from the Greek to the modern period, with emphasis on the formation and development of major trends in critical theory.

English 600. Literary Theory and Methods of Research

The study of the nature and function of literature, the resources for literary scholarship, and the problems of method in the major areas of literary research.

English 625. Chaucer

Studies in The Canterbury Tales, Troilus and Criseyde, and a selection of Chaucer's shorter poems.

English 635. Seminar in Shakespeare

Intensive study of selected Shakespearian plays.

English 645. Pope and his Group

Studies in the poetry and prose of early Eighteenth-Century England. Pope, Gay, Swift, Addison and Steele.

English 658. Problems in the Nineteenth-Century Novel

Seminar dealing with one or more of the major issues, modes, or structures of the British novel.

English 686. Seminar in Later American Literature

Intensive study of selected writers and literary movements in American literature after the Civil War.

FINE ARTS DEPARTMENT

The Fine Arts Department offers work in Art, Music, Drama, and plans to offer work in Dance and Film.

The interdisciplinary courses, Fine Arts 101, 201, 202, 203, 204, 311, and 401, are integrated offerings dealing with the nature of the Fine Arts, and with the place of artistic expression in society.

In addition to providing the total student body with courses that may be taken for General Education or elective credit, the department has three concentration programs as follows: Fine Arts major; Art minor; and Music minor. It also participates in the offering of an interdepartmental Speech and Drama minor with the English Department (see page 52 under heading Speech and Drama minor).

REQUIREMENTS FOR THE MAJOR

A student majoring in Fine Arts is required to satisfy the following requirements:

- A. Three Fine Arts courses, including 101 (or its equivalent), two courses from the 201-204 series (transfer students who have already achieved studio experience may take 6 quarter hours of Fine Arts 311 outside their area of concentration and either Fine Arts 401, Humanities 479 or Philosophy 304 in lieu of this requirement with the permission of the department).
- B. At least six five quarter unit courses (30 quarter hours) in a field of concentration (either Art or Music) plus appropriate work in applied music and performance for music concentrators.
- C. Completion of an acceptable minor in a related department.
- D. Fine Arts 490, the Senior Seminar.
- E. Three-quarter-equivalent foreign language proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Particular requirements for concentrations in Art and in Music are set forth below under Concentrations in Art and Concentrations in Music.

COURSES

NOTE: All courses not otherwise described carry five quarter units of credit.

Lower Division

Fine Arts 101. Introduction to the Study of Fine Arts

Analytical and comparative study of those considerations which are basic to the various fine arts and of the relations of those arts to society. Three lecture-discussions and two studio-laboratory sessions per week.

Fine Arts 201. The Fine Arts and the World to 1500

Analysis of styles, forms and theories of the Fine Arts from primitive times to the Sixteenth Century. Studio experiences appropriate to the course. Three lecture-discussions and two studio-laboratory sessions per week.

Fine Arts 202. The Fine Arts and the Organization of Society from the Sixteenth Century to the Industrial Revolution

Analysis of styles, forms and theories of the Fine Arts from 1500 through the nineteenth century. Studio experiences appropriate to the course. Three lecture-discussions and two studio-laboratory sessions per week.

Fine Arts 203. The Fine Arts and the Contemporary World; the Impact of Technology

Relationship of the Fine Arts to technological life in the contemporary world; interrelations of style, theory and form. Studio experiences appropriate to the course.

Fine Arts 204. Comparative Study of the Fine Arts in Western and non-Western Societies

Analysis of selected topics to elucidate the role allotted to the Fine Arts in Western and non-Western Societies; relationship of this role to the structure and composition of various artistic productions. Studio experiences appropriate to the course. Three lecture-discussions and two studio-laboratory sessions per week.

Fine Arts 311. Issues in Fine Arts Today

Individual and seminar discussion in the issues, currents, and problems affecting the Arts today. Examples of themes to be dealt with are:

- A. Issues in Art Today
- B. Issues in Drama Today
- C. Issues in Music Today

Students should not register for course when topic being considered is in their area of concentration. Not more than 6 quarter hours may be used to satisfy major requirements in Fine Arts. 3 quarter unit of credit.

Fine Arts 401.

Seminar in the interdisciplinary relationships of the Fine Arts, concentrating on selected periods of man's development. Extensive reading, independent and group research, as well as project presentations in class; lectures and discussion.

Humanities 479. Literature and the Other Arts

An interdisciplinary seminar in a selected topic, period, or style of man's development that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. May be used as credit in English or Fine Arts but not both.

Fine Arts 490. Senior Seminar in Fine Arts

Consideration of the nature of the arts. Integration of materials from other courses. Relation of Fine Arts to student's minor field of study. Prerequisite: Senior majors or consent of instructor. Six quarter units of credit.

Concentration in Art

Requirements for a Fine Arts Major with a Concentration in Art.

- A. Fine Arts 101, or its equivalent.
- B. Two courses from the series Fine Arts 201-204 (transfer students who have already achieved studio experience may take 6 quarter hours of Fine Arts 311 outside their area of concentration and either Humanities 479 or Philosophy 304 in lieu of this requirement with the permission of the department).
- C. Six courses (thirty quarter hours) in Art, including
 1. Two performance courses drawn from courses 300-310 or two art history courses drawn from courses 311-320.
 2. *Either* four Art History courses drawn from 311-320 and 478, *or* four advanced performance classes drawn from courses 350-360 and 477 plus a senior show or thesis.
- D. Completion of an acceptable minor in a related department.
- E. Fine Arts 490, the Senior Seminar.
- F. Three-quarter-equivalent foreign language proficiency. *Note:* This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Requirements for a Minor in Art

Three upper-division five unit courses in Art History or Art Studio with emphasis in either history or studio subject to the approval of the Department.

COURSES

NOTE: All courses not otherwise described carry five quarter units of credit.

Lower Division**Art 220. Basic Two Dimensional Design**

An introduction to the theory, principles and elements of design. The course will provide essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Art 221. Basic Three Dimensional Design

A lecture-laboratory course exploring theory, materials and techniques in three dimensional design. Students will develop proficiency in materials such as clay, wood, metal and plastics. The relationship between spacial concepts and Industrial Design will be examined. Three lecture-discussions and two studio-laboratory sessions per week.

Art 222. Beginning Painting

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student will work with oils, acrylics, latex and synthetic pigments. Three lecture-discussions and two studio-laboratory sessions per week.

Upper Division**Art 303. Drawing**

Introduction to drawing and composition in a variety of media including drawing from the human figure. Two lectures and nine hours of laboratory.

Art 304. Painting

Composition and two and three-dimensional design problems using various media; painting from the human figure. Two lectures and nine hours of laboratory.

Art 305. Sculpture

Principles of sculpture explored in various media. Two lectures and nine hours of laboratory.

Art 306. Ceramics

Introduction to various basic techniques and approaches used in designing, forming, glazing, and firing of ceramic materials; practice on the potter's wheel and various hand-building methods; consideration of problems in design. Two lectures and nine hours of laboratory.

Art 307. Graphics

Printmaking techniques including experiences in relief and intaglio printing. Two lectures and nine hours of laboratory.

Art 310. Ancient Art

A study of the architecture, painting, and sculpture of ancient cultures and civilizations including Egypt, Mesopotamia, Asia Minor, and the Crete Islands.

Art 311. Greece and Rome

A study of architecture, painting and sculpture of ancient Greece and Rome.

Art 312. Early Christian and Byzantine Art

The Arts and architecture of the Early Christian Period in Europe, art and architecture in the Byzantine Empire to the fall of Constantinople.

Art 313. The Art of the Middle Ages in Europe

Architecture, sculpture, painting, and the minor arts, in Europe from the Ninth to Fifteenth Centuries.

Art 314. The Art of the Renaissance

Painting, sculpture, and architecture in Italy and Northern Europe in the Fourteenth, Fifteenth, and Early Sixteenth Centuries.

Art 315. The Arts of the Late Sixteenth Through Eighteenth Century

Late Sixteenth, Seventeenth and Eighteenth Century architecture, sculpture, and painting in Europe.

Art 316. The Art of the Nineteenth Century

Nineteenth Century architecture, sculpture, and painting in Europe.

Art 317. The Art in the Twentieth Century

A study of the major artists and artistic currents in Europe and America in the Twentieth Century.

Art 318. Survey of Art in the United States

Art in the United States from the Seventeenth to the Twentieth Century.

Art 319. The Art of Central and South America and Its Influence in the United States; the Role of the Mexican and the Mexican-American Artist

An introduction to the art styles, forms, and theories of Central and South America and their influence on the United States with attention to the role of the Mexican-American artist in relation to this development.

Art 320. Oriental Art

History of art in India, China, and Japan.

Art 351. Drawing Studio

Studio experience in the problems and concepts in drawing using a variety of media. Prerequisite: Art 303 or its equivalent. May be taken only once for credit.

Art 352. Painting Studio

Problems and concepts in painting, using a variety of media. Prerequisite: Art 307 or its equivalent. May be taken only once for credit.

Art 353. Sculpture Studio

Problems and concepts in sculpture using a variety of media. Prerequisite: Art. 305 or its equivalent. May be taken only once for credit.

Art 354. Ceramic Studio

Problems and concepts in ceramics using a variety of media. Prerequisite: Art 306 or its equivalent. may be taken only once for credit.

Art 404. Senior Show or Thesis

No credit.

Art 477. Special Studies in Art

Opportunity for extensive work with faculty supervision on individual problems. Limited to one five-hour credit course in any one area. The area to be covered in any particular quarter will be designated before the time of registration. Possible fields of study in this regard are:

a. Ceramics	f. Sculpture
b. Drawing	g. Art education
c. Graphic design	h. Art history
d. Life drawing	i. Printmaking
e. Painting	

Fifteen hours of laboratory

Art 478. Special Studies in Art History

The period and subject matter of this course will be designated before the time of registration. The course may be repeated for credit not to exceed 10 quarter hours. Possible areas which may be covered by this course are:

- a. The Art of South and Southwest Asia.
- b. The Art of East and Southeast Asia.
- c. The Art of the North American Indian.

Art 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

CONCENTRATION IN MUSIC

Requirements for Fine Arts Concentration in Music

- A. Fine Arts 101, or its equivalent.
- B. Two courses from the series Fine Arts 201-204 (transfer students who have already achieved studio experience may take 6 quarter hours of Fine Arts 311 outside their area of concentration and either Humanities 479 or Philosophy 304 in lieu of this requirement with the permission of the department).
- C. Seven music courses selected with the approval of the department, including 308, four of which must be upper division courses.
- D. Participation in a performing organization and credit in applied music study for every term of residence after formal registration as a Fine Arts major. Overall proficiency in the student's main medium of performance must be demonstrated by the Senior recital. The applied music requirement may be met through credit by examination under standards established by the Fine Arts Department.
- E. Fine Arts 490, the Senior Seminar.
- F. Completion of an acceptable minor in a related department.
- G. Senior recital.
- H. Three-quarter-equivalent competency in a foreign language. *Note:* This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Requirements for a Minor in Music

Three five-quarter-unit courses in Music acceptable to the Major Department, plus one quarter of applied music and one quarter of work in a performing organization.

COURSES

NOTE: All courses not otherwise described carry five quarter units of credit.

Lower Division**Music 103. Theory I**

Integrated approach to music theory: essentials of rhythm, harmony, melody and form explored through an examination of a wide variety of literature.

Music 104. Theory II

Continuation of Theory I. Prerequisite: Theory I or departmental consent.

Music 105. Theory III

Continuation of Theory II. Prerequisite: Theory II or departmental consent.

Music 201. Group Performance

Participation in one performing group (vocal or instrumental). One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Music 203. Individual Instruction

Individual instruction in voice, piano, organ, harp, and the instruments of the band. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors must be obtained from the department for each registration. Music concentrators will follow program approved by their advisor and will be required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit.

Upper Division**Music 305. Theory IV**

Three- and four-part counterpoint and contemporary harmonic practice. Prerequisite: Theory III or departmental consent.

Music 306. Orchestration

Scoring for string, woodwind, brass and percussion instruments. Prerequisite: Theory IV or departmental consent.

Music 307. Conducting

Experience in basic instrumental and choral conducting technique. Prerequisite: Theory IV or departmental consent.

Music 308. Form and Analysis

Individual and class analysis of selected compositions of various periods of style; experience in developing individual works. Prerequisite: Theory IV or departmental consent.

Music 309. Opera

Survey of opera. Analysis and development of opera from Monteverdi to contemporary; three lectures and two studio labs.

Music 320. Music and the Theatre

History and development of music for the stage from 1600 to the present; its conventions and styles. Analysis of representative masterworks.

Music 321. Keyboard Literature

Development of keyboard literature from Baroque to contemporary. Three lectures and two studio labs.

Music 325. Afro-American Music

Development of Black music from its beginnings to the present.

Music 401. Group Performance

Participation in one performing group (vocal or instrumental). One quarter unit of credit per term (not to exceed a total of six). Participation in at least one organization is required of all majors every term. Offered only on a credit, no-credit basis.

Music 403. Individual Instruction

Individual instruction in voice, piano, organ, harp, and the instruments of the band. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors must be obtained from the department for each registration. Music concentrators will follow program approved by their advisor and will be required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit.

Music 404. Senior Recital

Exhibition of proficiency in major medium of performance. No credit. Music majors must pass a qualifying examination at the end of their first quarter, senior year, in order to present a Senior Recital.

Music 452. Polyphonic Period Through the Renaissance

An in-depth historical and analytical study of music from Ars Nova through the Renaissance (Ca. 800–1600). Prerequisite: Music 105 or permission of the Department.

Music 453. Baroque and Classical

An in-depth historical and analytical study of music from the Baroque and Classical periods (Ca. 1600–1830). Prerequisite: Music 105 or permission of the Department.

Music 454. The Romantic Period and Impressionism

An in-depth historical and analytical study of music of the Romantic and impressionistic periods (Ca. 1830–1910). Prerequisite: Music 105 or permission of the Department.

Music 455. Music of the Early 20th Century

An in-depth historical and analytical study of early 20th Century music, including neoclassicism and expressionism. Prerequisite: Music 105 or permission of the Department.

Music 456. Music Since 1945

Individual and class analysis and performance of music and the relationship among composer, performer and audience, since the Second World War. Prerequisite: Permission of the Department.

Music 477. Special Studies

Individual research and group investigation of selected topics, such as keyboard musicianship, seminars in composition and projects in musicology, the development of music for the solo voice after 1600, the symphony and symphonic poems from their inception to the present. Topics to be covered each quarter will be communicated to interested students before registration, limited to one five-hour credit course in any one area.

Music 499. Individual Study (1–5)

Admission with consent of Department Chairman and Dean of Humanities.

Drama Courses

NOTE: All courses not otherwise described carry five quarter units of credit. For the interdepartmental Speech and Drama minor with the English Department, see page 108 under heading Speech and Drama minor.

Drama 201. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Open to all students. Assignments according to needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Drama 220. Acting

Basic techniques of stage movement and line reading. Training of imagination and characterization through improvisations, pantomimes, and scenes. Fundamentals of stage make-up. Lecture and discussion.

Upper Division**Drama 303. Ritual, Mime and Folk Theatre**

A study of the development of theatre from its origins in myth and ritual and the survival of mythic elements in popular, religious and folk theatre. The course will deal with such forms as pre-classical fertility rites, dithyrambs, mimes, commedia dell'arte, mystery plays, vaudeville and burlesque. Lecture and discussion.

Drama 304. Classical Theatre

History of the western theatre from Aeschylus to the Italian Renaissance. A study of the plays, stages and production styles of the period. Prerequisite: Drama 303. Lecture and discussion.

Drama 305. Theatre from the Renaissance to the Romantic Period

History of the western theatre from the Tudor drama and the Spanish Golden Age to the end of the Romantic period. A study of the plays, stages, and production styles of the period. Prerequisite: Drama 303. Lecture and discussion.

Drama 306. The Modern Theatre

History of western theatre from the beginnings of realism in the eighteenth century to the present. A study of the plays, stages, and production styles of the period. Prerequisite: Drama 303. Lecture and discussion.

Drama 320. Advanced Acting

Training in special styles and methods of acting including Shakespearian, Restoration, and Stanislavskian techniques. Application of character make-up. Special training, such as fencing, dance, or dialect, according to the individual needs of each student. Prerequisite: Drama 220. Lecture and discussion.

Drama 330. Costuming (3)

Analysis of the effect of costume on character and on the total design of a play. History of fashion. Lecture and discussion. 3 units of credit.

Drama 331. Stage Lighting

Methods of distribution and control of light through instruments and dimmers. Lecture and laboratory. 3 units of credit.

Drama 401. Rehearsal and Performance

(See Drama 201)

Drama 410. Scene Design

An analysis of the total visual aspect of theatre with work in the design of scenery, lighting, and costuming of a play. Prerequisites: Drama 330 and 331. Lecture and discussion.

Drama 420. Directing

The methods of directing a play including casting, blocking, dramatic rhythm and the teaching of acting. Aesthetic considerations and practical exigencies of actuating a given script to a given stage. Prerequisites: Drama 320 and 3 credits (or the equivalent) of Drama 201 and 401. Lecture and laboratory.

Drama 450. Playwriting

Students will write one full-length play suitable for production. Prerequisite: 3 credits (or the equivalent) of Drama 201 and 401.

Drama 477. Special Studies

Individual research and group investigation of selected topics. Topics to be covered each quarter will be communicated to interested students before registration. Limited to one five-hour credit course in any one area. Possible fields of study include:

a. Theatre Management	d. Filmmaking
b. Children's Theatre	e. Stage Managing
c. Dramatic Criticism	f. Fencing and Dance

Drama 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

FOREIGN LANGUAGES DEPARTMENT

The Department of Foreign Languages offers programs in French, German, and Spanish. In Spanish, both a Major and a Minor are available. A major in French will be available to those graduating in June 1975. Also available are Minors in French and German.

CONCENTRATION REQUIREMENTS

Spanish Major Requirements

- A. Seven courses from the 300 and 400 series, including Spanish 400 and 401, in addition to the Senior Seminar (Spanish 490).
- B. Completion of an acceptable minor in a related department.

Students majoring in Spanish must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

French Minor Requirements

Three upper division courses in French, acceptable to the Major department.

German Minor Requirements

Three upper division courses in German, acceptable to the Major department.

Spanish Minor Requirements

Three upper division courses in Spanish, acceptable to the Major department.

FRENCH COURSES

NOTE: Each course not described otherwise carries five quarter units of credit.

Lower Division

French 101. Introductory French (I)

An introduction to the fundamentals of French grammar. Oral drills, reading, written exercises. One hour of laboratory with the instructor, per week; one hour independently. Students with only one year of high school French should enroll in this course.

French 102. Introductory French (II)

A continuation of French 101. Oral drills, reading of selected texts, written exercises. Prerequisite: French 101, or two years of high school French or the equivalent.

French 103. Introductory French (III)

A review of fundamentals. Reading of selected texts, translation and conversation. Prerequisite: French 102, or three years of high school French, or the equivalent.

French 201. Intermediate French Grammar (I)

Composition and conversation. An intensive review of French grammar with extensive practice in translation, oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: French 103, or four years of high school French, or the equivalent.

French 202. Intermediate French (II)

A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

Upper Division**French 301. Introduction to French Literature (I)**

An overview of French literature from the Middle Ages to 1800.

French 302. Introduction to French Literature (II)

An overview of French literature from 1800 to the present.

French 312. French Phonetics

An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages.

French 409. Advanced French Syntax

A course in written and verbal stylistics.

French 410. Introduction to French Linguistics

An introduction to conventional and theoretical linguistics.

French 419. French Culture and Civilization

The development of French culture and civilization from its beginning to the present day. To receive credit toward the Major, assignments and presentations must be in French.

GERMAN COURSES

NOTE: Each course not described otherwise carries five quarter units of credit.

Lower Division**German 101. Introductory German (I)**

An introduction to the fundamentals of German grammar. Oral drills, reading, written exercises. Students with only one year of high school German should enroll in this course.

German 102. Introductory German (II)

A continuation of German 101. Oral drills, reading of selected texts, written exercises. Prerequisite: German 101, or two years of high school German or the equivalent.

German 103. Introductory German (III)

A review of fundamentals. Reading of selected texts, translation and conversation. Prerequisite: German 102, or three years of high school German, or the equivalent.

German 110. Scientific Reading

Readings taken from the fields of biology, chemistry, geology, health science, mathematics, physics, etc. Prerequisite: German 102 or three years of high school German or the equivalent.

German 201. Intermediate German Grammar (I)

Composition and conversation. An intensive review of German grammar with extensive practice in translation, oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: German 103, or four years of high school German, or the equivalent.

German 202. Intermediate German (II)

A continuation of German 201, designed especially to prepare students for upper division work in language and literature.

Upper Division**German 301. Introduction to German Literature (I)**

An overview of German literature from the Middle Ages to 1800.

German 302. Introduction to German Literature (II)

An overview of German literature from 1800 to the present.

German 312. German Phonetics

An analysis of the German sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the German and English languages.

German 409. Advanced German Syntax

A detailed study of German syntax, stressing the experimental descriptive approach.

German 410. Introduction to German Linguistics

The historical development of German.

SPANISH COURSES

NOTE: Each course not described otherwise carries five quarter units of credit.

Lower Division**Spanish 101. Introductory Spanish (I)**

Fundamentals of Spanish grammar. Oral drills, reading, written exercises. Students with only one year of high school Spanish should enroll in this course.

Spanish 102. Introductory Spanish (II)

A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent.

Spanish 103. Introductory Spanish (III)

A review of fundamentals. Reading of selected texts, translation and conversation. Prerequisite: Spanish 102, or three years of high school Spanish, or the equivalent.

Spanish 110. Spanish for the Spanish Speaking

The Spanish of the Southwest in all its aspects.

Spanish 201. Intermediate Spanish Grammar (I)

Composition and conversation. An intensive review of Spanish grammar with extensive practice in translation, oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: Spanish 103, or four years of high school Spanish, or the equivalent.

Spanish 202. Intermediate Spanish (II)

A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature.

Spanish 203. Conversational Spanish

A course designed to develop fluency in communication and mastery of the spoken language. Conversations in small groups and discussion of a wide range of topics from contemporary issues and true life situations, to literature and culture.

Spanish 299. The Mexican-American and Education Today

A study of the Mexican-American's attempt to succeed in post-secondary education today and the influence exercised by the Mexican-American himself on this process. Emphasis on communication, career planning, special programs, and the quest for identity. Three quarter units of credit.

Upper Division**Spanish 301. Introduction to Spanish Literature I**

An overview of Spanish literature from the *Cantar de Mio Cid* to 1700. Prerequisite: Spanish 202 or the equivalent.

Spanish 302. Introduction to Spanish Literature II

An overview of Spanish literature from Feijoo and the ideological renewal (18th century) to the present.

Spanish 303. Introduction to Hispanic American Literature

An overview of Hispanic American literature from Colón to the struggle for independence.

Spanish 311. Advanced Spanish Grammar

An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, achievement of fluency in the written language.

Spanish 312. Spanish Phonetics

An analysis of the Spanish sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and Spanish languages.

Spanish 400. History of the Spanish Language

An introduction to Spanish philology; the development of Spanish from Vulgar Latin.

Spanish 401. Cervantes I

The novel of Cervantes. Textual reading and examination of *Don Quijote*, with an introduction to Cervantes' other works.

Spanish 402. Cervantes II**Spanish 403. Spanish Literature of the Golden Age: Theatre**

The pre-lopistas, Lope, Tirso, Alarcón, Calderón, and contemporaries.

Spanish 404. Spanish Literature of the Golden Age: Poetry

Garcilaso, the mystics (San Juan, Santa Teresa), Lope, Góngora, Quevedo, and contemporaries.

Spanish 405. Spanish Literature of the Golden Age: Prose

Selected prose writers, except Cervantes: Quevedo, Alemán, Gracián, and others.

Spanish 406. Prose Genre of the 19th Century

Reading of representative authors: Palacio Valdés, Alarcón, Valera, Pereda, Pardo Bazán, Alas, Galdós.

Spanish 407. Literary Currents of the 19th Century

Costumbrismo, Romanticismo, Realismo, Naturalismo, and Modernismo.

Spanish 408. The Generation of '98

A study of the representative works of Azorín, Baroja, Unamuno, Valle-Inclán, Machado, Benavente, and others.

Spanish 409. Advanced Spanish Syntax

A course in written and verbal stylistics.

Spanish 410. Introduction to Spanish Linguistics

An introduction to conventional and theoretical linguistics.

Spanish 411. Spanish Novels of the 20th Century

The representative authors of the contemporary period in Spain.

Spanish 412. Spanish Theatre and Poetry of the 20th Century

The works of representative authors of the contemporary period in Spain.

Spanish 415. The Hispanic-American Novel

The works of Blest Gana, Isaacs, Altamirano, Barrios, Galves, Azuela, Gallegos, Rivera.

Spanish 416. Contemporary Hispanic-American Poetry

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Ibarbourou, Neruda and the New Generation.

Spanish 417. Modernismo

From the pre-modernistas (Martí, Gutiérrez, Nájera, Silva, del Casal) to Rubén Darío and others.

Spanish 418. The Contemporary Hispanic-American Novel

The works and techniques of Rulfo, Fuentes, Cortázar, Vargas Llosa, and García Marquez.

Spanish 419. Hispanic-American Culture and Civilization

The development of Hispanic American culture and civilization from its beginning to the present day. To receive credit towards the major, assignments and presentations must be in Spanish.

Spanish 420. Barrio Spanish

An in-depth view of the linguistic, cultural, and psychological facets of Ghetto Spanish.

Spanish 490. Senior Seminar in Spanish

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of Spanish to student's minor field of study. Prerequisite: Senior standing and consent of instructor. Six quarter units of credit.

Spanish 495. Workshop in Mexican-American Literature

Analysis, discussion and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States. Does not count toward the major.

Spanish 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

SPECIAL COURSES**Foreign Language 280. Independent Study (1 to 5 quarter units)**

Designed to meet the needs of students wishing to do work in Classical and other languages not formally offered by CSCB. Study under guidance of a professor. May be taken at successive levels until proficiency is attained.

Humanities 395. European Literature in Translation

Selected works of Continental Europe in translation. Prerequisite: English 101 or its equivalent or one course from the English 200 series or its equivalent. In order to receive credit in their Major or Minor field, students are expected to do the readings in their target language.

HISTORY DEPARTMENT

The curriculum in History consists of courses divided into four interlocking but distinct parts. History 101 is designed to allow the student to experience what history is, how it works, and its value relationship to the contemporary world.

History courses 200-299 are developmental courses designed for history majors, for students who wish to satisfy another five hours of their general education requirements in history, and for students interested in the subject matter for other reasons. History courses numbered 300-399 are courses primarily for students with at least junior standing but open to sophomore students with permission of the instructor. Courses numbered 400-499 are courses on the junior and senior level, not open to sophomores, which may give graduate credit for graduate students. They may be conducted in an interdisciplinary way with the cooperation and help of the appropriate department. History 498 and 499 may be taken only with the consent of the Department Chairman and the Dean of Humanities. History 490, the Senior Seminar, may be taken only by senior majors.

Students planning to major or minor in history are urged to pursue their study of a foreign language beyond the school-wide requirement of three terms or the equivalent.

Successful completion of either History 231 or History 355 will count toward the satisfaction of both American History and United States Constitution as required by the State of California American Institutions requirement as outlined on page 42 of this catalog. Courses which satisfy the American History requirement only are History 232, 356, 357, 358, 365, 445, 446, 465 and 466. Courses which satisfy both the American History and the California State and Local Government requirement are History 370 and 371.

CONCENTRATION REQUIREMENTS

History Major Requirements

The minimum requirements for a History major are:

- A. Satisfactory completion of two lower division courses.
- B. Seven upper division courses including the Senior Seminar, History 490.
- C. Satisfactory completion of an acceptable minor
- D. Three-quarter equivalent foreign language proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Students majoring in history must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for Major."

History Minor Requirements

The minimum requirements for a History minor are:

Three History courses, two of which must be upper division.

Courses

NOTE: Each course not otherwise described carries five quarter units of credit.

Lower Division

History 101. Cases Studies in the Historical Method

This course is designed to accomplish three related objectives: to study ways in which historians come to their conclusions and present them; to investigate the claim that History is capable of providing an accurate evaluation of the past; and to show how such work can affect the views of reality held by individuals, groups, nations and civilizations.

As the means of accomplishing these objectives, each section of the course will utilize a selected topic or time period as a case study. The relationship of History to the problems of the contemporary world will be taken fully into account.

History 202. European History Through the Middle Ages

An analytical survey of the ancient Mediterranean world and the development of Europe out of the remnants of the Roman Empire through the Fifteenth Century.

History 203. European History from the Fifteenth Century Through the Napoleonic Era

Renaissance ideas and political events; causes and results of the Protestant Reformation; French domination of Europe from Louis XIV through the Napoleonic Era.

History 204. Europe Since 1815

Political, social, cultural, economic, and ideological developments in Continental Europe from the Congress of Vienna to the present.

History 211 (formerly 208). Survey of Latin American History

Economic, political, religious and social developments in Spanish America and Brazil from 1492 to the present.

History 221 (formerly 221). East Asian Survey I

An introduction to the pre-modern cultures of East Asia: an analysis of the political, social, religious, and philosophical development of Japan, Korea, and Annam in terms of each nation's historical and cultural dependence upon Chinese civilization.

History 222 (formerly 221). East Asian Survey II

An introduction to post 1800 China, Japan, Korea, and Vietnam in terms of each nation's confrontation with and response to the forces of imperialism, nationalism, and revolution.

History 231 (formerly 205) Survey of American History to 1865

The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic, the Civil War.

History 232 (formerly 206). Survey of American History since 1865

Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

Upper Division**History 301. Greece**

Developments in Greek Civilization from early times to the reign of Justinian.

History 302. Rome

The rise, decline and fall of Roman power from the Italian Expansion to the Successor States.

History 303. Medieval Europe, 500-1100

European social, economic and political developments from the fall of Rome to the 12th century.

History 304. Medieval Europe, 1100 to Renaissance

European social, economic and political developments during the High Middle Ages.

History 305. (formerly 315). The Renaissance

Major figures and movements of the Renaissance.

History 306 (formerly 316). The Reformation

Principal trends and figures in the Reformation and the Counter Reformation.

History 307 (formerly 317). The Enlightenment, 17th and 18th Centuries

The Age of Science and Reason.

History 308 (formerly 320). Europe 1815-1914

Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

History 309 (formerly 321). Europe Since 1914

The European nations in two world wars, use and character of totalitarian movements, social and economic developments, new intellectual currents, revolt of Asia and Africa against European dominance.

History 310. Modern France

Political, social and cultural development of France from the Revolutionary Era to the present.

History 311. Modern Germany

History of Germany in the 19th and 20th Centuries.

History 312. The Hapsburg Empire

The political, social and economic history of the Hapsburg Empire in modern times.

History 313. Modern Italy

A survey of modern Italian history since 1815.

History 315 (formerly 306). England, 1485-1783

Political, economic, social and constitutional development of the British Isles from Tudor era to the end of the American Revolution.

History 316 (formerly 307). England, 1783 to the Present

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

History 320 (formerly 313). Medieval Russia

From earliest times to the accession of the Romanovs.

History 321 (formerly 312). Tsarist Russia

From the accession of the Romanovs to the Revolution.

History 322 (formerly 313). Soviet Russia

Domestic affairs and international relation, 1917 to the present.

History 325 (formerly 329). Traditional China

Chinese civilization and history through the 18th century with emphasis given to China's philosophical and religious traditions and the attendant social, political, and economic institutions.

History 326 (formerly 329). Modern China

An historical analysis of 19th and 20th century social, intellectual, and political trends in China which will focus on the internal and external forces which produced the present political system as an historical product of China.

History 330 (formerly 330). Traditional Japan

Analysis of the political, intellectual and institutional history of Japan prior to the coming of the West.

History 331 (formerly 330). Modern Japan

Evaluation of the political, social, intellectual, and institutional history of Japan from the time of the coming of Commodore Perry to the present.

History 335 (formerly 326). South Asia before the Moguls

History of the Indian sub-continent and Ceylon to the beginning of the Mogul Empire.

History 336 (formerly 327). Southwest Asia from the Expansion of Islam to Modern Times

Genesis and use of the Islamic Civilization, the Ottoman Empire, Western influences, the use of independent Arab states, formation of Israel, and political-international developments in the Middle East since World War II.

History 341. Colonial Latin American History to 1830

The historical evolution of Latin America from the coming of the Spaniards and Portuguese to the Colonial period and Wars of Independence.

History 342. Modern Latin America since 1830

The historical evolution of Latin America in the 19th and 20th centuries.

History 345. History of Colonial Mexico

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial period to the War of Independence.

History 346. History of Modern Mexico

The political, economic, social, and cultural development of the peoples of Mexico in the 19th and 20th centuries.

History 351. Colonial America, 1600-1750

Beginnings of English colonization, Puritanism and the southern slave system. Political, social and economic development of the colonies to 1750.

History 352. Revolutionary America, 1750-1789

Mercantilism and imperial politics. Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

History 355. Early National Period, 1789-1828

Origins of political parties and a national political life. Economic, social and foreign policy problems in the first four decades of the new Republic.

History 356. Era of Sectional Conflict, 1828-1877

The age of Jackson; Manifest Destiny; the Old South; the Civil War; Reconstruction.

History 357. Emergence of Industrial America, 1877-1920

Development of a complex modern society and the resultant domestic and international tensions.

History 358. Urban America, 1920 to Present

American society during depression, prosperity, and world responsibility.

History 365 (formerly 382). The Mexican-American in United States History

The experience and heritage of the Mexican-American in the United States.

History 370 (formerly 393). Early California

Discovery, exploration, and early settlement of Alta California; the Spanish, Mexican periods; American period to the end of the Gilded Age; customs, habits, ideals.

History 371 (formerly 394). Modern California

Social, cultural, economic, and political development of California from 1900 to the present.

History 373 (formerly 395). Kern County History

Study of Kern County History for its own sake and as a microcosm of Western United States history. Field work.

Humanities 374. History of Christian Thought I

See listing under Department of Philosophy and Religious Studies for course description and prerequisites

Humanities 375. History of Christian Thought II

See listing under Department of Philosophy and Religious Studies for course description and prerequisites

History 400 (formerly 401). Proseminar in Ancient History

Selected topics in the History of Greece or Rome. May be repeated more than once, if subject matter different in each case.

History 402. Proseminar in the History of Europe During the Renaissance and Reformation

Economic, political, religious and cultural change in Europe from about 1300 to 1648.

History 403. Proseminar in Modern European History

Readings and research in selected aspects of the economic, social and cultural history of modern Europe.

History 410 (formerly 416). Proseminar in Chinese History

Analysis of the major works on 19th and 20th century China in terms of the evolution of China from a dynasty under the Ch'ing Emperor to a Peoples Republic under the Communist Party and Mao Tse-tung.

History 411 (formerly 416). Proseminar in Japanese History

Examination of the major documents and writings concerned with Japan's emergence as a modern state. Emphasis to be placed on a critical evaluation of the ideological, social, and political forms from which the Japanese were able to produce a modern state.

History 421. Proseminar in Latin American History

Selected topics in the Colonial and Modern periods of Latin American history. May be taken more than once if subject matter different in each case.

History 424. Proseminar in Colonial America

An inquiry into Major Trends to the Revolutionary War period.

History 427. Proseminar in United States History

Selected topics in American history. May be taken more than once if subject matter different in each case.

History 430 (formerly 331). Overseas Expansion of Europe to 1815

The development of European World hegemony from the Renaissance to the end of the Napoleonic Era.

History 431 (formerly 332). Imperialism

The theories, movements, and structures used by the European powers in their relations with non-European peoples from 1815 to about 1960 and reactions to these situations.

History 435. Medieval Culture

The nature, significance and contributions of the culture of the Medieval period to the development of European civilization.

History 438. Modern European Intellectual and Cultural History

The main currents of European thought from the 17th century to the present, and their relation to and impact upon European society.

History 440 (formerly 371). United States Diplomatic History to 1901

Examination of changes in U.S. world role from independence to the Spanish American War.

History 441 (formerly 372). United States Diplomatic History, 1901 to Present

Growth of America's position from isolation to world authority.

History 445 (formerly 391). Westward Movement to 1848

Problems of American migration westward; the challenge of free land; effects of frontier environment upon the culture of the West.

History 446 (formerly 392). Westward Movement since 1848

Role of the West in United States development; patterns of settlement; problems of physical and social mobility; economic growth.

History 450 (formerly 385). Economic History of the United States

The history of the economic development of the United States and its impact on social and political institutions.

History 453. History of the American City

The evolution of urban communities in the United States from colonial times to the present.

History 455 (formerly 363). American Social and Cultural History, 1607-1877

American social and cultural development in agrarian America.

History 456 (formerly 363). American Social and Cultural History, 1877 to Present

Social tensions and cultural changes in Industrial America; end of American adolescence; problems of social and cultural maturity.

History 460 (formerly 361). American Intellectual History to 1800

Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.

History 461 (formerly 362). Intellectual History of the United States, 1800-1920

Development of an American intellectual tradition; leading values and ideas in a predominantly rural and agrarian society; impact of Romanticism, early industrialization, Darwinism, Pragmatism, and Progressivism.

History 462. Intellectual History of the United States since 1920

The modern American mind in a technological age; intellectual impact of urbanization, mobility, race, war, consumer society; problems of ideology.

History 465 (formerly 381). History of Black America, to 1865

The history of black Americans during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War and emancipation.

History 466 (formerly 381). History of Black America, since 1865

The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.

Humanities 470 (formerly History 452). Aspects of the Relationship Between Art, Literature, and History

Seminar in the values and limitations in the presentation of history as a story.

History 471 (formerly 453). Aspects of the Relationship Between History and Behavioral Sciences

Seminar in use of the quantitative method in History; the role of statistics and computers in the gathering and interpretation of historical data, interrelationship of History with the Behavioral Sciences.

Intds 472 (formerly 455). Seminar in Selected Areas in the History of Scientific Thought.

Seminar in selected areas in the aspects of scientific thought.

History 477. Special Topics

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. Limited to one five hour credit course for any area or topic.

History 490. Senior Seminar

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of History to student's minor field of study. Prerequisite: Senior standing and consent of instructor. Six quarter units of credit.

History 499. Individual Reading (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

Graduate Courses**History 501. Historiography**

The development of History as a distinct discipline, and the themes and approaches used by historians.

History 525. Seminar in European History

Reading and research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 535. Seminar in Asian History

Reading and research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 545. Seminar in Latin American History

Reading and research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 555. Seminar in American History

Reading and research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 595. Reading Seminar

PHILOSOPHY AND RELIGIOUS STUDIES DEPARTMENT

During its first years, the Department will offer a substantial program in Philosophy leading toward either a Major or a Minor, and a limited program in Religious Studies that can be used to constitute a Minor. Various courses offered under the auspices of the Department can also be taken either toward fulfillment of General Education requirements or as electives.

PHILOSOPHY CONCENTRATION REQUIREMENTS

Philosophy Major Requirements

A. Nine courses in the Department, including:

1. Lower division courses:

Philosophy 101. Introduction to Philosophy

Philosophy 102. Logic

Philosophy 201. Ethics

2. Upper division courses:

Philosophy 302 or 303 (History of Philosophy) plus one course from Group A and one course from Group B.

Group A

Philosophy 306 Intermediate Modern Logic

Philosophy 307 Theories of Knowledge

Philosophy 309 Philosophy of Language

Group B

Philosophy 304. Aesthetics

Philosophy 305. Philosophy of Religion

Philosophy 333. Political Philosophy

3. Two additional electives, which may be in Religious Studies, plus the Senior Seminar (Philosophy 499).

B. An acceptable Minor in a related department (Religious Studies may not be used as a Minor by Philosophy majors)

C. Foreign language: Third-term equivalent competency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Students majoring in Philosophy must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

Philosophy Minor Requirements

Four courses: including Philosophy 101, 102 and two upper division, acceptable to the Major department.

PHILOSOPHY COURSES

NOTE: Each course not otherwise described carries five quarter units of credit.

Lower Division

Philosophy 101. Introduction to Philosophy

What philosophy is and does, as disclosed by examining selections from classical, modern, and contemporary philosophers. Typical problems within major areas are studied: epistemology, metaphysics, etc. The effort is made, via a combined historical-topical approach, to show how philosophy is related to man's perennial problems and to the student's total curriculum.

Philosophy 102. Logic

The fundamentals of valid reasoning, both in philosophy and in discourse generally. Part One examines meaning, sign and symbol, validity vis-a-vis truth, and definition. Part Two studies deductive reasoning. Part Three presents induction and scientific method. This course satisfies one half of the Basic Subjects portion of the College's General Education requirement.

Philosophy 201. Ethics

A study of the nature of ethics and of ethical deliberation, and of the main types of ethical theory man has employed, both classical and contemporary. Stress is placed on the use of ethical action-guides in the process of ethical reasoning on individual and collective ethical issues.

Upper Division

NOTE: Philosophy 101 or its equivalent is ordinarily a prerequisite for all upper division courses, but this requirement may be waived upon consultation with the instructor of the course.

Philosophy 302. History of Philosophy I

A study of the development of Western philosophy from its Greek origins to the end of the Middle Ages. The course concentrates on Plato, his predecessors and successors. Prerequisite: Philosophy 101.

Philosophy 303. History of Philosophy II

A study of philosophical movements from the Renaissance to the end of the nineteenth century. The course concentrates on Kant, on the empiricism and rationalism which preceded Kant and on the main post-Kantian developments. Prerequisite: Philosophy 101.

Philosophy 304. Aesthetics

An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art. The course seeks to show the meaningful relations between philosophy of the arts and such parallel fields as painting-sculpture, psychology and sociology, speech, drama and literary criticism. Lectures and discussions.

Philosophy-Religious Studies 305. Philosophy of Religion

A study of both classical and contemporary problems of religion: the nature of religion, and of religious experience, God and contemporary views of the arguments for God's existence; faith vis-a-vis knowledge; the problem of evil in theism; the possibility of personal survival. Identical with Religious Studies 305.

Philosophy 306. Advanced Logic

Propositional calculus, lower functional calculus, logic of classes, functional calculus with identity and descriptions, axiomatic development of logic, theory of logical types, and philosophical concepts and problems related to logic. Prerequisite: Philosophy 102.

Philosophy 307. Theories of Knowledge

A study of the origins, nature and tests of knowledge as these have been expressed in classical and contemporary epistemologies. Problems of "knower" and "known" will be discussed in such a way as to relate specifically to the areas of the natural and social sciences, to aesthetics and religion. Prerequisite: Philosophy 102.

Philosophy 308. Contemporary Ethical Theory

Meta-ethical theories, concerned with the meaning and justification of ethical terminology; analyses of the concept of good, of obligation, of moral responsibility, and of praise or blame.

Philosophy 309. Linguistic Analysis

The "revolution in philosophy" studied in the writings of leaders such as Austin, Wittgenstein, Ryle, Ayer, Quine in order to understand both the new methods of analysis and their application to the central problems of philosophy. Prerequisite: Philosophy 102.

Philosophy 310. Existentialism and Phenomenology

The various types of existentialist philosophies are examined in the writings of nineteenth century existentialists such as Kierkegaard, and Nietzsche, and present-day exponents, Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 331. Philosophy of Science I

A study of the central issues in the methodology of the natural sciences with focus on the nature of scientific explanation, the discovery and validation of scientific hypotheses, the structure and function of laws and theories, and the principles governing concept formation. Emphasis on the Natural Sciences. Prerequisite: Philosophy 102. Some background in mathematics or the natural sciences is also recommended.

Philosophy 332. Philosophy of Science II

A continuation of Philosophy of Natural Science I. Emphasis on the Social Sciences. Prerequisite: Philosophy 102. Some background in mathematics, sociology and/or psychology is recommended. Philosophy 331 is not a prerequisite.

Intds. 333. Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of "right", "equality", "justice", "obligation", "utility". Prerequisite: Philosophy 201 or one advanced course in political science. (Formerly Philosophy 333.)

Philosophy 334. American Philosophy

An historical analysis of the development of philosophy in the United States from Edwards to the present. Lectures and discussion concentrate on certain major philosophers.

Philosophy 450. Metaphysics

A critical examination of certain classical attempts at creating world-views as represented in idealism, realism, and naturalism, etc., followed by a study of contemporary methods and problems in metaphysical thinking. Prerequisite: Philosophy 101 and Philosophy 302.

Philosophy 477. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. Limited to one five hour credit course in any one area.

Philosophy 490. Senior Seminar

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of History to student's minor field of study. Prerequisite: Senior major. Six quarter units of credit.

Philosophy 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chairman and Dean of Humanities.

RELIGIOUS STUDIES

The program in Religious Studies is designed to meet the interests of students who live in a pluralistic society and wish to study the role played by religion in the lives and cultures of men. As the program develops, it will include courses of three general types: those which explore the expression of religious concerns in literature and culture; those which examine the history and literature of particular religions, e.g. Judaism, Christianity, Buddhism, Islam; those which center on the psychological, sociological, historical, and related aspects of religious experience. The aim is to be not merely relevant, but substantial. Hence, the

same analytical and critical capacities of philosophical study will be applied to the study of man's religions.

Religious Studies Minor Requirements

Four courses, Religious Studies 101, 220, 221, plus one upper division.

RELIGIOUS STUDIES COURSES

NOTE: Each course not otherwise described carries five quarter units of credit.

Lower Division

Religious Studies 101. Introduction to Religion

An objective study of the nature and function of religion; its distinctive features and possible definition; ways of knowing in religion, and some of its basic themes, e.g., God, man, worship and prayer. Briefly examined are some of the psychological, sociological, political, and cultural ramifications of religions.

Religious Studies 220. Living World Religions I. Western

A study of the history and literature of three Western religions, Judaism, Islam, and Christianity. The scriptures of each religion are examined, and an analysis is conducted of their main beliefs, moral stance, and the cultural patterns they have created.

Religious Studies 221. Living World Religions II. Eastern

A comparative study of Hinduism, Buddhism, and Taoism, to understand their central beliefs, and the ways of life which they have generated.

Upper Division

NOTE: Religious Studies 101 is ordinarily a prerequisite for all Upper Division courses, but this may be waived upon consultation with the instructor of the course.

Religious Studies 301. Old Testament

The history, literature, and religion of ancient Israel and early Judaism. Attention will be given to the priestly and prophetic movements from the exodus to the exile. The rise of apocalyptic and wisdom literature in the post-exilic period will also be discussed.

Religious Studies 302. New Testament

The history, literature, and religion of early Christianity considered against the background of the Greco-Roman world and culture. The gospels and epistles of the New Testament will be analyzed and discussed.

Philosophy—Religious Studies 305. Philosophy of Religion

A study of both classical and contemporary problems of religion: the nature of religion, and of religious experience, God and contemporary views of the arguments for God's existence; faith vis-a-vis knowledge; the problem of evil in theism; the possibility of personal survival. Identical with Philosophy 305.

Religious Studies 310. Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention will be given to various psychological theories of religion, including Freud, Jung, and James. The topics of religion and personal identity, religious experience, mysticism, and types of religious personalities will be examined. Lecture and discussion.

Intds. 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, will be examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization will be studied. Particular attention will be given to the function of religion in contemporary secular societies. Lecture and discussion.

Religious Studies 344. Confucianism and Taoism

A study of the origins and development of Confucian and Taoist philosophy and religion. Some attention will be given to Chinese Buddhism in relationship to these traditions. Selected sources will be consulted in translation. The various schools of Chinese Philosophy will receive attention as well as the popular beliefs and practices.

Religious Studies 346. Hinduism

A study of the origins and development of Hindu religion and philosophy. Particular attention will be paid to the various schools of Hindu thought, especially Vedanta, Samkhya and Yoga. The student will study selected sources in translation, including the Vedas, Upanishads and Gita. Attention will also be given to the devotional and cultic life of Hinduism.

Religious Studies 347. Buddhism

A study of the origins and development of Buddhist religion and philosophy. The varieties of Buddhism in India, China, Japan and other Asian countries will be examined. Both the Hinayana and Mahayana traditions will receive attention. The student will also be exposed to the various meditative techniques and traditions.

Humanities 374. History of Christian Thought I

Theological and philosophical issues involved in the development of Christian thought from Saint Paul through the Middle Ages. An analysis of the thought of some of the following is included: Irenaeus, Tertullian, Origen, Augustine, Anselm, Abelard, Thomas Aquinas, Duns Scotus and William of Ockham. Prerequisite: Philosophy 101 or Religious Studies 101.

Humanities 375. History of Christian Thought II

An examination of the development of Christian thought from the Middle Ages through the 19th century. Prerequisite: Philosophy 101 or Religious Studies 101.

Religious Studies 477. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be taken more than once, but limited to one five hour credit course in any one area or topic.

Religious Studies 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chairman and Dean of Humanities.

SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The curriculum of the School of Natural Sciences and Mathematics rests on a conception of science as the study of the evolution of the environment, from particle to galaxy, from microbe to man. There are seen to be biological and physical components to the environment, and their study is reflected in the areas of biology and earth science. Both components have acted and reacted through time in accordance with the basic laws governing energy and matter, as studied in the areas of chemistry and physics. Mathematics provides the basis for understanding and expressing fundamental relationships and through statistical probability, for handling populations.

The first goal for faculty and students is to insure an awareness of the relevancy of science in the modern world and an understanding of the necessity of science for solving present day problems as well as anticipating those of the future. The curriculum which prepares students for responsible participation in this process, at whatever level from casual observer to involved worker, must reflect the evolution of the scientific process from observation, through experimentation, to the development of models.

In view of the limited resources available to all institutions of higher education today, a second goal is to concentrate the resources of the School. In selecting specific areas of emphasis in which to excel, account must be taken of the total setting of the institution. "Nothing has marked recent history more than the increase in man's ability to change aspects of the natural world. It is . . . a moral obligation for the scientific establishment to devote itself in earnest to the study of ecosystems, both those of nature and those created by man . . ." (Dubos). This college is situated in an area where land use and population are changing rapidly and dramatically, in which wisdom in decision making based on a changing view, from conservation to ecology, is becoming heavily dependent on input of environmental information ranging from economic to scientific. Accordingly, the initial emphasis in each discipline is given to areas related to environmental interpretations and their implications for man's total health.

The School seeks to give breadth and depth to the meaning of the word environment, considering all of the conditions and forces that influence or modify the whole complex of climatic, edaphic and other physical factors as well as the biotic factors that act upon an organism or an ecological community and ultimately determine its form and survival.

A third goal is to provide a broad, liberal arts-based program which meets modern criteria being established at the national level. A primary consideration is to establish course work which will provide continuity for the student coming out of the inquiry-oriented courses in mathematics and the sciences in the secondary schools. Instruction reflects the influence of the "discovery" approach at all levels of the undergraduate curriculum. Flexibility of instructional programs is stressed. Lecturing is minimal, and is supplemented by individual learning opportunities. Laboratories are open-ended, and consist not of exercises but of investigative experiments, in part selected and designed by the student. Course work is laboratory and field oriented.

The curriculum in mathematics and in each area of the natural sciences is seen as a five-level spiral approach. The helix consists of an introductory course and a basic unit of three courses at the lower division level, followed by a group of core courses at the junior level, a smaller group of optional courses in the one or two selected areas of emphasis at the senior level, capped by research participation and the senior seminar.

The program of this School reflects the desire of the new generation of students to learn for themselves, their greater maturity, and their disparate backgrounds. It places more responsibility for his own education on the student. At the same time, it places the instructor in a position to devote more time to the individual student by meeting him, not in a group, but as an individual or as a team member, thus giving the student access to the instructor as a resource as well as a fellow member of the academic community.

**MAJOR REQUIREMENTS FOR STUDENTS IN THE SCHOOL OF
NATURAL SCIENCES AND MATHEMATICS**

Requirements for the B.S. degree are a minimum of eleven courses—fifty-five hours, in the major field of concentration (twelve courses, sixty hours, in Nursing), plus cognates. No minor is required.

1. The fifty-five hours may include both lower and upper division work.
2. The 100 course is recommended but not required.
3. At least three 300-level courses are required of all majors.
4. At least three other upper division courses are required. (Up to three upper division courses outside the major discipline may be substituted with approval of the advisor; e.g., biology for earth science majors interested in paleontology, or chemistry for biology majors interested in biochemistry.)
5. The Senior Seminar is required of all majors and Research Participation for most.
6. The field course required for majors in biology or earth sciences may substitute for one of the three required upper division courses.
7. Mathematical competence will be important for all students preparing for work in most fields of modern science. Competence in other cognate areas may also be required for specific majors.

MINOR REQUIREMENTS

Although no minors are required for the B.S. degree, certain minors are listed for use with the B.A. degree. Others are also available. The minor consists of 30 hours, including any three upper division courses; or 100 and two upper division courses in Chemistry and Physics.

GENERAL EDUCATION

Science requirement: three courses from at least two departments of the School of Natural Sciences and Mathematics. Any lower division course in the School (except Nursing or Health Science) will satisfy this requirement, but the three courses must include at least one 100 (Perspectives) course, which cannot be challenged by examination.

Basic subjects requirement: Mathematics 102 may be used to satisfy one half the College's basic subjects requirement by students who do not count the course toward the General Education science requirement.

Prerequisites

Prerequisites for courses may be the specific course(s) listed or the equivalent.

NONDEPARTMENTAL COURSES IN NATURAL SCIENCE AND MATHEMATICS**Physical Sciences 100. Perspectives in Physical Sciences**

Modern physical science in historical perspective; relevance of current physical and chemical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Honors 301. Honors in Mathematics and the Sciences (1)

A seminar in the current problems of science. For the mature, serious, and highly qualified student seeking understanding of the relation of his area of greatest interest to current problems. Prerequisites: junior standing; major status in mathematics or the sciences; invitation by the Dean of the School of Natural Sciences and Mathematics.

Intds 472. Aspects of Scientific Thought

Seminar in selected areas in the aspects of scientific thought from antiquity to the present.

BIOLOGY DEPARTMENT

CONCENTRATION REQUIREMENTS

Requirements for the Major

Eleven courses in Biology, including the following (or equivalent):

- A. Biology 201, 202, and 203
- B. Three 300 level courses
- C. Biology 480. Research Participation
 - Biology 495. Field Course in Environmental Sciences
 - Biology 490. Senior Seminar
- D. Two additional upper division courses, not to include 477 or 480.

Cognate areas: Professional Biology is a quantitative science which requires a broad background in Physical Sciences. Students planning advanced education are advised to obtain competence equivalent to Math. 140, Chem. 203, and Physics 202 as preparation for upper division and graduate courses.

COURSES

NOTE: All courses not otherwise described carry five quarter units of credit.

Lower Division

Biology 100. Perspectives in Biology

Modern biology in historical perspective; relevance of current biological concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Biology 201. Basic Principles of Organismic Biology

Individual organisms; ontogeny and function of structures and organ systems; adaptation; transmission genetics; field and laboratory investigation of plants and animals. Two lectures, one discussion, and two three-hour laboratories.

Biology 202. Basic Principles of Cellular Biology

Organisms as products of genetic structures and energetics of their components; laboratory investigation of cellular structures and functions and of biochemical reactions in plants and animals. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chemistry 202.

Biology 203. Basic Principles of Environmental and Population Biology

Organisms as active components of their environment; energy pathways in living communities, biogeography, population dynamics, population genetics; evolution and probability in natural populations; development and structure of ecosystems; field and laboratory investigation of communities and other complexes of plants and animals in their physical and biological environments. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Biology 201.

Biology 277. Contemporary Topics in Biological Science

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses**Biology 301. Concepts of Structural Biology**

Comparative and functional anatomy and morphology of plants and animals at the organismic level, with emphasis on the relationship between internal structure and external environmental conditions. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Biology 201.

Biology 302. Concepts of Physiological Biology

Physiological functions in plants and animals at the organismic level. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Biology 201, 202.

Biology 303. Concepts of Developmental Biology

Growth and development of plants and animals at the cellular and organismic levels. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Prerequisite or concurrent: Biology 301.

Biology 304. Concepts of Genetics

Physical and chemical bases of inheritance in plants and animals at the cellular, organismic, and population levels. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 202, 203.

Biology 305. Concepts of Evolution

Evolutionary trends in the plant and animal kingdoms, including both the role of population genetics in producing diversity and the effects of changing environments in directing natural selection; evidence from paleontology and embryology. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 201, or Earth Sciences 305.

Biology 306. Concepts of Ecology

Dynamics of natural populations, communities, and ecosystems; energy cycles; competitive and non-competitive relationships between species; development of quantitative environmental models, with emphasis on fresh water ecology. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 203, Mathematics 140 or 340.

Upper Division Elective Courses**Biology 401. Quantitative Biology**

Probability models in biology; biometrics; investigations and presentations in such areas as clustering of organisms, population dynamics, or epidemiology and immunization. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Mathematics 140 or 340, Biology minor or major.

Biology 402. Biogeography and Paleoecology

Distribution of ecosystems in space and time; development of illustrative models. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 306, Earth Sciences 306.

Biology 403. Conservation of Biological Resources

Preservation and use of living, renewable resources; development of model systems for optimal resource utilization. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 203, Mathematics 140 or 340.

Biology 404. Behavioral Biology

Interspecific and intraspecific behavior in animals, including social hierarchies, territoriality and home range relationships, entrained behavior, courtship and reproductive behavior, communication, animal orientation, rhythmicity and biological clocks; analogies to regulatory mechanisms in plants. Field and laboratory investigation and presentation; development of model systems. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 202, 203, 302; Mathematics 140 or 340.

Biology 411. Cellular and Microbiology

Physiochemical organization and function in plants and animals at the ultrastructural, cellular and microbial levels; including cellular population phenomena in tissues cultures. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 202, Chemistry 203.

Biology 412. Biological Chemistry

Chemistry of cells as molecular systems; investigation and presentation in such areas as biosynthesis, biochemical transport, and metabolic energy transformation. Field and laboratory investigation and presentation. One lecture, one discussion, three three-hour laboratories. Prerequisite: Biology 411 or Chemistry 313.

Biology 413. Medical Biology

Studies of pathogenic plants and animals in relation to man; investigation and presentation in such areas as diagnostic biochemistry, bacteriology, parasitology, immunology, epidemiology, medical entomology or medical mycology. Field and laboratory investigation and presentation. One lecture, one discussion, three three-hour laboratories. Prerequisite: Chemistry, Biology, Health Sciences or Nursing major.

Biology 477. Special Topics in Biological Science

Topics and prerequisites to be announced. May be repeated for different topics.

Required Senior Major Courses**Biology 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May include curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Biology 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in biology.

Biology 495. Field Course in Environmental Sciences

Credit will be given either in Earth Sciences or in Biology.

Graduate Courses**Biology 577. Advanced Topics in Biological Science (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology.

Biology 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

CHEMISTRY DEPARTMENT

CONCENTRATION REQUIREMENTS

Requirements for the Major

Eleven courses in Chemistry, including the following (or equivalent):

- A. Chemistry 201, 202, and 203
- B. Three 300 level courses
- C. Chemistry 480. Research Participation
- Chemistry 490. Senior Seminar
- D. Three additional upper division courses in Chemistry, not to include 477 or 480

Chemistry 100 is recommended.

Cognate areas:

See course prerequisites.

COURSES

NOTE: All courses carry five quarter units of credit unless otherwise indicated.

Lower Division Courses

Chemistry 100. Perspectives in Chemistry

Modern chemistry in historical perspective; relevance of current chemical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Chemistry 201. Basic Physical Principles of Chemistry

Introduction to atomic and molecular theories; physical principles basic to the macroscopic behavior of molecules; laboratory investigation of qualitative and quantitative relationships among chemical compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite or concurrent: Mathematics 106 or 120.

Chemistry 202. Basic Principles of Chemical Bonds

Introduction to bonding theory; basic principles of microscopic properties within molecules, especially the breaking and making of chemical bonds; laboratory investigation of rates and mechanisms of simple reactions. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chemistry 201 or high school chemistry.

Chemistry 203. Basic Principles of Organic Chemistry

Introduction to molecular structure of organic compounds; basic principles of organic reactions and reactivities; laboratory investigation of reactions and syntheses of organic compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chemistry 202.

Chemistry 277. Contemporary Topics in Chemical Science

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

Chemistry 301. Structural Chemistry

Modern concepts of atomic and molecular structure; basic principles of quantum chemistry and molecular spectroscopy. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 203; prerequisite or concurrent: Mathematics 201, Physics 201.

Chemistry 302. Chemical Energetics

Spontaneous and nonspontaneous reactions; standard states and energy changes; thermodynamic functions and laws; chemical potential and equilibrium. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 203; prerequisite or concurrent: Mathematics 201, Physics 202.

Chemistry 303. Chemical Dynamics

Elementary reaction processes in gaseous and liquid systems; collision and transition state theories; reaction mechanisms and rate laws; catalytic and surface reactions. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 203; prerequisite or concurrent: Mathematics 202, Physics 202.

Chemistry 311. Concepts of Organic Structure

Fundamental structure of organic compounds: configurational and conformational isomerism; spectroscopic analysis and chromatographic separation. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 203.

Chemistry 312. Concepts of Organic Reactivity

Fundamental classification of organic reactions: reactive intermediates and transition states: basic mechanisms and structural effects. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 203.

Chemistry 313. Concepts of Biochemistry

Biological oxidations and buffer systems: carbohydrate and lipid metabolism; chemical structure, physical properties, and biosynthesis of proteins; structure and activity of enzymes. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 203.

Upper Division Elective Courses**Chemistry 401. Macromolecular Chemistry**

Structure and properties of natural and synthetic macromolecules; polymer synthesis and modification. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 311.

Chemistry 402. Synthetic Chemistry

Mechanisms and applications of modern synthetic reactions, especially for compounds of organic and biochemical interests. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 312.

Chemistry 411. Quantum Chemistry

Chemical statics based on quantum mechanics; electronic properties and energetics of molecules, radicals, and ions. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 301, Physics 311.

Chemistry 412. Biological Chemistry

Chemistry of cells as molecular systems; bioenergetics and biosynthesis. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 313 or Biology 411.

Chemistry 421. Systems Chemistry

Systematic examination of the role of chemistry in current environmental, technological, economic or social problems, and conceivable solutions. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Major or minor in chemistry.

Chemistry 477. Special Topics in Chemical Science

Topics and prerequisites to be announced. May be repeated for different topics.

Required Senior Courses**Chemistry 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Chemistry 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major or minor in chemistry.

Graduate Courses**Chemistry 577. Advanced Topics in Chemistry (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Chemistry.

Chemistry 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

EARTH SCIENCES DEPARTMENT

CONCENTRATION REQUIREMENTS

Requirements for the Major

Eleven courses in Earth Sciences, including the following (or equivalent);

- A. Earth Sciences 201, 202, and 203.
- B. Three 300 level courses
- C. Earth Sciences 480. Research Participation
 - Earth Sciences 495. Field Course in Environmental Sciences
 - Earth Sciences 490. Senior Seminar
- D. Two additional upper division courses, not to include 477 or 480
Earth Sciences 100 is recommended.

Cognate areas: Mathematics 140 (340) and 210.

COURSES

NOTE: Each course not otherwise described carries five quarter units of credit.

Lower Division

Earth Sciences 100. Perspectives in the Earth Sciences

Modern earth sciences in historical perspective; relevance of current concepts in the earth sciences to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Earth Sciences 201. Basic Principles of Geology and Physical Geography

Evolution of the earth as a planet, with emphasis on the geology of the crust; distribution of features and materials; field and laboratory investigation of physical processes and materials. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 202. Basic Principles of Hydrology and Meteorology

Evolution of the fluids and gasses of the planet, with emphasis on streams and ground water; dynamic relationships of the atmosphere and the oceans; field and laboratory investigation of processes in surface and subsurface bodies of water, and the lower atmosphere. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 203. Basic Principles of Environmental Science

Evolution of man's habitat at the interface of the solid, fluid and gaseous phases of the planet, with emphasis on the interaction of the biological and physical factors; energy-mass budget relationships in the natural and modified environment; soils and other natural resources; field and laboratory investigation of the processes of distribution and change. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 277. Contemporary Topics in the Earth Sciences

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

Earth Sciences 301. Concepts of Atmospheric Science

Origin of the atmosphere; meteorological phenomena; climatic and environmental change; ecological effects. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 201 and Earth Sciences 202.

Earth Sciences 302. Concepts of Oceanography

Origin of the oceans and ocean basins; geology of the sea floor; properties and dynamics of the oceans; marine ecology. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 202 or Biology 203.

Earth Sciences 303. Concepts of Mineralogy and Petrology

Composition of the earth; origin of the materials of the earth's crust; transformation and transportation of solid earth materials; physical elements of the continental environment. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 201 and Earth Sciences 201.

Earth Sciences 304. Concepts of Sedimentation and Sedimentary Structures

Origin of the sedimentary cover on the earth's crust, with emphasis on transportation; structures in sedimentary rocks; physical and biological processes. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 201, 202 or 203 or Biology 201; Mathematics 140 or 340.

Earth Sciences 305. Concepts of Paleontology

Origin of life on the earth; interpretation of the fossil record; development and distribution of plants and animals through geologic time. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 201, Math 140 or 340

(NOTE: Courses in Evolution, Ecology, Biogeography and Paleoecology are listed under Biology.)

Earth Sciences 306. Concepts of Geomorphology

Origin of the topography of the continents, with emphasis on the recent evolution of the present environment. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Earth Sciences 201, 202 or 203.

Earth Sciences 307. Concepts in Earth Structure

Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. One lecture, one discussion, three three-hour laboratories. Prerequisites: Earth Sciences 201.

Upper Division Geography Courses**Earth Sciences 351. Concepts of Human Geography**

Description, analysis and synthesis of the relationships between social and natural factors in the environment; the physical bases of cultural geography; research tools and methods in human geography; field and laboratory study using the systems approach; land utilization and human relationships. Prerequisite: Earth Sciences 203.

Earth Sciences 352. Concepts of Spatial Geography

Description, analysis, and synthesis of the distribution of social and natural factors in the environment; regional case studies in areas of student interest (e.g., Latin America or Asia); development of statistical regional models. Three lectures, one discussion, and one laboratory. Prerequisite: Earth Sciences 203, Math 140 or 340.

Earth Sciences 353. Concepts of Urban Geography

Analysis of the distribution, structure, patterns of land use and transportation, economic base, and other spatial aspects of urban phenomena; quantitative analysis and measurement. Three lectures, one discussion, and one laboratory. Prerequisites: Earth Sciences 203, Mathematics 140 or 340.

Intds. 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principals and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: one course in Geography or one course in Political Science.

Earth Sciences 405. Historical Geography

Influence of the environmental setting on the development of economic and cultural geographic regions; relation to physical and biological provinces; identification of energy and mass budget factors through development of inferential environmental models. Field and laboratory investigation and presentation. Three lectures, one discussion, and one laboratory. Prerequisites: Earth Sciences 351 or 352.

Earth Sciences 406. Systems Analysis in Economic Geography

Man's economic behavior as a result of his perception of the total environment; mathematical and statistical models in systems analysis of the environment with relation to control of spatial allocation of the total resources. Three lectures, one discussion, and one laboratory. Prerequisites: Mathematics 140 or 340, Earth Sciences 203, 352.

Upper Division Elective Courses**Earth Sciences 401. History of the Earth**

History of the dynamic behavior of the earth's crust, particularly as illustrated by the sedimentary record in the stratigraphic column, reflecting the interaction of the solid, liquid, and gaseous outer envelopes of the planet. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Two courses in Earth Sciences.

Earth Sciences 403. Conservation of Physical Resources

Preservation and use of non-renewable natural resources; conflicts of land use; development of model systems. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 303, 304 or 305 and 351 or 352; Mathematics 140 or 340.

Earth Sciences 411. Geochemistry of Earth Materials

Chemistry, mineralogy, and petrology of the sulphide and silicate systems, with some emphasis on solid-state physics. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 303 and Chemistry 302 or Physics 403.

Earth Sciences 421. Paleobiology

Sequences of fauna and flora in relation to the phylogeny of biologic structure; development of systematic organization of complex fossil groups. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 301 and 305, and Earth Sciences 305.

Earth Sciences 431. Hydrology

Relationships of water in the hydrologic cycle from the oceans to the atmosphere, to the land, and back to the oceans again; quantitative aspects of evaporation, precipitation, runoff, infiltration, and subsurface percolation; development of mathematical and statistical models. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 202, Physics 201, Chemistry 202, Mathematics 140 or 340.

Earth Sciences 441. Geochemistry and Mechanics of Soils

Physical and chemical characteristics of soils; low temperature solution geochemistry; soil dynamics, compaction and permeability; development of mathematical and statistical models. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202, Physics 201, Mathematics

140 or 340.

Earth Sciences 451. Advanced Environmental Earth Science

Quantitative analysis of the relationships between man and his natural habitat; changes in the physical factors of the environment; mechanisms for adjustment to change related to environmental health; case studies in topics such as air and water pollution, waste disposal, construction sites and earth movements, environmental hazards, contaminants and nutrients, medical geology, relation between geochemical provinces and human health and disease, and land use planning; development of model systems. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology, chemistry, or physics, depending on the topics to be pursued; Earth Sciences 203, Mathematics 140 or 340 and 210.

Earth Sciences 477. Special Topics in the Earth Sciences

Topics and prerequisites to be announced. May be repeated for different topics.

Required Senior Courses**Earth Sciences 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Earth Sciences 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in earth sciences.

Earth Sciences 495. Field Course in Environmental Sciences

Credit will be given either in Earth Sciences or in Biology.

Graduate Courses**Earth Sciences 577. Advanced Topics in Earth Sciences (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Earth Sciences.

Earth Sciences 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

HEALTH SCIENCES**Courses**

NOTE: Each course carries five quarter units of credit unless described otherwise.

Lower Division**Health Sciences 100. Perspectives in the Allied Health Sciences**

Examination of the health professions from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of paramedical practice and education. One lecture, two discussions, and six hours field experience.

Health Sciences 201. Basic Principles of the Paramedical Professions

Medical Technology Option: The significance of abnormal laboratory results to health care of patients, and related moral and ethical practices. Two lectures, one discussion, and six hours laboratory experience.

MATHEMATICS DEPARTMENT

CONCENTRATION REQUIREMENTS

Requirements for the Major

Eleven courses in Mathematics, including the following (or equivalent):

- A. Mathematics 201, 202, 203, and 204.
- B. Three 300 level courses
- C. Mathematics 490. Senior Seminar
- D. Three additional upper division courses, not to include 480 or 477

Cognate areas:

- A. Mathematics 210, Computer Science
- B. Competency, including one upper division course, in a related discipline.

Courses

Lower Division

NOTE: Each lower division course carries five quarter units of credit and meets for two lectures, one discussion, and two three-hour laboratories unless described otherwise. The mathematics placement test is required for registration in any lower division mathematics course or in Math. 320.

Mathematics 51. Arithmetic Calculation and Elementary Algebra

The arithmetic of fractions, decimals, negative numbers, exponents and radicals; equivalent algebraic expressions; linear and quadratic equations; story problems. Offered only on a credit, non-credit basis. Does not count toward graduation. No prerequisite.

Mathematics 100. Perspectives in Mathematics

Introduction to the mathematical mode of reasoning and approaching problems; specific content will vary according to the interests of the instructor and students. Prerequisite: High school algebra and geometry and level 2 placement test score.

Mathematics 102. Mathematical Inference and Scientific Method

The scientific method of inquiry; concept of an experiment; concepts of qualitative and comparative (quantitative) measurement; mathematical and statistical analysis of measurement data. Prerequisite: One year of high school algebra or Math 51 and level 1 placement test score. (Satisfies Basic Subjects General Education requirement.)

Mathematics 105. Intermediate Algebra

Algebraic operations; equations and systems; the binomial theorem; mathematical induction; inequalities; complex numbers; theory of equations; logarithms. Prerequisite: One year of high school algebra or Math 51 and level 1 placement test score.

Mathematics 106. (Formerly 101) Elementary Functions

Elementary functions, with special emphasis on the properties, relationships, and graphs of the exponential, logarithmic, and trigonometric functions. Prerequisite: two years of high school algebra (or Math 105), one year of high school geometry and level 3 placement test score.

Mathematics 110. Fortran Programming. (2)

Techniques and applications of Fortran programming. One lecture and one two-hour lab. May not be used for credit toward general education requirements. Prerequisite: two years of high school algebra and/or geometry and level 2 placement test score. Credit cannot be earned for both 110 and 210. Two units of credit.

Mathematics 111. Cobol Programming (1)

Techniques and applications of Cobol programming. One lecture biweekly and one two-hour lab on alternating weeks. May not be used for credit towards general education requirements. Prerequisite: Math 110. One unit of credit.

Mathematics 120. General College Mathematics

Modern mathematical concepts, techniques, and applications. Functions, matrix algebra, sequences and series, basic concepts of differential calculus and introduction to integral calculus. Two lectures, two discussions, and one three-hour laboratory. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score.

Mathematics 140. (Formerly 104) Elementary Statistics

Description of sample data; elementary probability; binomial, normal and student distributions; basic concepts of sampling and estimation; tests of hypotheses, correlation and regression; one way analysis of variance; applications to business and natural and behavioral sciences. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score.

Mathematics 201. Calculus I

Introduction to differential and integral calculus of elementary functions with associated analytic geometry. Prerequisite: Math 106 or the equivalent and level 4 placement test score.

Mathematics 202. (Formerly 203) Calculus II

Techniques and applications of one-variable calculus with associated theoretical foundations. Elementary ordinary differential equations. Prerequisite: Math 201.

Mathematics 203. Calculus III

Topics in differential and integral calculus including infinite series and power series; linear algebra; systems of linear equations, vector spaces, matrices, determinants. Prerequisite: Math 202.

Mathematics 204. Calculus IV

Topics in differential and integral calculus; introduction to multivariable calculus including techniques and applications with associated theoretical concepts. Prerequisite: Math 203.

Mathematics 210. Introduction to Computer Science

Basic principles of computer programming; data representation; brief history of computing; main components of the computer and their function; treatment of the standard Fortran Language. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score. Credit cannot be earned for both 110 and 210.

Mathematics 240. Intermediate Statistics

Concept of testing hypotheses: null and alternative hypotheses, Type I and Type II errors, levels of significance; two way analysis of variance, analysis of covariance. Nonparametric methods: Chi-square test, Fisher exact test, sign test, Kolmogorov-Smirnov test; contingency coefficient; rank correlation coefficients; applications to business and natural and behavioral sciences. Prerequisite: Math 140.

Mathematics 277. Contemporary Topics in Mathematics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Upper Division

NOTE: Each upper division course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory unless described otherwise.

Mathematics 302. Ordinary Differential Equations

Existence and nature of solutions of ordinary differential equations; solution methods; systems; applications. Prerequisite: Math 203.

Mathematics 303. Advanced Calculus

Real and complex systems; theory of integration and differentiation; series; the implicit function theorem; individual investigations. Prerequisite: Math 204.

Mathematics 305. Numerical Analysis

Numerical solution of non-linear equations; linear systems of equations; estimation of characteristics roots; numerical solution of ordinary differential equations; basic concepts of numerical error; error propagation. Prerequisites: Mathematics 210 and 302.

Mathematics 310. (Formerly 331) Computer Structure and Assembly Language

Computer structure and machine language; symbolic coding and assembly systems; digital representation of data; program segmentation and linkage; computer systems organization; systems and utilities programs; addressing techniques. Prerequisite: Mathematics 210.

Mathematics 320. Mathematics for Elementary School Teachers

Principles of arithmetic for elementary school teachers; logical thinking, sets and operations, basic concepts of the system of: whole numbers, integers, rational numbers, real numbers, problem solving. This course may not be used for mathematics major or minor requirements. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score.

Mathematics 321. Geometry for Elementary School Teachers

Principles of non-metric and metric geometry for elementary teachers; properties of points, lines, planes, curves, space, angles, polyhedra; relations in geometry—congruence, similarity, parallels and perpendiculars, measure of volume, areas, surfaces, systems of measure, approximation; basic concepts of analytic geometry. This course may not be used for mathematics major or minor requirements. Prerequisite: Math 320.

Mathematics 330. Linear Algebra

Vector spaces, linear transformations; dual spaces, inner product spaces. Prerequisite: Math 203.

Mathematics 331. Algebraic Structures

Mappings, relations, binary operations; groups; rings and domains; elementary field theory. Prerequisite: Math 203.

Mathematics 340. Probability Theory

Axiomatic probability, random variables, density and distribution functions, important probability distributions, joint distributions, conditional probability, moment generating functions, convergence in distribution, Law of Large Numbers, Central Limit Theorem. Prerequisite: Math 204.

Mathematics 341. Mathematical Statistics

Frequency distributions, sample mean and variance, estimation of parameters, confidence intervals, tests of hypotheses, goodness of fit tests for distributions, analysis of variance, regression and correlation analysis. Prerequisite: Math 340.

Mathematics 403. Applied Mathematics

Principles and basic styles of thought in solution of physical problems by mathematical methods; investigation in model design and use. Prerequisite: Math 302.

Mathematics 411. Real Analysis

Riemann-Stieltjes integral; sequences and series of functions; introduction to Lebesgue measure and integration; individual investigations. Prerequisite: Math 303.

Mathematics 412. Complex Analysis

Complex variables; complex-valued functions; Cauchy's theorem and related topics; individual investigations. Prerequisite: Math 303.

Mathematics 420. Foundations of Geometry

Axiomatic approach to Euclidean geometry; distance, congruence, similarity, separation betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Math 203.

Mathematics 477. Special Topics in Mathematics

Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation

Individual study in mathematical investigation, under supervision. May include research in areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Mathematics 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Prerequisite: Major or minor in mathematics.

Graduate Courses**Mathematics 577. Advanced Topics in Mathematics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation (3)

Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

NURSING DEPARTMENT

The Department of Nursing of California State College, Bakersfield offers a program of study designed to meet the increasing needs for health services by professional nurses in hospitals, public health, schools, industries, home and community agencies.

The curriculum consists of a perspectives course and an introductory course, following basic science and general education courses at the lower division level; a common core of five upper division courses, using the age approach and the increasing complexity of need, and capped by a senior seminar, reflecting current concepts in clinical nursing.

The introductory courses include: a historical study and survey which places professional nursing, as it exists today, in perspective; a discussion of the relevance of professional nursing in modern society; a scientific approach to selected concepts as they relate to medical science and technology and to other related health fields, as well as observational experience.

The courses in the sciences and liberal arts are utilized as background on which to build competence in professional nursing.

The goal of the department of nursing is to prepare young men and women as professional nurse practitioners who can provide care to the sick and who can collaborate with other health disciplines in the prevention of disease and the promotion of good health practices to individuals, families, and communities.

This program provides opportunities for the student to prepare himself/herself as an effective professional and as a responsible citizen.

The Nursing major program will be available at the freshman, sophomore and junior levels during 1972-73.

CONCENTRATION REQUIREMENTS

Requirements for the Major

Twelve courses in Nursing, including the following (or equivalent):

- A. Nursing 201
- B. Nursing 301-302, 303-304, 305-306; 401-402, 403-404
- C. Nursing 490. Senior Seminar

Nursing 100 is recommended.

Cognate areas:

- A. Mathematics 140 and 210.
- B. Nursing 253. Chemistry 202, 203, 313.
- C. Biology 201, 202, 301, 302.

Qualified graduates of accredited diploma or associate degree R.N. programs may apply for admission as transfer students. Such students are encouraged to challenge required courses by examination or seek credit for previous work, including either part of the dual courses such as 301-302.

Registered nurses may challenge upper division courses in the Nursing major by successfully passing the National League Comprehensive Examinations for Baccalaureate Students. A fee of \$5.00 will be charged for these examinations.

NOTE: Uniforms are required for entrance to Nursing 201 and clinical upper division courses. Students are advised to contact the department chairman for appointments for fitting and ordering of uniforms 1 quarter prior to enrollment in course.

NOTE: Malpractice Insurance prior to enrollment in Nursing 201 and clinical upper division courses may be obtained for a nominal fee from the California Student Nurses Association. Information may be obtained by contacting Student Services.

The following courses are open to non-majors:

- Nursing 100, 301, 303, 305, 401, 403.

COURSES

NOTE: Each course carries five quarter units of credit unless described otherwise.

Lower Division**Nursing 100. Perspectives in Nursing**

Examination of nursing as a profession from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of nursing practice and education. One lecture, two discussions, and six hours field experience.

Nursing 201. Basic Principles of Professional Nursing

Planning and development of nursing action involved in meeting common needs of many patients, regardless of setting or diagnosis. Two lectures, one discussion, and six hours field experience.

Nursing 253. Basic Principles of Nutrition

Basic concepts of nutrition related to health problems in growth and development; diet therapy. Two lectures, one discussion, and two three-hour laboratories. Prerequisite or corequisite: Chemistry 313.

Upper Division Core Courses**Nursing 301. Health Problems of Children from Birth to Puberty**

Major health problems from birth to puberty to include prevention of illness, promotion of health, therapeutic and rehabilitative nursing care. Two lectures, two discussions, three hours field experience.

Nursing 302. Health Care of Young Children

Clinical experience in the nursing care of children from birth to puberty. Fifteen hours field experience. Prerequisite: Nursing 201; prerequisite or corequisite: Nursing 301; Biol. 301, 302.

Nursing 303. Health Problems of Puberty and Adolescence

Major health problems of puberty and adolescence, including prevention, supportive, therapeutic and rehabilitative nursing care. Two lectures, two discussions, and three hours field experience.

Nursing 304. Health Care of Adolescents

Clinical experience in the nursing care of children from puberty through adolescence. Fifteen hours field experience. Prerequisite: Nursing 201; prerequisite or corequisite: Nursing 303.

Nursing 305. Health Problems of Young Adults

Major health problems of young adults, including prevention and supportive, therapeutic, and rehabilitative nursing care. Two lectures, two discussions, and three hours field experience.

Nursing 306. Health Care of Young Adults

Clinical experience in the nursing care of young adults. Fifteen hours field experience. Prerequisite: Nursing 201; prerequisite or corequisite: Nursing 305.

Nursing 401. Health Problems of Adults

Major health problems of adults including prevention and supportive, therapeutic and rehabilitative nursing care. Two lectures, two discussions, and three hours field experience. Not offered in 1972-73.

Nursing 402. Health Care of Adults

Clinical experience in the nursing care of adults. Fifteen hours field experience. Prerequisite: Nursing 201; prerequisite or corequisite: Nursing 401. Not offered in 1972-73.

Nursing 403. Health Problems of the Aging Population

Major health problems of the aging including prevention of illness, promotion of health, therapeutic and rehabilitative nursing care. Two lectures, two discussions, and three hours field experience. Not offered in 1972-73.

Nursing 404. Health Care of the Aging

Clinical experience in the nursing care of the aging. Fifteen hours field experience. Prerequisite: Nursing 201; prerequisite or corequisite: Nursing 403. Not offered in 1972-73.

Nursing 490. Seminar—Advanced Clinical Nursing

Advanced field work in clinical nursing of student's choice. Study of problems common to all areas, team nursing, supervision, teaching of patients and families, ward management. One lecture, one discussion, and nine hours field experience. Prerequisite: Major in Nursing. Not offered in 1972-73.

PHYSICS DEPARTMENT

CONCENTRATION REQUIREMENTS

Requirements for the Major in Physical Sciences (Projected for 1973-74)

Physics Option:

Eleven courses in Physics, including the following (or equivalent):

- A. Physics 201, 202, and 203
- B. Three 300 level courses
- C. Physics 480. Research Participation
Physics 490. Senior Seminar
- D. Three additional upper division courses in Physics, not to include 477 or 480. Physics 100 is recommended.

Cognate areas:

Mathematics 201, 202, 203, 204, 210, 302

COURSES

NOTE: Each course not otherwise described carries five quarter units of credit.

Lower Division

Physics 100. Perspectives in Physics

Modern physics in historical perspective; relevance of current physical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Physics 201. Basic Principles of Newtonian Physics

Newtonian mechanics and optics; relationships to contemporary physics; field and laboratory investigations with emphasis on physical measurement of optical phenomena and motion. Two lectures, one discussion, and two three-hour laboratories. Prerequisite or concurrent: Mathematics 106.

Physics 202. Basic Principles of Maxwellian Physics

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics and magnetism, including the application of heat. Two lectures, one discussion, and two three-hour laboratories. Prerequisite or concurrent: Mathematics 201, Physics 201.

Physics 203. Basic Principles of Contemporary Physics

Modern physics; principles of relativity in quantum phenomena and the structure of matter. Observation and investigation related to atomic and molecular structure. Two lectures, one discussion, and two three-hour laboratories. Prerequisites: Mathematics 201, Physics 202.

Physics 277. Contemporary Topics in Physics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses**Physics 301. Concepts of Force Fields and Potential**

Basic laws pertaining to fields, forces, potential, and potential energy in gravitation, electromagnetism, and fluid mechanics. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 203.

Physics 302. Concepts of Oscillations and Waves

Basic laws pertaining to harmonic, damped, and forced oscillations in vibrating systems. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 203.

Physics 303. Concepts of Radiation and Spectra

Basic laws pertaining to the propagation and transmission of radiation in the electromagnetic spectrum; electromagnetic theory. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 203.

Physics 307. Concepts of Physical Systems

Electronics systems; development of models. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 203.

Physics 311. Concepts of Atomic and Molecular Physics

Quantum phenomena in statistical mechanics and electricity. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 203.

Physics 312. Concepts of Nuclear Physics

Experimental phenomena of elementary particles in relation to nuclear models. Observation, investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 203.

Upper Division Elective Courses**Physics 401. Linear Systems**

Mechanical-electrical systems; development of models. Laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Prerequisite: Physics 307, Math. 210, 302. Not offered in 1972-73.

Physics 402. Statistical Physics

Macro phenomena as a result of average of micro phenomena; statistical mechanics, quantum probabilities; development of models. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 311, Chemistry 312, Math. 140 or 340. Not offered in 1972-73.

Physics 403. Solid State Physics

Macroscopic phenomena related to the properties of crystalline matter. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Physics 203, Math. 302. Not offered in 1972-73.

Physics 404. Introduction to Quantum Mechanics

Schroedinger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to selected problems. Prerequisite: Physics 302, Math. 302.

Physics 477. Special Topics in Physics

Topics and prerequisites to be announced. May be repeated for different topics.

Required Senior Courses**Physics 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Students preparing to teach may repeat once with emphasis on research in the areas of curriculum and materials development. Not offered in 1972-73.

Physics 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in physics. Not offered in 1972-73.

Graduate Courses**Physics 577. Advanced Topics in Physics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics.

Physics 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

FACULTY DIRECTORY

1971-72

ROMBERG, Paul F.	President and Professor of Biology
B.S., Ph.D., University of Nebraska	
AMUNDSON, John C.	Assistant Professor of Biology
B.A., California State College, Long Beach; Ph.D., University of California, Irvine	
ANGUS, Robert J.	Lecturer in Philosophy
B.A., Northwestern University; M.A., University of California, Santa Barbara	
BEHRENS, Jack	Associate Professor of Music
B.Sc., M.Sc., Juilliard School of Music	
BELKIND, Allen J.	Associate Professor of English
B.A., M.A., University of California, Los Angeles; Ph.D., University of Southern California	
BELL, Richard O.	Lecturer in Fine Arts
B.A., University of Colorado; M.F.A., Ohio University; M.A., Washington University	
BILAS, Richard A.	Chairman and Professor of Economics
A.B., Duke University; Ph.D., University of Virginia	
BRIDGMAN, Donald C.	Chairman, Division of Education and Professor of Education
A.B., Chapman College; M.S., Ed.D., University of Southern California	
BRADY, Charles N.	Lecturer in Music
B.M., University of Southern California; M.M., The Catholic University of America	
BRINEGAR, John B.	Professor of Education and Coordinator of Field Experiences, Secondary
A.B., Chapman College; M.A., Ph.D., Claremont Graduate School	
BROWN, James C.	Lecturer in History
B.A., University of New Mexico	
BRUMFIELD, John	Assistant Professor of Fine Arts
B.A., M.A., California State College, Los Angeles; M.A. in Art, University of California, Berkeley	
BUEHRER, Richard L.	Lecturer in History
B.A., M.A., University of Washington	
BUTLER, Jon H.	Assistant Professor of History
B.A., University of Minnesota; Ph.D., University of Minnesota	
BUTTRICK, Don F.	Associate Professor of History
A.B., M.A., Ph.D., University of California, Berkeley	
CALABRESE, Philip	Assistant Professor of Mathematics
B.S., M.S., Ph.D., Illinois Institute of Technology	
CARTWRIGHT, Faith W.	Visiting Assistant Professor of English/Education
B.A., M.A., Ph.D., University of Nebraska	
CARTWRIGHT, Michael P.	Assistant Professor of English
B.A., M.A., Ph.D., University of Nebraska	
CHANAY, Homer C., Jr.	Chairman and Professor of History
A.B., Dartmouth College; M.A., Ph.D., Stanford University	
CHOI, Sung-il	Assistant Professor of Political Science
LL.B., Seoul National University; M.A., Ph.D., University of Kansas	
CLARK, C. Lee	Lecturer in Anthropology
B.A., M.A., Ohio State University	
COASH, John R.	Dean, School of Natural Sciences and Mathematics and Professor of Earth Sciences
A.B., Colorado College; M.A., University of Colorado; Ph.D., Yale University	

COE, Robert K.	Chairman, Division of Business and Public Administration and Professor of Management
B.S., M.B.A., Ph.D., Syracuse University	
COHEN, David C.	Lecturer in Psychology
B.A., Yale University; M.A., Harvard University	
COOKE, E. David	Visiting Associate Professor of Education
A.B., M.A., Ed.D., University of California, Los Angeles	
DAWSON, HUGH R.	Lecturer in Accounting
B.S.B.A., Louisiana Polytechnic Institute; M.B.A., University of Arkansas	
DETWILER, Daniel P.	Chairman and Professor of Physics
B.A., Swarthmore College; M.S., Ph.D., Yale University	
DULL, Roy R.	Director of Continuing Education and Associate Professor of Business and Public Administration
B.A., University of California, Riverside; M.B.A., Stanford University; Ph.D., Claremont Graduate School	
DUTTON, Melvyn L.	Assistant Professor of Chemistry
B.A., University of California, Riverside; M.S., San Diego State College; Ph.D., University of California, Irvine	
EDWARDS, Nathan A.	Professor of Education
B.S., Iowa State University; M.S., Drake University; Ph.D., University of Iowa; Licensed Psychologist	
FANG, Fabian T.	Chairman and Associate Professor of Chemistry
B.S., National Central University, China; M.S., Ph.D., University of Illinois	
FLETCHER, Robert G.	Associate Professor of Finance
B.A., Willamette University; M.A., Ph.D., University of California, Los Angeles	
FOSTER, E. Merle	Professor of Education
A.B., A.M., Colorado State College; Ph.D., University of Iowa	
GEIGLE, Ray A.	Assistant Professor of Political Science
B.S., University of Utah; M.A., Ph.D., University of Washington	
GEORGE, James H.	Assistant Professor of History
B.A., Westminster College; Ph.D., University of Wisconsin, Madison	
GILLELAND, Martha J.	Lecturer in Chemistry (effec. 1/1/72)
B.S., Louisiana Polytechnic Institute; Ph.D., Louisiana State University	
GONZALES, Raymond J.	Assistant Professor of Spanish
B.A., San Francisco State College; M.A., University of the Americas, Mexico City; Ph.D., University of Southern California	
GRAHAM, Hugh F.	Chairman and Professor of History
B.A., M.A., University of Toronto; A.M., Princeton University; Ph.D., University of Southern California	
GRAVES, Richard D.	Audio/Visual Coordinator and Visiting Lecturer in Education
A.B., M.A., San Jose State College	
GREEN, Donald C.	Associate Professor of English
B.A., Carleton College; M.A., Miami University; Ph.D., University of Wisconsin	
GREENE, Alan C.	Associate Professor of Physics
B.S., Northeastern University; Ph.D., Brown University	
GREENE, Frederick D.	Lecturer in Management
B.A., M.B.A., State University of New York at Buffalo	
HANSON, William Byrd	Assistant Professor of Sociology
B.A., Marietta College; M.A., Ph.D., Brown University	
HARDY, John W.	Associate Professor of Mathematics
B.S., M.S., Ph.D., Stanford University	
HAWORTH, Bryan A.	Assistant Professor of Mathematics
B.A., University of California, Berkeley; M.S., San Fernando Valley State College; Ph.D., University of Idaho	
HIBBARD, George B.	Dean of Students and Professor of Education
B.A., M.A., Ed.D., Michigan State University	

HINDS, David S.	Assistant Professor of Biology
B.A., Pomona College; M.S., Ph.D., University of Arizona	
HORTON, James C.	Chairman and Professor of Biology
B.Sc., Ph.D., University of Wisconsin, Madison	
HUGHES, Joan D.	Professor of Education
A.B., San Jose State College; M.A., Stanford University; Ed.D., University of California, Berkeley	
HUNT, Robert W.	Chairman and Professor of Mathematics
B.S., West Texas State University; M.S., Ph.D., University of Utah	
HYNEMAN, Charles S.	Visiting Distinguished Professor of Political Science (winter quarter, 1972)
A.B., Indiana University; A.M., University of Pennsylvania; Ph.D., University of Illinois; L.H.D. (Honorary), Ohio Northern University	
JONES, Daniel J.	Chairman and Professor of Earth Sciences
B.S., M.S., University of Oklahoma; Ph.D., University of Chicago	
KEET, James C.	Assistant Professor of English
B.A., University of Virginia; M.A., Ph.D., Northwestern University	
KEGLEY, Charles W.	Chairman, Philosophy and Religious Studies and Professor of Philosophy
A.B., Northwestern University; B.D., Chicago (Lutheran) Theological Seminary; M.A., Ph.D., Northwestern University	
KELLENBERGER, Lonnie R.	Assistant Professor of Education
B.S., Southern Oregon College; M.Ed., D.Ed., University of Oregon	
KESSLER, Gary E.	Assistant Professor of Philosophy
B.A., Luther College; B.D., Luther Theological Seminary; Ph.D., Columbia University-Union Theological Seminary	
KETTERL, George W.	Assistant Professor of Art
B.S., Moorhead State College; M.F.A., Claremont Graduate School	
LARSON, James A.	Lecturer in Physical Education
B.A., Bethel College; M.A., Fresno State College	
LASKOWSKI, Edward A.	Associate Professor of Earth Sciences
B.S., Union College, New York; M.S., Rensselaer Polytechnic Institute; Ph.D., University of California, Los Angeles	
LASSETER, Victor K.	Assistant Professor of English
B.A., Washington and Lee University; M.A., Florida State University; Ph.D., Harvard University	
LOZANO, Carlos	Chairman of Foreign Languages and Professor of Spanish
B.A., Ph.D., University of California, Berkeley	
MACHAN, Tibor R.	Assistant Professor of Philosophy
B.A., Claremont Men's College; M.A., New York University; Ph.D., University of California, Santa Barbara	
MANNING, John C.	Professor of Earth Sciences
B.S., University of Idaho; Ph.D., Stanford University	
MARKS, Alvin	Visiting Professor of Psychology (Winter Quarter 1972)
B.A., California State College, Los Angeles; Ph.D., University of Southern California	
MCALL, Charles H.	Chairman and Associate Professor of Political Science
A.B., A.M., Indiana University; A.M., Ph.D., Yale University	
McCLAIN, Meredith	Lecturer in German
B.M., Oberlin Conservatory; M.A., A.B.D., University of Texas	
McFATE, Donald L.	Assistant Professor of English
B.A., Michigan State University	
McKNEW, Charles R., Jr.	Assistant Professor of Economics
B.S., University of San Francisco; Ph.D., Virginia Polytechnic Institute	
MCLEAN, David G.	Lecturer in Marketing
B.A., M.B.A., University of Washington	

MERTZ, Marvin C. Visiting Lecturer in Physics (effec. 3/27/72)
 B.A., Kalamazoo College; M.S., Yale University; Ph.D., Illinois Institute of Technology

MICHALS, Bernard E. Associate Professor of Science Education
 A.B., M.A., Colorado State College; Ed.D., Stanford University

MILLER, Carl E. Professor of Education and
 Coordinator of Field Experiences, Elementary
 B.S., Anderson College; M.A., Eastern New Mexico University; Ed.D., Texas
 Technological College

MOODY, R. Dale Assistant Professor of Education
 B.A., Southwestern College, Kansas; M.A., Colorado State College; Ph.D., Stan-
 ford University

NOEL, Richard C. Assistant Professor of Psychology
 B.A., University of Portland; M.A., Ph.D., University of Colorado

ORTEGA, Adolph A. Lecturer in Spanish (effec. 3/27/72)
 A.B., Loyola University of Los Angeles; M.A., The Catholic University of Amer-
 ica; M.A., Ph.D., University of Southern California

OST, David H. Associate Professor of Science Education
 B.A., Augsburg College; M.A., University of Michigan; Ph.D., University of
 Iowa

PAAP, Warren R. Assistant Professor of Sociology
 B.S., M.S., University of Wisconsin, Milwaukee; Ph.D., University of Missouri

PANNELL, William C., Jr. Visiting Lecturer in Mathematics (effec. 3/27/72)
 B.S., Fresno State College; M.A., University of California, Davis

PAQUETTE, Mary G. Assistant Professor of French
 B.A., M.A., Ph.D., University of California, Santa Barbara

PASSEL, Anne W. Associate Professor of English
 B.A., Mt. Holyoke College; M.A., Ph.D., University of the Pacific

PLOTKIN, Ira Lecturer in History
 A.B., University of Rochester; M.A., University of Michigan

PONKO, Vincent H., Jr. Dean, School of Humanities and
 Professor of History
 A.B., Brown University; M.A., DePaul University; Ph.D., Loyola University,
 Chicago

PURCELL, Harold I. Associate Professor of Accounting
 B.A., University of Arizona; M.S., San Diego State College; D.B.A., University
 of Southern California

RINALDUCCI, Esther Associate Professor of Nursing
 R.N., B.S., M.S., University of Pennsylvania

ROTHBART, Andrea Assistant Professor of Mathematics
 B.A., Wayne State University; M.A., Washington University

SAMPSON, Patsy H. Chairman and Professor of Psychology
 B.A., University of Oklahoma; Ph.D., Cornell University

SAN AGUSTIN, Andres Lecturer in Marketing
 B.B.A., University of the East (Manila); M.S., University of Rhode Island

SCHROT, Mary D. Associate Professor of Mathematics
 B.A., Immaculate Heart College; M.A., University of Notre Dame; Ph.D., Uni-
 versity of California, Los Angeles

SECOR, Kenneth E. Dean for Administration and
 Professor of Mathematics; Registered Civil Engineer
 B.S., M.S., Eng.D., University of California, Berkeley

SELTZER, Allan L. Associate Professor of Psychology
 B.A., Ph.D., University of Chicago

SHUSTER, Louis J. Professor of Management
 A.B., Sacramento State College; M.B.A., D.B.A., University of Washington

SILVERMAN, Philip Associate Professor of Anthropology
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